



**Strategic Plan for  
Student Achievement  
2024-2029**

## Contents

Salt Lake City School District.....	7
Mission Statement.....	7
Vision Statement.....	7
Core Values .....	7
Tenets .....	7
Coherent Educational Improvement School System.....	8
PILLARS of STUDENT ACHIEVEMENT .....	10
PILLAR: EDUCATIONAL EQUITY, ACCESS, AND STUDENT SUPPORT .....	11
<b>Goal 1: Equitable Access and Inclusion</b> .....	12
Salt Lake City School District will ensure unobstructed entrance into, involvement, and full engagement of all learners in school programs and activities. ....	12
Objective 1: Students will access appropriate and effective programs and activities by eliminating barriers that obstruct their access.....	12
Objective 2: Schools will provide opportunities for students to fully engage in appropriate and effective programs and activities through the elimination of barriers. ....	13
<b>Goal 2: Equitable Treatment</b> .....	15
Salt Lake City School District will encourage individuals to interact in ways that are accepting, valuing, respectful, supportive, safe, and secure, resulting in students feeling confident in their pursuit of learning without fear of threat, humiliation, danger, or disregard. ....	15
Objective 1: Students will experience excellent and equitable learning environments by having the following student needs: basic, physical health, mental health, safety, and belonging. ....	15
PILLAR: STUDENT ACHIEVEMENT / PREK-12/TRANSITION.....	17
<b>Goal 1: Civic Competency and Communication</b> .....	18

Salt Lake City School District will provide students educational experiences that help them to develop into thoughtful, well-rounded, and civic ready members of society equipping students with the knowledge and skills to make thoughtful decisions as positive and contributing members of society.....	18
<b>Goal 2: Academic Success</b> .....	19
Salt Lake City School District will increase opportunities and address achievement gaps using district-approved materials, technology, and resources to teach Utah Core Standards on grade level with continuity and fidelity between schools and grade levels.....	19
Objective 1: Students and teachers will demonstrate increased academic conversation and literacy development to support content understanding through speaking and listening. ....	19
Objective 2: Students will increase grade level proficiency in reading based on the Utah Core Standards or Utah Essential Elements Standards. ....	19
Objective 3: Students will increase grade level proficiency in math for all students based on the Utah Core Standards or Utah Essential Elements Standards.....	20
Objective 4: Students will increase grade level proficiency in science for all students based on the Utah Core Standards or Utah Essential Elements Standards.....	20
Objective 5: Students who are multi-language learners (MLL) will increase English proficiency and be prepared to exit the ELD program on target. ....	21
Objective 6: Students and teachers will increase their knowledge, skills, and understanding of technology integration in instruction and learning.....	21
<b>Goal 3: Access to Expanded Learning Opportunities</b> .....	23
Salt Lake City School District will broaden our students' academic skills, knowledge, and social and emotional capacity in ways that connect school learning to real-world experiences.....	23
Objective 1: PreK (Early Childhood) students will increase school readiness skills to support the transition into kindergarten. ....	23
Objective 2: Students will access innovative learning inside the school building and in the community and will demonstrate their learning, skills, and multi-modal excellence in multiple ways.....	24

Objective 3: Middle and high school students will be prepared to identify and opt into areas of interest in early college and career coursework and demonstration post-high school preparation..... 24

PILLAR: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION ..... 26

**Goal 1: Family Partnerships and Engagement in Education**..... 27

Salt Lake City School District will ensure all families are valued, respected, and are treated as equal partners in designing the educational experiences of their children. .... 27

Objective 1: Parents will experience meaningful school interactions and increased involvement as a result of improved family and school partnerships. .... 27

**Goal 2: Community Partnerships**..... 28

Salt Lake City School District will build and nurture relationships with community partners to elevate our students and family academic achievement. The Salt Lake City School District values community members, leaders, and business partners. .... 28

Objective 1: Students and families will be provided with the critical resources needed for students to focus on learning. .... 28

**Goal 3: Public Perception and Connections** ..... 29

Salt Lake City School District will maintain positive relationships with students, families, community members, elected officials, and community leaders; elevate the public’s perception of our school district as a valuable partner and as a team of influential educational experts; and building trust in the transparency and integrity of our systems. .... 29

Objective 1: Students, families, and community members will feel more connected and informed about district programs, achievements, and operations. .... 29

PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY ..... 30

**Goal 1: Safe and Efficient Facilities**..... 31

Salt Lake City School District will provide schools that are safe, secure, and welcoming. This encompasses effective designs to ensure there are secure entrances and warm and inviting interiors. The district creates spaces to encourage collaboration and facilitate instruction based on best practices. .... 31

Objective 1: Schools will be constructed and maintained based on the following criteria: life and safety; building integrity; and instructional needs.....	31
Objective 2: Staff will continue its work to achieve the goals outlined in district’s sustainability action plan. ....	31
Objective 3: Students will be provided with facilities that are designed to effectively deliver college and career pathway learning experiences.....	32
<b>Goal 2: Highly Qualified Staff.....</b>	<b>33</b>
Salt Lake City School District will staff our schools with well-trained and capable employees ready to provide exemplary learning environments for all students and responsive to evolving district needs. ....	33
Objective 1: All students will have access to qualified, experienced, and culturally competent educational personnel.....	33
<b>Goal 3: Student Conduct &amp; Discipline Process.....</b>	<b>34</b>
Salt Lake City School District will ensure consistent and timely responses to student conduct and discipline issues, prioritizing prevention, support, and safety for all students. ....	34
Objective 1: Students will be provided with safe learning environments through the implementation of threat assessment teams. School and district threat assessment teams will systematically analyze and resolve very serious threats of violence in accordance with the Comprehensive School Threat Assessment Guidelines (CSTAG). ....	34
Objective 2: Students, families, and school personnel will experience a timely and efficient response to all district-level safe school violation referrals.....	34
Objective 3: Students will be supported by the district safe schools’ team through a postvention system that ensures a seamless transition back to an appropriate educational setting and reduces recidivism.....	35
SUPPORT SYSTEMS .....	36
POLICY AND LEGAL SERVICES .....	37
RESEARCH AND EVALUATION .....	37
TECHNOLOGY AND INSTRUCTIONAL TECHNOLOGY .....	38
BUDGET AND FINANCE .....	38

