SALT LAKE CITY
SCHOOL DISTRICT
Your Best Choice

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To: SLCSD Board of Education

From: Superintendent Grant and Cabinet Members

Re: Strategic Plan for Student Achievement UPDATE 2025

Date: June 17, 2025

Earlier this year, cabinet members presented updates on the four pillars of our Strategic Plan for Student Achievement ("SPSA"). Based on the feedback received from board members and other district stakeholders, we have revised the plan so that it is concise, clearly communicates the district's goals and objectives, focuses metrics on measurable outcomes, and streamlines reporting. We believe this updated plan will better serve as a guiding plan for district decisions.

Attached are the updated and current versions of the Strategic Plan for your review.

In the updated plan, we brought to the fore the objectives and primary metrics used to measure success toward each larger goal. The action steps necessary to meet each goal are no longer in this document, rather they have been moved to implementation plans. The implementation plans are owned by cabinet members who oversee each goal. Overall, implementation of the SPSA will be overseen by Associate Superintendent Analis Ruiz, when she joins us in July.

In addition, we embedded the board goals on literacy, college and career pathways, and attendance into the SPSA. The board goals and metrics are identified in green font in each of the respective areas in order to highlight the alignment of the district's work with the board's focus.

The updated plan includes two substantial areas of revision. First, some of the goals have been combined to streamline the plan. For example, under Pillar II: Student Achievement, the three objectives which focused on students reaching proficiency in Reading, Math, and Science have been combined into one objective to increase "proficiency in core content areas ELA, Math, Science." While we will continue to focus and report on each core content area, having only one objective allows for a streamlined plan without diluting the objective to increase proficiency in each content area.

Second, we moved some objectives to different pillars. In one case, the team overseeing the objectives within Pillar 4, Goal 3: Student Conduct and Discipline believe that these objectives

are more appropriately placed under Pillar 1: Educational Equity, Access, and Student Support, Goal 2: Equitable Treatment. In doing so they have also combined and reworded some objectives in order to ensure that the objective is measurable. In another case, the CTE pathway completion objective was moved from Pillar 4: Learning Environments, Stewardship, and Sustainability to Pillar 2: Student Achievement where the objective better fits. These revisions create greater alignment between goals and objectives.

Because the current plan and the updated plan are significantly different in structure and wording, a red lined version was unhelpful in identifying the revisions. If you have any questions, each goal owner can answer questions and provide more information during board meeting about the changes we are recommending.

Other changes to the plan include the following:

- Rewrote Pillar 3, Goal 1: Family Partnership and Engagement in Education, to align with the current structure and practices of family partnerships at the school level and to shift from reliance on a specific family support framework.
- Included measurable metrics that align with the objectives. For example, under Pillar 4, Objective 1.1, we added a metric for reducing the deferred maintenance backlog. This metric more appropriately measures the outcomes we are looking for as we oversee building maintenance.
- Removed current Pillar 4, Objective 3, that "Students will be provided with facilities that are designed to effectively deliver college and career pathway learning experiences." We already accomplished those goals as the expectations are built into our architectural plans for Highland and West High schools.
- A number of goals and objectives have been lightly rewritten for focus and clarity.

Action Requested:
We ask the Board to review the Strategic Plan, consider the new arrangements, and note areas you would like to discuss. We have a second discussion of the plan scheduled for the July 15th board meeting. If the board is satisfied with the update at that time, we will ask for approval of the updated Strategic Plan for Student Achievement.

Attachments:
Current Strategic Plan – *Updated June 2024*
Proposed Strategic Plan Update – June 2025

Strategic Plan for

Student Achievement

2024-2029

Proposed June 2025

Contents

* Note: Terms in **brick red** are defined in the Glossary of Acronyms and Terms at the end of this document.

Salt Lake City School District

The Salt Lake City School District ("**SLCSD**" or "the district"), is known for its robust academic offerings, inclusive educational environment, focus on supporting students' social and emotional learning, and for building college and career pathways for our students. As Utah's oldest school district, with a rich history dating back to the 1800s, we have continually evolved to meet the needs of our community. Today, we are committed to providing an excellent educational experience for the more than 19,000 students in our care. We are a vibrant, diverse urban district with students from all over the world and with more than 80 languages spoken by our families. We are the preferred place to work for more than 3,000 employees (including 1,000 teachers), and our 36 schools offer a rich array of educational opportunities and programs to meet the needs of the students we serve. With a focus on innovation and collaboration, the district strives for excellence and equity: every student, every classroom, every day.

