

Pathway Marker	Indicator	Threshold of Achievement	Stretch Goal
<p style="text-align: center;">1. Kindergarten</p>	<p>1A. Students have access to quality Pre-K services.</p>	<p>4 year old students attend the SLC PreK program, Headstart, or Neighborhood House program.</p>	<p>All Pre-K programs to be made aware of ELP program and test dates. Ask for one or two names from each facility to send letters.</p>
	<p>1B. Students enter Kindergarten academically prepared.</p>	<p>Students score a 3 or 4 in ELA and Math on the SLC Academic Fall Screener.</p>	
	<p>1C. Students exit kindergarten academically prepared for first grade.</p>	<p>Students score a 3 or 4 in ELA and Math on the SLC Kindergarten End of Level Assessment.</p>	<p>ELP kindergarteners would score a 4 in both ELA and Math.</p>

Pathway Marker	Indicator	Threshold of Achievement	Stretch Goal
<p style="text-align: center;">2. Third Grade</p>	<p>2A. Students read and write on grade level.</p>	<p>Students demonstrate proficiency on the Utah Core Standards in ELA by scoring a 3 or 4 on SAGE.</p>	<p>Students demonstrate Highly Proficient on SAGE Language Arts and Math. Students are above grade level in reading and writing.</p>
	<p>2B. Students whose first language is not English make sufficient progress in attaining proficiency in English including speaking, listening, reading, and writing.</p>	<p>Second language learners demonstrate progress on WIDA standards each year. Students in grade 3 will be at level 4 or higher on WIDA, or will have made at least 1 level change for each full year of instruction.</p>	

Pathway Marker	Indicator	Threshold of Achievement	Stretch Goal
<p style="text-align: center;">3.</p> <p style="text-align: center;">Exiting Elementary School (6th grade at elementary schools or 5th grade at Parkview, Edison, Mountain View, or Riley)</p>	<p>3A. Students are on grade level in ELA, math, and science</p>	<p>Students demonstrate proficiency on the Utah Core Standards in ELA, mathematics, and science by scoring a 3 or 4 on SAGE</p>	<p>High ability students receive challenging and accelerated instruction in ELA, math, and science with depth and complexity to match their abilities. Needs are served by pre-testing, compacting curriculum, and the Extended Learning Program.</p>
	<p>3B. Students whose first language is not English make sufficient progress in attaining proficiency in English including speaking, listening, reading, and writing</p>	<p>Second language learners demonstrate progress on WIDA standards each year. ELL Students exiting elementary school will be at level 5 or higher on WIDA and will score a 3 or 4 on the ELA SAGE for their grade level, or will have made at least 1 level change for each full year of instruction.</p>	<p>100% of High ability students demonstrate proficiency on the Utah State Standards by scoring at levels of 3 or 4 on SAGE testing in all subjects. High ability students demonstrate progress through a range of content acceleration strategies, rigorous curriculum, and assessment tools which will measure highly proficient in at least one academic area.</p>
	<p>3C. Students have opportunities to participate in performances (i.e. band, choir, drama, dance) and project-based learning with a culminating product (i.e. science fair, history fair)</p>	<p>Students participate each year in memorable, participatory, culminating experiences across various curricular areas during their elementary years (A method will be devised to document experiences of students in grades 3-6 and to determine the quality of the opportunities).</p>	<p>High ability students will participate in challenging, rigorous, memorable, and participatory culminating experiences yearly across various curricular areas during their elementary years with added depth and complexity to foster creative and critical thinking. Students will document their progress in a portfolio.</p>

Pathway Marker	Indicator	Threshold of Achievement	Stretch Goal
<p style="text-align: center;">4.</p> <p style="text-align: center;">Middle School (Glendale grades 6-8; Nibley Park grades 7-8; West High grades 7-8; all at Bryant, Northwest, Clayton, and Hillside)</p>	<p>4A. Students are on grade level in ELA, math, and science</p>	<p>Students demonstrate proficiency on the Utah Core Standards in ELA, mathematics, and science by scoring a 3 or 4 on SAGE</p>	<p>Students demonstrate proficiency on the Utah Core Standards in ELA, mathematics, and science by scoring a 3 or 4 on SAGE</p>
	<p>4B. Students develop effective student behaviors and habits during middle school</p>	<p>At the end of 8th grade, students attain at least two of these three items: *Attendance rate no lower than 90% in any core class. *Cumulative GPA of 2.75 or higher. *No in school or out of school suspensions.</p>	<p>At the end of 8th grade, students should attain these two items: Attendance rate no lower than 95% (171 days out of 180). Cumulative GPA of 3.5 or higher.</p>
	<p>4C. Students are engaged in their middle school experience</p>	<p>Students have at least one caring adult, participate in activities, programs, or sports, and have an individual SEOP conference including parent/guardian (A method will be devised to collect these data elements through survey and other documentation practices).</p>	<p>Involvement in one or more competitive academic OR service activities (science fair, history fair, Math Counts, writing contest, and applicable service activities) Science Fair Utah History Fair Math Counts Writing Contests</p>