IMPLEMENTATION SUMMARY .....	39
Implementation of Strategic Plan: Year 1 2023-24 .....	40
EQUITY .....	40
STUDENT ACHIEVEMENT PREK-12/TRANSITION .....	40
FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION .....	41
LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY .....	41
Glossary.....	43
Acknowledgement of Committee Members .....	44
Educational Equity, Access, and Student Support Committee.....	44
Student Achievement: PreK-12 Transition Committee .....	45
Family-School and Community Partnerships and Communication Committee.....	46
Learning Environments, Stewardship, and Sustainability Committee .....	46

# Salt Lake City School District

The Salt Lake City School District (SLCSD) is committed to providing an excellent educational experience for the students and families in our urban setting. The district has more than 20,000 students, 1,000 teachers, and 40 schools, united by one goal: excellence and equity for every student. We are a vibrant and diverse district with students and families from all over the world, speaking over 80 languages and bringing their unique lived experiences to our classrooms. The district strives to provide our students with the skills they need to graduate ready for post-secondary settings, college, career and life.

## Mission Statement

Salt Lake City School District cultivates a love of learning in a diverse and inclusive school community, committed to educational excellence and integrity. In collaboration with families and community, we hold high expectations for all students, respond effectively to individual needs, and provide a safe, healthy environment in which every student can learn the academic, problem-solving, and social skills required for success in college, career, and life.

## Vision Statement

Excellence and Equity: every student, every classroom, every day

## Core Values

- Equity
- Inclusion
- Transparency
- Sustainability

## Tenets

- Provide students with access to grade level Utah Core Standards
- Develop coherence and excellence in instruction and assessment through professional collaboration
- Provide welcoming, inclusive, culturally affirming, and safe learning environments for all students
- Establish a district-wide culture of continuous improvement

# Coherent Educational Improvement School System

The National Center for Urban School Transformation identifies high-performing urban school districts as those who have coherent educational improvement school systems. “Coherent educational improvement school systems help develop, sustain, and grow culture, curricula, and instruction needed to generate excellent and equitable learning.” (Leadership in America’s Best Urban Schools, 2017). Coherent educational improvement systems focus on:

- Positive and powerful relationships
- Challenging and rigorous curricula
- Engaging and effective instruction
- A culture of continuous improvement

SLCSD’s Strategic Plan for Student Achievement (Strategic Plan) is focused on our collective responsibility to meet the needs of the whole child—academic, social, emotional, and physical needs. As such, we recognize that continuous improvement is an iterative process that allows us to make modifications along the way to better meet students’ needs and provide wrap-around services. To facilitate this process, a SLCSD Strategic Plan Steering Committee will be formed to monitor the implementation of the Strategic Plan, reflect on its effectiveness, and make modifications as needed annually. Following this approach will ensure our Strategic Plan drives continuous improvement through action plans that can be modified as needed and focused on creating a district-wide coherent educational improvement school system.





# **PILLARS of STUDENT ACHIEVEMENT**

Educational Equity, Access, and Student Support

Student Achievement PreK-12/Transition

Family-School and Community Partnerships and Communication

Learning Environments, Stewardship, and Sustainability

**PILLAR:  
EDUCATIONAL EQUITY, ACCESS, AND STUDENT  
SUPPORT**

# PILLAR: EDUCATIONAL EQUITY, ACCESS, AND STUDENT SUPPORT

## Goal 1: Equitable Access and Inclusion

Salt Lake City School District will ensure unobstructed entrance into, involvement, and full engagement of all learners in school programs and activities.

**Objective 1: Students will access appropriate and effective programs and activities by eliminating barriers that obstruct their access.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Implement <a href="#">equity audits</a> to review student data, write school improvement plans, and guide school improvement initiatives.	2023-24	The achievement gap between subgroups will be narrowed to a 10%-point difference between the highest and lowest proficiency rate.
2. Design master schedules to increase balance between core classes and electives so all students receive an education that creates opportunities.	2024-25	Elementary students will have scheduled time for learning in all core areas (ELA, Math, Social Studies, Science, Fine Arts, and PE).  High school freshmen and sophomores will have 50% of their course schedule dedicated to elective classes.
3. Facilitate underrepresented student groups in designing their Individual Learning Plan (K-6) or Career/College Readiness Plan (7-12) to prepare for and enroll in advanced academic courses.	2026-27	Students and families will have a better understanding of class pathways, core requirements, and connections to college/career options.  Counselors support academic choice in identifying students to enroll in advanced academics.  Demographics in secondary advanced academic classes will match the demographic composition of the school.
4. Schedule quarterly transition activities to support students and families in the transition from Pre-Kindergarten to Kindergarten; Elementary School to Middle School; and Middle School to High School.	2025-26	At least 80% of incoming students will participate in transition activities.