About the Strategic Plan

The 2024–2029 Strategic Plan for Student Achievement ("the strategic plan") is a living document that will guide our district's most essential work through 2029. It serves as a roadmap toward our vision for educational excellence and outlines clear priorities and strategies that will drive student success at every grade level. The strategic plan empowers district and school staff to focus on what matters most—ensuring every student has the support, access, and opportunities needed to succeed. It also serves to align our efforts, from classroom instruction to districtwide policy, to ensure all students are supported, challenged, and prepared for future success. As we implement this plan with fidelity, we will see improved outcomes for students, and will see the district lead the state in growth, equity, opportunity, and accomplishment.

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

Four Pillars of the Strategic Plan

The strategic plan is built on four main pillars:

1. Educational Equity, Access, and Student Support
2. Student Achievement: PreK-12 and Transition
3. Family-School and Community Partnerships and Communication
4. Learning Environments, Stewardship, and Sustainability

These pillars represent the main focus areas that guide the district's work. They function much like the legs of a table—each one supports the overall vision and mission of the district. Every goal or initiative we pursue aligns with one of these pillars, ensuring our efforts remain focused on what matters most for student success. The four pillars provide a clear structure for setting priorities and tracking progress over time.

PILLAR 1: EDUCATIONAL EQUITY, ACCESS, AND STUDENT SUPPORT

Goal 1: Equitable Access and Inclusion

SLCSD will ensure unobstructed entry, involvement, and engagement of all learners in school programs and activities.

Objective 1.1: Students will have access to all levels of academic programs throughout their K-12 experience, including advanced academic courses and other educational opportunities. To achieve this, schools will build supportive structures, eliminate barriers that obstruct student access, and collaborate with other schools on behalf of students.

- *By 2029*
    - 10% achievement gap between subgroups
    - 90% of high school students will meet college/career readiness benchmarks before graduation.
    - 80% of students will participate in **school transition activities**.
    - 55% of schools will achieve high **Multi-tiered Systems of Support (MTSS)** fidelity; 90% meet **Positive Behavior Intervention Systems (PBIS)** implementation benchmarks

Objective 1.2: Schools will provide opportunities for students to fully engage in enrichment and extracurricular programs and activities through the elimination of barriers.

- *By 2029*
    - 15% increase in participation rates in extra-curricular activities, athletics, clubs, and student voice initiatives
    - 15% increase in student participation in leadership opportunities and activities
    - 100% of schools will provide no-cost or low-cost options for extracurricular programs
        - 50% of students participating in at least one enrichment or extracurricular activity by grade band (elementary, middle, high school)
        - 100% of Title I schools will provide student transportation for extracurricular activities.

Objective 1.3: Schools will implement data-informed, culturally responsive engagement strategies that foster strong relationships, inclusive learning environments, and consistent student attendance, resulting in a measurable reduction in chronic absenteeism across all student groups.

Board Goal: SLCSD will increase student engagement and reduce chronic absenteeism.

- *By 2029*
    - **Reduce chronic absenteeism from 28% to 10%**
    - 100% of schools will have attendance incentive programs.

- Fully integrate community partnerships, including transportation solutions, health services, and housing support, to address socio-economic barriers to attendance
- 100% of schools will implement MTSS, PBIS, and bullying plans.
- Reach 90% participation among families and community members in ongoing attendance initiatives
- 100% of schools will communicate absenteeism data to stakeholders on a quarterly basis.

Goal 2: Equitable Treatment

SLCSD 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 2.1: Students will be taught in excellent and equitable learning environments where dignity is upheld in all aspects of their educational experience. This includes ensuring students' basic needs are met and that every student feels physically safe, mentally supported, and connected to a culture of belonging and mutual respect.

- *By 2029*
    - Increased student sense of belonging and safety, indicated by 85% positive rating on the school climate survey
    - 20% decrease in the number of bullying and harassment incidents
    - 15% increase in students accessing MTSS supports
    - 100% staff engagement in dignity training and reflection protocols
    - 100% school assessment of classroom and schoolwide culture using dignity-based indicators (e.g., mutual respect, listening across differences, recognition of identity)

Objective 2.2: Students will be provided with safe learning environments through Salt Lake City School District, ensuring consistent and timely responses to student conduct and discipline issues.

- *By 2029*
    - 100% of schools will implement threat assessment teams.
    - 100% of school administrators will be CSTAG trained.
    - At least two district staff members will be able to provide CSTAG training at any time.