Pathway Marker	Indicator	Threshold of Achievement	Stretch Goal
<h1 style="text-align: center;">5. High School</h1>	<p>5A. 9th grade students are on grade level in ELA, math, and science.</p>	<p>9th grade students demonstrate proficiency on the Utah Core Standards in ELA, mathematics, and science by scoring a 3 or 4 on SAGE.</p>	<p>Former ELP students are enrolled in honors ELA, math, and science courses. Students are enrolled in a preparatory IB program and/or have an academic plan that includes AP classes.</p>
	<p>5B. 9th grade students develop effective student behaviors and habits in high school.</p>	<p>At the end of 9th grade, students attain at least two of these three items:</p> <ol style="list-style-type: none"> 1. Have an attendance rate no lower than 90% in any core class; 2. Have a cumulative GPA of 2.75 or higher; 3. Have no in-school or out-of-school suspensions. 	<p>Former ELP students have a cumulative GPA of 3.5 or higher.</p>
	<p>5C. 9th grade students transition into high school successfully.</p>	<p>9th grade students earn appropriate credits in core and non-core classes (i.e., earning at least .75 credits in each of ELA, mathematics, and science, and earning at least 6 total credits)</p>	<p>By the end of 9th grade, former ELP students have earned 8 credits, including 1.0 in honors ELA, 1.0 in mathematics, 1.0 in honors science, and 1.0 in honors geography and civics with a 3.5 GPA.</p>

Pathway Marker	Indicator	Threshold of Achievement	Stretch Goal
<p style="text-align: center;">5.</p> <p style="text-align: center;">High School</p>	<p>5D. 9th grade students are engaged in their high school experience.</p>	<p>Students have at least one caring adult, participate in activities, programs, or sports, and have an individual CCR conference (a method will be devised to collect these data elements through survey and other documentation.</p>	<p>Former ELP students have an individual CCR conference that maps out a rigorous high school experience. By the end of 12th grade, former ELP students have held one school or leadership role (e.g., French Club secretary, soccer team co-captain, chess club scheduler, assistant manager) and have participated in service opportunities within the school or community.</p>
	<p>5E. Students are academically on track by the end of 11th grade.</p>	<p>By the end of 11th grade, students demonstrate academic preparedness by meeting the following:1) Attendance rate no lower than 90% in any core class;2) Overall GPA at least 2.0;3) Have earned at least 16 total credits including at least 3 credits of ELA, 3 credits of math, and 2 credits of science. 4)Have passed a SAGE ELA test.</p>	<p>By the end of 11th grade, former ELP students have an Overall GPA of 3.5, and have earned at least 20 credits including 3 credits of ELA, 3 credits of math, 3 credits of science, and 2 credits of social studies including U.S. History. Former ELP students have passed ELA, math, and science SAGE tests with a 3 or 4.</p>
	<p>5F. Students demonstrate STEM preparation by the end of 11th grade.</p>	<p>By the end of 11th grade, students successfully complete at least Secondary math II (i.e., earned 4 quarter credits in Secondary Math II with an overall GPA of at least 2.0 and earned a score of 3 or higher on the SAGE test) and has received a score of 3 or higher on two different science SAGE tests.</p>	<p>In addition to the Stretch Goals in Pathway Marker 5E, by the end of 12th grade, former ELP students have successfully completed at least one AP or IB math course and one AP or IB science course.</p>

Pathway Marker	Indicator	Threshold of Achievement	Stretch Goal
<p style="text-align: center;">5.</p> <p style="text-align: center;">High School</p>	<p>5G. Students prepare for postsecondary school or training.</p>	<p>Students participate in the ACT, participate in financial aid counseling including FAFSA completion, and earn credit in at least one CTE, AP, or concurrent enrollment course.</p>	<p>Former ELP students achieve at least a 25 on the ACT, earn credit in at least 5 AP courses including AP Literature (or a concurrent enrollment English course such as English 1010), and/or earn a full IB diploma. Former ELP students are admitted to at least one postsecondary school.</p>
	<p>5H. Students graduate on time.</p>	<p>Students graduate by the end of summer of their senior year or sooner (i.e., using federal 4-year cohort rules and definitions).</p>	<p>Former ELP students graduate by the end of the senior year or sooner.</p>