**Objective 2: Schools will provide opportunities for students to fully engage in appropriate and effective programs and activities through the elimination of barriers.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Provide elementary students with enrichment experiences every year.	2025-26	Elementary students will have at least one enrichment activity per quarter.
2. Build educator capacity to select instructional resources that are <a href="#">culturally affirming</a> and engaging.	2023-24	<p>Increased and consistent delivery of professional development focused on addressing culturally affirming and engaging practices.</p> <p>Increased access to meaningful, culturally affirming, highly engaging, and rigorous educational and enrichment experiences for all students.</p>
3. Implement criteria on self-assessment of <a href="#">Multi-tiered System of Supports (MTSS)</a> and complete the rubric every two years.	2024-25	<p>Self-assessment of Multi-tiered System of Supports (SAM) total scores will increase:</p> <ul style="list-style-type: none"> <li>○ 2025: 35% of schools will score a 2.0+</li> <li>○ 2027: 45% will score a 2.0+</li> <li>○ 2029: 55% will score a 2.0+</li> </ul>
4. Create and offer differentiated MTSS professional learning for school faculties, teachers, and administrators.	2023-24	Increased and consistent delivery of academic and behavioral interventions.
5. Build consistent districtwide implementation of <a href="#">Positive Behavior Intervention Systems (PBIS)</a> .	2024-25	<p>Decreased disruptive behavior in classrooms. Increased full engagement of students in learning.</p> <p>Decreased office referrals.</p> <p>Referrals to behavior specialists will decrease each year:</p> <ul style="list-style-type: none"> <li>○ 2024: 250</li> <li>○ 2025: 230</li> <li>○ 2026: 210</li> <li>○ 2027: 190</li> <li>○ 2028: 170</li> </ul>

6. Create and implement consistent student services council (SSC) districtwide.	2023-24	Increased and consistent delivery of academic and behavioral interventions.
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## PILLAR: EDUCATIONAL EQUITY, ACCESS, AND STUDENT SUPPORT

### Goal 2: Equitable Treatment

Salt Lake City School District will encourage individuals to interact in ways that are accepting, valuing, respectful, supportive, safe, and secure, resulting in students feeling confident in their pursuit of learning without fear of threat, humiliation, danger, or disregard.

**Objective 1: Students will experience excellent and equitable learning environments by having the following student needs: basic, physical health, mental health, safety, and belonging.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Administer the Social and Emotional Learning (SEL) survey to students in the fall and spring of each school year.	2023-24	Compile 2023 SEL survey scores to calculate growth goals.
2. Implement the three SEL signature practices consistently and districtwide.	2023-24	Increased sense of belonging by students, improved attendance, and decrease in disruptive behavior.
3. Implement explicit SEL instruction at least 40 minutes/week consistently and districtwide.	2023-24	Increased sense of belonging by students, improved attendance, and decrease in disruptive behavior.
4. Identify and prioritize areas of growth on the <a href="#">Collaborative for Academic, Social, and Emotional Learning (CASEL)</a> rubric and offer SEL professional learning that is aligned to these priorities.	2023-24	Salt Lake City School District’s total score on the CASEL implementation rubric will increase each year: <ul style="list-style-type: none"> <li>○ 2024: 89%</li> <li>○ 2025: 91%</li> <li>○ 2026: 93%</li> <li>○ 2027: 95%</li> <li>○ 2028: 97%</li> </ul>
5. Implement consistent districtwide <a href="#">trauma-informed practices</a> .	2023-24	Increased sense of belonging by students, improved attendance, and decrease in disruptive behavior.
6. Provide students and employees with <a href="#">anti-bias training</a> .	2023-24	Increased sense of belonging by students, improved attendance, and decrease in disruptive behavior.  Decrease in G19/20 and Title IX complaints.
7. Create well-being teams in every school to help monitor students’ needs and coordinate	2024-25	Increased sense of belonging by students, improved attendance, and decrease in disruptive behavior.

wrap-around services.		Increase in scores on Sharp, bullying, and culture climate surveys.
8. Provide direct district nursing services to students to promote wellness and safety.	2026-27	<p>Increased direct nursing services including insulin, g-feeds, catheterization, etc.</p> <p>Increased preventative nursing services including immunizations, flu vaccine, vision health, maturation, bloodborne pathogens etc.</p> <p>Increased health care coordination with parents, students, teachers and community health providers.</p>
9. Provide students with access to district social work services necessary for crisis response, suicide prevention, anxiety, depression, coping skills, grief, racism, and community healing after a tragic event to promote student wellness and safety.	2026-27	<p>Decreased negative mental health symptoms in students.</p> <p>Increased parent support for mental well-being reinforcement at home.</p> <p>Increased parent support to access community mental health supports.</p>



**PILLAR:  
STUDENT ACHIEVEMENT /  
PREK-12/TRANSITION**

## PILLAR: STUDENT ACHIEVEMENT PREK-12/TRANSITION

### Goal 1: Civic Competency and Communication

Salt Lake City School District will provide students educational experiences that help them to develop into thoughtful, well-rounded, and civic ready members of society equipping students with the knowledge and skills to make thoughtful decisions as positive and contributing members of society.

**Objective 1: Students will develop and demonstrate civic awareness and competencies.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
<ol style="list-style-type: none"> <li>1. Engage students in a range of learning experiences that cultivate civic knowledge, skills, and dispositions in a variety of contexts.</li> <li>2. Provide student with opportunities to participate in developmentally appropriate civic learning experiences that nurture the civic knowledge, ideals, and practices of our democratic society.</li> </ol>	<p>2023-24</p>	<p>Students will interact with and communicate with others in a way that demonstrates empathy and respect towards diverse perspectives and experiences.</p> <p>50% of students will graduate from high school with a Seal of Civic Readiness.</p>

## PILLAR: STUDENT ACHIEVEMENT PREK-12/TRANSITION

### Goal 2: Academic Success

Salt Lake City School District will increase opportunities and address achievement gaps using district-approved materials, technology, and resources to teach Utah Core Standards on grade level with continuity and fidelity between schools and grade levels.

**Objective 1: Students and teachers will demonstrate increased academic conversation and literacy development to support content understanding through speaking and listening.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Engage students in productive academic conversation for an average of 50% of time in class.	2023-24	Teachers will be observed incorporating structured academic conversation for students in all content areas.

