SALT LAKE CITY
SCHOOL DISTRICT
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December 10, 2024

To: Board of Education

From: Superintendent Grant

Re: Discussion Item re Board Goals

To support the Board conversation regarding Board goals, I've attached the summary document presented previously. These goals are in draft form and subject to edit by the board.

During an earlier Board meeting, Board members asked questions regarding CTE. We are preparing answers and will have that information to the Board by Friday or Monday.

Draft Board Goals and Implementation Strategies

11.19.24

Priority	Major Target	High Impact Strategies	One-Year Goals	Five-Year Goals
Literacy *Set the foundation for future learning and long-term success* SPSA Student Achievement Goal 2: Increase opportunities and address achievement gaps	**70% literacy proficiency by 2029 in 3rd, 8th, & 10th grade**	• Increase teachers knowledge and confidence in literacy instruction using evidence-based professional development and ongoing implementation support. • Implement the consistent use of evidence-based materials for literacy instruction K-12. • Ensure that the literacy block or instructional class includes the appropriate minutes of each recommended strategy. • Support the knowledge and skills of school administrators to increase the effectiveness of their work with content area specialists and teachers. • Spiral our literacy focus and investment from early through secondary grades. • Build additional growth minutes into schedules in schools that need significant growth. • Increase structured, authentic academic discourse in all classrooms to increase students' skills in speaking and listening.	• Provide LETRS training to all K-3 teachers, elementary Special Education teachers, and secondary reading teachers. • Provide professional development and continued support for ELA and reading programs. • Ensure every school has a literacy block with at least the minimum number of recommended instructional minutes. • 70% of elementary principals complete at least two collaborative school-based learning group sessions with the Literacy Director. • Create and implement a tool to capture the amount of student talk using walk through observation protocols.	• 70% literacy proficiency by 2029 in 3rd, 8th, and 10th grade; earliest focus on 3rd grade. • No schools will be 127 designated (i.e., bottom 25% in UT) for early literacy. • 70% 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 assessments. • Students will participate in academic conversation 50% of time in class.

Pathways *Lay economic pathways for all students* SPSA Student Achievement Goal 3: Access to Expanded Learning Environments Safe Facilities Goal 1: Facilities that deliver College and Career learning	**100% of students on a career or college pathway by 2029**	• Prepare student for both college and careers • Develop 5 main career and college pathways: Health Sciences, Hospitality/ Tourism, Manufacturing, IT, Public Services & Education and expand our Apprenticeship model • Create state of the art, integrated career-focused instructional center • Expand community partnerships and funding • Expand CTE | School counselor collaboration	• Create and implement professional development for 7th grade PCCRs with aptitude and interest • Collaborate with industry partners to develop college and career pathways that lead to sustainable internship and apprenticeships for 5 identified pathways • Identify sequencing of courses that are aligned with a student's aptitude and interests and allow flexible entry to post-secondary education or workforce • Establish messaging and branding of College and Career Pathways for SLCSD's stakeholders and community	• 100% of students on a career/college pathway • Ensure all students who go to college also have a stackable credential to fall back on • Provide 30% of students an apprenticeship or pre-apprenticeship credential of value and 50% of students are pathway completers (take 3.0 credits in a pathway) • 75% of students are pathway concentrators (take 2.0 credits in a pathway) • 20% concurrent enrollment participation for grades 9-12
Attendance *Increase engagement and reduce chronic attendance* SPSA Ed Equity and Access Goal 1 Ensure involvement and engagement	**Reduce chronic absenteeism from 28% to 10% by 2029**	• Consistently use SEL best practices of warm welcome, engaging instruction, and optimistic ending • Implement tools to monitor attendance data and flag at-risk students • Provide parents and students with regular updates on attendance, using multiple platforms (e.g., email, text, phone calls) • Identify patterns (e.g., specific grades, schools, or times of year) to provide targeted support for customized interventions • Establish recognition systems for consistent attendance, such as awards, public acknowledgment, or small rewards	• Implement an Early Warning System (EWS) across all schools to monitor absenteeism in real-time, flag at-risk students, and deploy targeted interventions. • Initiate family engagement strategies, including home visits and family education workshops, reaching 50% of families in high-risk categories. • Establish district-wide attendance incentive programs, including recognition and rewards, in all schools. • Deliver professional development on trauma-informed practices and cultural competency for 75% of school staff to address root causes of absenteeism effectively.	• Fully integrate community partnerships, including transportation solutions, health services, and housing support, to address socio-economic barriers to attendance. • Institutionalize positive behavioral interventions and restorative practices across all schools, improving school climate and reducing punitive measures that contribute to absenteeism. • Reach a 90% participation rate among families and community members in ongoing attendance initiatives, fostering a collaborative approach to reducing absenteeism. • Ensure that absenteeism data is transparently reported by all

				schools to stakeholders on a quarterly basis, with continuous improvements based on data analysis and feedback from all stakeholders.