Objective 2.3: Students will be supported by the district Safe Schools team through timely, efficient responses to all district-level Safe Schools referrals and supported by a postvention system that ensures a seamless transition back to an appropriate educational setting.

- *By 2029*
  - 100% of district-level Safe Schools referrals will be resolved within 10 school days (from notification of student placement), except in extenuating circumstances.
  - 100% of students transitioning from an alternative program will engage in a formal transition meeting involving relevant stakeholders.
  - Recidivism will decrease to five or fewer students per year.

PILLAR 2: STUDENT ACHIEVEMENT: PREK-12 AND TRANSITIONS

Goal 1: Develop Civic-Ready and Thoughtful Citizens

SLCSD will provide students with educational experiences that support the development of thoughtful, well-rounded, and civic-ready individuals. Students will be equipped with the knowledge and skills to make informed decisions and contribute positively to their communities.

Objective 1.1: Students will develop and demonstrate civic awareness and competencies.

- *By 2029*
  - 50% of students will complete the Seal of Civic Readiness.

Goal 2: Increase Academic Achievement and Equity

SLCSD will increase opportunities and address achievement gaps using district-approved materials, technology, and resources to teach the Utah Core Standards on grade level, ensuring continuity and fidelity across schools and grade levels.

Objective 2.1: Increase student academic conversation and literacy development to support content understanding

- *By 2029*
  - Observational data will record productive academic conversation in 50% of the class period.

Objective 2.2: Improve grade-level proficiency in core content areas (ELA, Math, Science) aligned with Utah Core Standards or Utah Dynamic Learning Maps

Board Goal: Seventy percent of students will show literacy proficiency in 3rd, 8th, and 10th grades.

- *By 2029*
  - **70% of students will show literacy proficiency on district and state end-of-year assessments in 3rd, 8th, and 10th grades.**
  - 65% of students will demonstrate growth and proficiency on district and state assessments.

Objective 2.3: Support English Language Learners in gaining English proficiency and exiting the English Language Development program on target

- *By 2029*
  - 65% of students will meet annual growth targets and demonstrate proficiency on the WIDA ACCESS within five years of enrollment in SLCSD.

Objective 2.4: Enhance technology integration knowledge and skills among students and teachers to support effective instruction and learning

- *By 2029*
    - Integrated use of technology in teaching and learning will be observed in all classrooms.

Goal 3: Connect Learning to Real-World Experiences

Salt Lake City School District will broaden students' academic, social, and emotional capacity by connecting school learning to real-world experiences and applications.

Objective 3.1: Increase school readiness among district PreK students to ensure successful transitions into kindergarten

- *By 2029*
    - Students participating in the district's Early Childhood PreK program will demonstrate academic and social readiness entering kindergarten.

Objective 3.2: Expand access to innovative in-school and community-based learning, providing students with multiple ways to demonstrate their knowledge and skills

- *By 2029*
    - Students will participate in **place-based** learning at least once a year.

Objective 3.3: Prepare middle and high school students to explore and engage in early college and career pathways, demonstrating readiness for post-secondary success

- *By 2029*
    - Students will complete at least two credits of advanced or **Career and Technical Education (CTE)** coursework.

Objective 3.4: Schools will provide students with educational opportunities that deliver college and career pathway learning experiences.

Board Goal: All students will be on a career or college pathway by 2029.

- *By 2029*
    - **100% of students on a career/college pathway**
    - Ensure all students who go to college also have a **stackable credential**
    - 30% of students will participate in an apprenticeship or will earn a pre-apprenticeship credential of value
    - 50% of students will be pathway completers (take 3.0 credits in a pathway).
    - 75% of students will be pathway concentrators (take 2.0 credits in a pathway).
    - 20% of students in grades 9-12 will participate in a **concurrent enrollment** class.

PILLAR 3: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION

Goal 1: Family Partnerships and Engagement in Education

SLCSD will ensure all families are valued, respected, and treated as partners in designing the educational experiences of their children.

Objective 1.1: Parents will experience meaningful school interactions and increased involvement as a result of improved family and school partnerships.

- *By 2029:*
  - Increase parent participation in schools by increasing parent membership on school community councils and PTA/PTO and by increasing the number of parents volunteering in our schools
  - Increase the percentage of students who had one or more parent(s)/guardian(s) attend SEPs

Goal 2: Community Partnerships

SLCSD will build and nurture relationships with community partners to elevate student achievement. The district values the contributions of community members, leaders, and business partners in supporting student success.