**Objective 2: Students will increase grade level proficiency in reading based on the Utah Core Standards or Utah Essential Elements Standards.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Ensure students have access to high quality, appropriate, grade-level literacy instruction based on the science of reading.  2. Demonstrate on school schedules the time allocated for language development in elementary school.	2023-24	80% of students will increase reading proficiency on grade level as measured by end-of-year Acadience or Reading Inventory assessments.  80% of students will make at least one year’s worth of growth based on their student growth target (SGT) (scaled score, MGP) as measured by end-of-year assessment.  80% of students with a significant cognitive disability will make appropriate progress in reading as indicated on their Individual Education Program (IEP) as measured by the Dynamic Learning Maps Essential Elements and/or Utah Alternative Assessment.

<b>Objective 3: Students will increase grade level proficiency in math for all students based on the Utah Core Standards or Utah Essential Elements Standards.</b>		
<b>ACTION STEPS</b>	<b>IMPLEMENTATION YEAR</b>	<b>OUTCOMES By 2029</b>
<ol style="list-style-type: none"> <li>1. Ensure students have access to high quality, appropriate, and grade-level mathematics instruction.</li> <li>2. Demonstrate on school schedules the time allocated for math instruction in elementary school.</li> </ol>	2023-24	<p>80% of students will increase math proficiency on grade level as measured by end-of-year Acadience Math assessment.</p> <p>80% of students will make at least one year’s worth of growth based on their student growth target (SGT) (scaled score, MGP) as measured by end-of-year assessment.</p> <p>80% of students with a significant cognitive disability will make appropriate progress in math as indicated on their IEP as measured by the Dynamic Learning Maps Essential Elements and/or Utah Alternative Assessment.</p>
<b>Objective 4: Students will increase grade level proficiency in science for all students based on the Utah Core Standards or Utah Essential Elements Standards.</b>		
<b>ACTION STEPS</b>	<b>IMPLEMENTATION YEAR</b>	<b>OUTCOMES BY 2029</b>
<ol style="list-style-type: none"> <li>1. Ensure students access high quality, appropriate, and grade-level science instruction.</li> <li>2. Demonstrate time scheduled for science instruction in elementary school schedules.</li> <li>3. Provide PreK-12 students with access to Science, Technology, Engineering, and Math (STEM) activities that promote connections to</li> </ol>	2023-24	<p>80% of students will increase science proficiency at grade level as measured by end-of-year assessments.</p> <p>80% of students will make at least one year’s worth of growth based on their student growth target (SGT) (scaled score, MGP) as measured by end-of-year assessment.</p> <p>80% of students with a significant cognitive disability will make appropriate progress in science as indicated on their IEP, as measured by the Dynamic Learning Maps Essential Elements and/or Utah Alternative Assessment.</p>

post-graduation college and career choices, including place-based learning opportunities.		100% of students will participate in place-based STEM activities at least once per semester.
<b>Objective 5: Students who are multi-language learners (MLL) will increase English proficiency and be prepared to exit the ELD program on target.</b>		
<b>ACTION STEPS</b>	<b>IMPLEMENTATION YEAR</b>	<b>OUTCOMES BY 2029</b>
1. Ensure all MLL students have appropriate English Language Development (ELD) classes, instructional time, or Individual Language Plans (ILP) to support their English language proficiency.	2024-25	All schools will be in full compliance with Federal and district requirements for MLLs.
2. Provide MLL students with access to high quality and appropriate ELD instruction that promotes English proficiency in listening, speaking, reading, and writing.	2023-24	80% of MLLs will demonstrate appropriate growth each year as determined by the WIDA Access.  Within five years of entry, 80% of MLLs will reach English proficiency as measured by their WIDA Access scores and exit to monitoring.  80% of MLL students with significant cognitive delays will make appropriate progress on their language goals as measured by their yearly IEPs.
3. Ensure MLLs access grade level core content.	2023-24	80% of MLLs will demonstrate content class proficiency as measured by end-of-level assessments.
<b>Objective 6: Students and teachers will increase their knowledge, skills, and understanding of technology integration in instruction and learning.</b>		
<b>ACTION STEPS</b>	<b>IMPLEMENTATION YEAR</b>	<b>OUTCOMES BY 2029</b>
1. Provide ongoing support in using technology (hardware, software, and resources) in ways that enhance learning and develop skills	2023-24	Teachers will demonstrate instruction that enhances instruction, including assistive or adaptive technology.

<p>needed for ongoing success in each content area.</p> <p>2. Provide continued professional development and support in the use of consistent learning management tools (LMS) in all grades and schools.</p>	<p>2023-24</p>	<p>Students will demonstrate ethical uses of technology to communicate, research, evaluate, and use information.</p> <p>Students, parents, and teachers will access the district LMS for learning and communication of expectations and results.</p>
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## PILLAR: STUDENT ACHIEVEMENT PREK-12/TRANSITION

### Goal 3: Access to Expanded Learning Opportunities

Salt Lake City School District will broaden our students' academic skills, knowledge, and social and emotional capacity in ways that connect school learning to real-world experiences.

#### Objective 1: PreK (Early Childhood) students will increase school readiness skills to support the transition into kindergarten.

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Provide an early childhood program at all elementary schools, including increased options for collaborative classrooms.	2026-27	<p>50% of students at Title I schools entering kindergarten or 1<sup>st</sup> grade will have attended a high quality preschool program within the district between the ages of 3-5.</p> <p>Students will have more options for collaborative classrooms and other services for students with IEPs.</p>
2. Ensure students entering Kinder programs from district early childhood programs will demonstrate kindergarten readiness.	2023-24	<p>80% of students will demonstrate readiness using the following measures:</p> <ul style="list-style-type: none"> <li>○ PEEP/PEEPAA Exit demonstrating kinder ready</li> <li>○ KEEP+ Entrance</li> <li>○ Making appropriate progress on IEP goals when identified as SpEd</li> <li>○ SpEd Assessment</li> <li>○ TS Gold monitoring</li> </ul>
3. Increase Early Childhood staff retention and expertise.	2024-25	Provide an advanced certification pathway for Early Childhood instructors in Early Childhood Development.
4. Align PreK with district K-12 key strategic curriculum outcomes in content areas.	2024-25	<p>Align PreK curriculum and instruction with K-12 district adopted materials</p> <p>Provide coaching and support in math, science/STEM, and literacy.</p> <p>Offer professional learning to support Early Childhood general and SpEd instructors in core content areas.</p>

<p>5. Relaunch Parents and Teachers (PAT) birth-3 program with sufficient staff and support, including additional training and certification for instructors.</p>	<p>2025-26</p>	<p>Increase in student preparation for PreK based on PEEP entry.</p> <p>Increased numbers of families participating in PAT activities.</p> <p>Increased family-school connection based on home visits and community engagement activities included in the PAT program.</p>
<p><b>Objective 2: Students will access innovative learning inside the school building and in the community and will demonstrate their learning, skills, and multi-modal excellence in multiple ways.</b></p>		
<p><b>ACTION STEPS</b></p>	<p><b>IMPLEMENTATION YEAR</b></p>	<p><b>OUTCOMES BY 2029</b></p>
<p>1. Support teachers in developing pedagogy and accessing appropriate resources to support place-based learning and other experience-based or inquiry learning opportunities.</p>	<p>2023-24</p>	<p>Students will engage in learning experiences that support them in applying their knowledge and skills in a variety of contexts to effectively communicate their learning and inspires further inquiry.</p> <p>Students in all schools will have opportunities to publicly share their learning with the school and the community.</p>
<p>2. Provide opportunities for students to participate in place-based learning, internships, or other performance-based learning.</p>	<p>2026-27</p>	<p>Students will participate in one place-based learning, internship, or other performance-based learning opportunity per class per semester.</p>
<p><b>Objective 3: Middle and high school students will be prepared to identify and opt into areas of interest in early college and career coursework and demonstration post-high school preparation.</b></p>		
<p><b>ACTION STEPS</b></p>	<p><b>IMPLEMENTATION YEAR</b></p>	<p><b>OUTCOMES BY 2029</b></p>
<p>1. Increase middle school students' access to rigorous courses in preparation for advanced academic courses in high school.</p>	<p>2023-24</p>	<p>Consistent districtwide middle school programming for advanced academics that provides student choice without barriers for enrollment.</p> <p>Demographics in secondary advanced academic classes will match the demographic composition of the school.</p>



<p>2. Increase all high school students' access to Advanced Placement, International Baccalaureate, concurrent enrollment (CE), and/or career and technical education (CTE) pathway courses.</p>	<p>2023-24</p>	<p>By the end of grade 11, 80% of students will be prepared for post-secondary opportunities by completing one credit of Advanced Placement, International Baccalaureate, or concurrent enrollment coursework, or two credits of CTE coursework. (Currently at 45% and 63%, not including CE.*).</p>
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**PILLAR:  
FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS  
AND COMMUNICATION**

# PILLAR: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION

## Goal 1: Family Partnerships and Engagement in Education

Salt Lake City School District will ensure all families are valued, respected, and are treated as equal partners in designing the educational experiences of their children.

**Objective 1: Parents will experience meaningful school interactions and increased involvement as a result of improved family and school partnerships.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Implement the <a href="#">Dual Capacity-Building Framework</a> for Family-School Partnerships.	2024-25	80% of schools will have implemented the Dual Capacity-Building Framework with fidelity.  Increase in parent representation in school leadership roles, such as school community councils.
2. Create Family-School Partnership Teams.	2024-25	Increased sense of belonging for parents as measured by responses to the parent survey.  Increased collaboration between schools and families as measured by responses to the parent survey.
3. Create parent resource centers that are available to parents before, during and after school hours.	2025-26	Increase in parent presence in schools.

# PILLAR: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION

## Goal 2: Community Partnerships

Salt Lake City School District will build and nurture relationships with community partners to elevate our students and family academic achievement. The Salt Lake City School District values community members, leaders, and business partners.

**Objective 1: Students and families will be provided with the critical resources needed for students to focus on learning.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Identify and collaborate with business and community organizations within district boundaries.	2024-25	Increased number of business and community partnerships with the district.
2. Streamline families' access to medical, dental, and mental health services.	2024-25	Increase in utilization of resources that reduce absenteeism, prevent illnesses, and improve family health.
3. Increase awareness of healthcare opportunities for families at each Community Learning Center.	2024-25	Increased family attendance at health fairs and Community Learning Centers.
4. Ensure schools know and use the resources of volunteer programs and other services available through the Development Office and its partners.	2024-25	Increased collaboration with families, business partners, and community volunteers.

# PILLAR: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION

## Goal 3: Public Perception and Connections

Salt Lake City School District will maintain positive relationships with students, families, community members, elected officials, and community leaders; elevate the public’s perception of our school district as a valuable partner and as a team of influential educational experts; and building trust in the transparency and integrity of our systems.

**Objective 1: Students, families, and community members will feel more connected and informed about district programs, achievements, and operations.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Conduct a comprehensive survey of stakeholders, including elected officials, nonprofit partners, community leaders, business leaders, and residents.	2023-24	The Communications and Community Relations Division will use polling results to create a plan for communication, marketing, and public perception improvement efforts.  Stakeholders will report increased trust in the district as evidenced by subsequent stakeholder feedback.
2. Develop a strategic approach to highlight employee and student achievements.	2023-24	Increased number of published stories and media posts about positive accomplishments of district employees and students.
3. Establish quarterly Communications Council meetings to increase communication between the district and stakeholders.	2024-25	The district will increase specific communication channels with measurable increases in collaboration and responses between stakeholders.
4. Provide students and families with a designated point of contact at their school.	2025-26	Every student and family will know who their designated point of contact is and how to reach them for help accessing information about district and community resources available to them.