Objective 2.1: Students and families will be provided with the critical resources needed for students to focus on learning.

- *By 2029:*
  - Increase the number of partnerships with local businesses and community organizations
  - Expand student use of health-related resources offered by the district and **Salt Lake Education Foundation (SLEF)** as a tool to reduce chronic absenteeism
  - Increase family participation and attendance at district/SLEF-sponsored health fairs
  - Increase the number of families who participate in community learning center (CLC) programs and resources
  - Increase the number of CLC-hosted health fairs in collaboration with community partners by 10%

Goal 3: Public Perception and Connections

SLCSD will maintain positive relationships with students, families, community members, elected officials, and community leaders; and will work to elevate the public's perception of the district as a valuable partner and as a team of influential educational experts.

Objective 3.1: Students, families, and community members will feel more connected to the district and informed about district programs, achievements, and operations.

- *By 2029:*
    - Stakeholders will report increased trust in the district and an increase in awareness of district happenings as measured through a community survey in 2029.
    - SLCSD will increase the number of news media stories about positive accomplishments of district employees and students as compared to baseline data from 2024 surveys/focus groups.
    - SLCSD will establish partnerships with community organizations to increase the reach of the messaging as compared to baseline established in 2024-25 school year.

PILLAR 4: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY

Goal 1: Safe and Efficient Facilities

SLCSD will provide schools that are safe, secure, and welcoming. This encompasses effective design, 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 1.1: Schools will be constructed and maintained based on the following criteria: life and safety, building integrity, and instructional needs.

- *By 2029:*
  - Complete a long-term facilities maintenance plan
  - Reduce the current deferred maintenance backlog of $29 million by at least 30% while growing Capital Budget for future major capital projects

Objective 1.2: Staff members will continue their work to achieve the goals outlined in the district's Sustainability Action Plan.

- *By 2029:*
  - Make significant progress toward using clean, renewable energy in the electricity sector
  - Decrease the district's carbon footprint by 25%
  - Decrease the district's water consumption by 50,000,000 gallons

Goal 2: Highly Qualified Staff

SLCSD will staff our schools with well-trained and capable employees ready to provide exemplary learning environments for all students and respond to evolving district needs.

Objective 2.1: All students will have access to qualified, experienced, and culturally competent educational personnel.

- *By 2029*
  - 75% of the district's Grow Your Own program participants will obtain licensure and accept employment with SLCSD as licensed educators.
  - Student enrollment in the Teaching as a Profession pathway will increase by 200% based on 2024 baseline.
  - The Human Resource Services department will reduce the time it takes to fill open positions by 30% (based on 2024 baseline data).

Glossary of Terms

Concurrent enrollment (CE)—A class in which a student can earn both high school and college credit.

Comprehensive School Threat Assessment Guidelines (CSTAG)—CSTAG, 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.

Career and Technical Education (CTE)—CTE is the practice of teaching specific career skills to students in middle school, high school, and post-secondary institutions. CTE is split into career clusters that apply to different high-demand careers. CTE programs combine traditional academic subjects with industry-specific training, ensuring students are prepared for college and careers. CTE is focused on developing skills and offers students the opportunity to earn stackable credentials and/or college credit while in high school.

Multi-tiered System of Supports (**MTSS**) —A framework that schools use to provide targeted support to struggling students and ensure all students receive a high-quality educational experience

Place-based learning—Using the local community, environment, culture, and history as a starting point for teaching that is connected to real-world experiences

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)

Safe Schools referral—A Safe Schools referral is a process used in schools to address potential safety concerns involving students. It is initiated when school administrators, School Resource Officers (SROs), or other authorized personnel have reason to believe a minor has committed an offense on school property or during a school-sponsored activity. The purpose of these referrals is to ensure the safety of all students and staff and to provide appropriate interventions and support for the student(s) involved.

Salt Lake Education Foundation (SLEF) — The Salt Lake Education Foundation is a nonprofit 501(c)(3) organization dedicated to strengthening the educational opportunities of students in the Salt Lake City School District.

School transition activities—When schools collaborate to help students make major grade-level transitions, such as from elementary to middle school and middle school to high school.

SLCSD—Salt Lake City School District

Stackable credential—A certification that builds in complexity over time from entry-level to more advanced expertise (for example, a high school student could earn a Medical Assistant credential while in high school, which could then lead them to a career as a nurse, doctor, or other health practitioner.)

Sustainability Action Plan—The district's plan to implement its sustainability goals.