**PILLAR:  
LEARNING ENVIRONMENTS, STEWARDSHIP, AND  
SUSTAINABILITY**

## PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY

### Goal 1: Safe and Efficient Facilities

Salt Lake City School District will provide schools that are safe, secure, and welcoming. This encompasses effective designs to ensure there are secure entrances and warm and inviting interiors. The district creates spaces to encourage collaboration and facilitate instruction based on best practices.

**Objective 1: Schools will be constructed and maintained based on the following criteria: life and safety; building integrity; and instructional needs.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Prioritize capital projects that focus on ensuring the safety of our schools.	2025-26	<p>100% of elementary school entry ways and vestibules will be enhanced to increase stakeholder safety and security.</p> <p>100% of classroom locks will be converted to internal locking mechanisms.</p> <p>Install weapons detection systems at select high schools, provide necessary support staff, and evaluate collected data to determine effectiveness in improving school safety.</p>
2. Ensure improvement projects are designed to promote optimal learning environments for students that align with best practices.	2028-29	Elementary and middle schools will have sensory learning spaces that include ergonomic furniture, flexible seating, and other resources that meet the needs of diverse learning modalities.
3. Ensure new construction projects will provide equitable access to building facilities.	2028-29	100% of new construction of district buildings will have gender neutral restrooms on every floor.

**Objective 2: Staff will continue its work to achieve the goals outlined in district’s sustainability action plan.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Implement sustainability projects	2024-25	Use 100% clean, renewable energy in the electricity sector by 2030.

		<p>Meet 100% of all district operations energy needs with carbon neutral energy by 2040.</p> <p>Decrease carbon footprint by 25% .</p> <p>Decrease water consumption by 50,000,000 gallons per year.</p>
2. Develop future capital projects and new construction aligned with the sustainability resolution.	2027-28	New construction will be carbon zero.
<b>Objective 3: Students will be provided with facilities that are designed to effectively deliver college and career pathway learning experiences.</b>		
<b>ACTION STEPS</b>	<b>IMPLEMENTATION YEAR</b>	<b>OUTCOMES BY 2029</b>
1. Collaborate with district industry partners and Utah System of Higher Education (USHE) to ensure alignment with community and industry needs.	2023-24	<p>Increase CTE pathway completion by 30%.</p> <p>75% of CTE classrooms will be designed and built according to current industry standards.</p>
2. Solicit input from community and industry partners in designing CTE classrooms.	2025-26	New high school construction plans will be completed subject to bond approval.
3. Utilize multipurpose learning spaces in elementary and middle schools where teachers and students collaborate and engage in instruction.	2024-25	<p>By the end of 2024, 25% of all classes will be using multipurpose spaces.</p> <ul style="list-style-type: none"> <li>○ 2025=50%</li> <li>○ 2026=75%</li> <li>○ 2027=100%.</li> </ul>



## PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY

### Goal 2: Highly Qualified Staff

Salt Lake City School District will staff our schools with well-trained and capable employees ready to provide exemplary learning environments for all students and responsive to evolving district needs.

**Objective 1: All students will have access to qualified, experienced, and culturally competent educational personnel.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Recruit district staff for Grow Your Own Program and incentivize them to start their teaching careers with the district.	2024-25	75% of participants who successfully complete the program accept employment with the district as licensed educators.
2. Recruit and encourage students to pursue a career in education by enrolling in Teaching as a Profession pathway.	2023-24	By the end of 2024, the pathway is offered at each comprehensive high school.  By the end of 2026, there will be a 200% increase in the number of students enrolled in the pathway.
3. Ensure consistent application of timely and equitable hiring practices, and continually develop and implement innovative recruitment, induction and retention methods.	2023-24	In 100% of hiring practices, a standardized rubric for reviewing application materials and interview processes will be used.  Increased affinity feelings toward the district as an employer of choice as evidenced through stay interview data and turnover metrics.
4. Streamline hiring practices to reduce time to fill critical positions.	2023-24	Reduce time to fill vacant positions by 30%.

## PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY

### Goal 3: Student Conduct & Discipline Process

Salt Lake City School District will ensure consistent and timely responses to student conduct and discipline issues, prioritizing prevention, support, and safety for all students.

**Objective 1: Students will be provided with safe learning environments through the implementation of threat assessment teams. School and district threat assessment teams will systematically analyze and resolve very serious threats of violence in accordance with the Comprehensive School Threat Assessment Guidelines (CSTAG).**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Create district-level and school-level Threat Assessment teams.	2024-25	Zero incidents of very serious acts of violence as defined by CSTAG—kill, rape, shoot, or injure with a weapon—will occur on district campuses.
2. Attend <a href="#">CSTAG</a> train-the-trainer sessions every four years.	2024-25	Decrease in disruptive behavior.  Increase in student learning.
3. Deliver CSTAG training for school teams every year.	2024-25	Increased capacity for schools to decrease disruptive behavior and reduce safe school violation incidents.
4. Audit school threat assessment teams twice per year.	2024-25	Increased capacity for schools to decrease disruptive behavior and reduce safe school violation incidents.
5. Ensure student physical safety in collaboration with Salt Lake City Police Department.	2023-24	Decrease in the number of serious incidents involving student violence and/or weapons possession.

**Objective 2: Students, families, and school personnel will experience a timely and efficient response to all district-level safe school violation referrals.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Decrease the number of days needed to resolve safe school cases, including completion of school-based investigation and reporting.	2024-25	District-level safe schools referrals will be resolved within 10 school days from notification to student placement except in exceptional circumstances.

**Objective 3: Students will be supported by the district safe schools’ team through a postvention system that ensures a seamless transition back to an appropriate educational setting and reduces recidivism.**

ACTION STEPS	IMPLEMENTATION YEAR	OUTCOMES BY 2029
1. Develop and expand resources and community partnerships available to support families and students.	2024-25	Increased successful transition of students back to their neighborhood school.  Decreased recidivism to five or less students per year.
2. Conduct frequent check-ins with schools after an alternative placement has been made to monitor progress and set timeline for student’s return to an appropriate learning environment.	2024-25	Increased successful transition of students back to their neighborhood school.  Decreased recidivism to five or less students per year.
3. Conduct re-entry meetings after an incident to welcome students back to school and to communicate interventions that will be put in place to support all students.	2024-25	Increased successful transition of students back to their neighborhood school.  Decreased recidivism to five or less students per year.

# SUPPORT SYSTEMS

## **POLICY AND LEGAL SERVICES**

The Salt Lake City School District Policy and Legal Services Department is committed to working with all stakeholders to ensure that the strategic plan is aligned with the Board’s governing policies, as well as compliant with applicable law. The Department will make certain that the structures necessary to support the strategic goals are reflected in our board policy and district administrative procedures. The Department will also continuously monitor the ever-changing legal landscape to ensure that our school and district leaders are informed of any updates or trends that impact their ability to implement any underlying initiatives or programs.

Through Department communications and trainings, school and district leaders have a better understanding of how to handle situations and the underlying laws, policies, or expectations, such that they are able to focus on their work as instructional leaders and achieve the strategic goals included in this plan. This Department will continue to implement with fidelity the processes designed to ensure that all students are in a safe and welcoming environment that supports their learning, achievement, and success.

## **RESEARCH AND EVALUATION**

Salt Lake City School District’s Research & Evaluation team supports program evaluations, is responsible for assessing and conducting analyses of data, and reporting the findings to broad audiences. They also review all internal and external data requests directed at students, teachers, or schools.

The Data Analytics team is responsible for publishing and maintaining Power BI dashboard applications for schools and central district office users. We collect student level data for departments using valid and reliable methods. We place these data in more than 100 different reports with different levels access and filters.

The Data Assessment team supports schools in the completion of district and state assessments. We organize, train, and schedule a testing team to assist with Acadience Reading, Acadience Math, WIDA (Screener and ACCESS) and ELP testing. Additionally, we provide personnel to answer procedural questions, provide necessary administration materials, and offer professional development at a variety of levels. We monitor ethical testing practices and assure compliance with federal, state and district accountability and policy rules.

# **TECHNOLOGY AND INSTRUCTIONAL TECHNOLOGY**

Salt Lake City School District Information Technology Department is committed to implementing the district's strategic goal of ensuring that all district students are 21st century learners with equitable access to 1:1 technology and applications and systems.

The Department will work with all stakeholders to ensure that district technology, systems, and resources are readily available and function in a way that supports the strategic goals outlined in this plan.

The Department will ensure that students and staff will have access to devices, a robust infrastructure, and streamlined systems that will allow them to successfully implement the programs and initiatives outlined in the strategic plan.

# **BUDGET AND FINANCE**

Salt Lake City School District's Budget and Finance Department is committed to ensuring transparency, accountability, and fiscal responsibility in all its financial decision-making in order to maintain the public's trust in the district's use of taxpayer dollars. In partnership with our stakeholders, the Department will ensure that annual budgets are carefully designed to identify and assign the financial resources required to support the goals and initiatives outlined in the strategic plan. By prioritizing expenditures that support the strategic plan, the Department will actively work to ensure equitable outcomes for all students and to improve student achievement and success.

The Department will determine the actions needed to save or realign money to fund the strategic goals. By including measurable metrics to assess the success of these goals, the Department can assess the overall efficacy of the district's spending and the return on investment for funded student success initiatives and programs. These assessments can lead to productive program and investment evaluations, and necessary adjustments in order to ensure that our financial resources are being utilized to maximize opportunities for students.

# IMPLEMENTATION SUMMARY

# Implementation of Strategic Plan: Year 1 2023-24

## EDUCATIONAL EQUITY, ACCESS, AND STUDENT SUPPORT

- Implement equity audits to review student data, write school improvement plans, and guide school improvement initiatives.
- Build educator capacity to select instructional resources that are culturally affirming and engaging.
- Create and offer differentiated MTSS professional learning for school faculties, teachers, and administrators.
- Create and implement consistent student services councils (SSC) districtwide.
- Administer the SEL survey to students in the fall and spring of each school year.
- Implement the three SEL signature practices consistently and districtwide.
- Implement explicit SEL instruction at least 40 minutes/week consistently and districtwide.
- Identify and prioritize areas of growth on the CASEL rubric and offer SEL professional learning that is aligned to these priorities.
- Implement consistent districtwide trauma-informed practices.
- Provide students and employees with anti-bias training.

## STUDENT ACHIEVEMENT PREK-12/TRANSITION

- Students will engage in learning experiences that apply knowledge and skills in a variety of contexts focused on civic communication and inquiry-based learning.
- Students will be engaged in productive academic conversation for an average of 50% of time in class.
- Ensure students have access to high quality, appropriate, grade-level literacy instruction based on the science of reading.
- Demonstrate time scheduled for language development in elementary school schedules.
- Ensure students have access to high quality, appropriate, and grade-level mathematics instruction.
- Ensure students access high quality, appropriate, and grade-level science instruction.
- Demonstrate time scheduled for science instruction in elementary school schedules.
- Provide PreK-12 students with access to STEM activities that promote connections to post-graduation college



and career choices, including place-based learning opportunities.

- Provide MLL students with access to high quality and appropriate ELD instruction that promotes English proficiency in listening, speaking, reading, and writing.
- Ensure MLLs access grade level core content.
- Provide ongoing support in using technology (hardware, software, and resources) in ways that enhance learning and develop skills needed for ongoing success in each content area.
- Provide continued professional development and support in the use of consistent learning management tools (LMS) in all grades and schools.
- Ensure students entering Kinder programs from district early childhood programs will demonstrate kindergarten readiness.
- Support teachers in developing pedagogy and accessing appropriate resources to support place-based learning and other experience-based learning opportunities.
- Increase middle school students' access to rigorous courses in preparation for advanced academic courses in high school.
- Increase all high school students' access to Advanced Placement, International Baccalaureate, concurrent enrollment, and/or career and technical education (CTE) pathway courses.

## **FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION**

- Conduct a comprehensive survey of stakeholders, including elected officials, nonprofit partners, community leaders, business leaders, and residents.
- Develop a strategic approach to highlight employee and student achievements.

## **LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY**

- Collaborate with district industry partners and Utah System of Higher Education (USHE) to ensure alignment with community and industry needs.
- Recruit and encourage students to pursue a career in education by enrolling in Teaching as a Profession pathway.

- Ensure consistent application of timely and equitable hiring practices, and continually develop and implement innovative recruitment, induction and retention methods.
- Streamline hiring practices to reduce time to fill critical positions.
- Ensure student physical safety in collaboration with Salt Lake City Police Department.

# Glossary of Acronyms and Terms

**Anti-bias training**—Anti-bias education involves creating a community that supports all dimensions of human differences, including culture, race, language, ability, learning styles, ethnicity, family structure, religion, sexual orientation, gender, age, and socioeconomic differences.

**CASEL**—Collaborative for Academic, Social, and Emotional Learning

**CE**—Concurrent Enrollment

**CSTAG**—The Comprehensive School Threat Assessment Guidelines, developed in 2001 and known as the Virginia Student Threat Assessment Guidelines until 2018, is an evidence-based model for schools to use in conducting threat assessments of students.

**CTE**—Career Technical Education

**Culturally Affirming Practices**—Treating others' culture and experiences with respect and high regard.

**Dual Capacity-Building Framework for Family-School Partnerships**—Effective partnerships that support student and school improvement. In other words, successful engagement requires both educators and family members to develop essential beliefs, knowledge, skills, confidence, social relationships, and other capacities.

**Equity Audits**—An equity audit is a study of the fairness of an institution's policies, programs, and practices.

**KEEP+**—Kindergarten Entry and Exit Profile +SLCSD specific items in math

**MLL**—Multi-lingual learner

**MTSS**—Multi-tiered System of Supports

**PAT**—Parents as Teachers

**PEEP**—Preschool Entry and Exit Profile

**Positive Behavior Intervention Systems (PBIS)**—A framework for supporting whole school practices (schoolwide) to promote a safe school setting by supporting social, learning, behavioral, and emotional needs of all students both with and without individualized education programs (IEPs).

**SAM**—Self-assessment of MTSS

**SEL**—Social and Emotional Learning

**SpEd**—Special Education

**Trauma-informed Practices**—A trauma-informed school system (K-12) is one in which all teachers, school administrators, staff, students, families, and community members recognize and respond to the behavioral, emotional, relational, and academic impact of traumatic stress on those within the school system.

**WIDA**—World-class Instructional Design Assessment

# Acknowledgement of Committee Members

## Educational Equity, Access, and Student Support Committee

*Dr. Sandra Buendia, Executive Director of Educational Equity and Student Support\**

*Kristina Kindl, Executive Director of Policy and Legal Services\**

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Dr. Kody Colvin, Hawthorne Elementary Principal

Laura DeShazo, Director of Career and Technical Education

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Melissa Ford, Former Board of Education President, Precinct 6

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Britnie Powell, Salt Lake Center for Science Education High School Principal

Jeremy Reynoso, Meadowlark Elementary School Teacher

Aletha-Robinson-Brim, Parent  
Dr. Ana Rodriguez, Escalante Elementary School Assistant Principal  
Grace Russell, Student  
Elissa Stern-Kolb, School Social Worker  
Emily Sutherland, Director of SEL and MTSS  
Natosha Washington, West High School Teacher  
Judi Yaworsky, School Nurse

## **Student Achievement: PreK-12 Transition Committee**

*Dr. Tiffany Hall, Executive Director of Teaching and Learning\**  
*Holley McIntosh, Mathematics Supervisor\**  
*Audrey Powell, Early Childhood Supervisor\**  
Bri Deleon, Whittier Elementary Principal  
Adam Eskelson, Fine Arts Supervisor  
Melissa Ford, Former Board President, Precinct 6  
April Guajardo, Early Childhood Instructor  
Julie Hall, Parent  
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Katie Ieremia, Professional Development/Health and PE Supervisor  
Robyn Johnson, Early Childhood Coordinator  
Katherine Kennedy, Former Board Member  
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Chelsea Malouf, Literacy Director  
Kristien McDonald, Parent  
Dessie Olson, Social Studies/NBCT Specialist  
Alex Parsons, Extended Learning Programs Supervisor  
Candace Penrod, Science Supervisor  
Paul Schulte, Executive Director, Facilities Services  
Sallie Warnecke, Digital Learning Supervisor

# Family-School and Community Partnerships and Communication Committee

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*Betty Jimenez, Supervisor, Family and School Collaboration\**

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Deirdre Straight, Freshman Success Paraprofessional, Highland High School

Bryce Williams, Board of Education Member, Precinct 1

# Learning Environments, Stewardship, and Sustainability Committee

*Paul Schulte, Executive Director, Facilities Services\**

*Logan Hall, Executive Director, Human Resource Services\**

*Emily Sutherland, Director, MTSS/SEL\**

*Dr. Leeson Taylor, Chief Officer of School Leadership and Performance\**

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Mindi Holmdahl, Director of Student Services

Kristina Kindl, Executive Director, Policy and Legal Services

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\*Committee Lead

Excellence and Equity: every student, every classroom, every day