

Side by Side Comparison of

Strategic Plan for Student Achievement (Revised June 2024) and

Updated Strategic Plan for Student Achievement (Proposed June 2025)

Strategic Plan for Student Achievement 2024-2029	Proposed Update of Strategic Plan for Student Achievement 2024-2029
<p>Four Pillars of the Strategic Plan</p> <p>The strategic plan is built on four main pillars:</p> <ol style="list-style-type: none"> 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 	<p>Four Pillars of the Strategic Plan</p> <p>The strategic plan is built on four main pillars:</p> <ol style="list-style-type: none"> 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 <p>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.</p>
PILLAR: EDUCATIONAL EQUITY, ACCESS, AND STUDENT SUPPORT	PILLAR 1: EDUCATIONAL EQUITY, ACCESS, AND STUDENT SUPPORT
<p>Goal 1: Equitable Access and Inclusion</p> <p>Salt Lake City School District will ensure unobstructed entrance into, involvement, and full engagement of all learners in school programs and activities.</p>	<p>Goal 1: Equitable Access and Inclusion</p> <p>SLCSD will ensure unobstructed entry, involvement, and engagement of all learners in school programs and activities.</p>
<p>Objective 1: Students will access appropriate and effective programs and activities by eliminating barriers that obstruct their access.</p>	<p>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,</p>

	and collaborate with other schools on behalf of students.
<p>ACTION STEPS</p> <p>1. Implement educational opportunity audits regularly for the purpose of:</p> <p>a. reviewing student data during Professional Learning Community (PLC) meetings, School Improvement Council (SIC) meetings, and School Community Council (SCC) meetings;</p> <p>b. writing school improvement plans; and guiding school improvement initiatives.</p> <p>By 2029: The achievement gap between subgroups will be narrowed to a 10%-point difference between the highest and lowest proficiency rate.</p> <p>2. Design master schedules to increase balance between core classes and electives so all students receive an education that creates opportunities.</p> <p>By 2029: Elementary students will have scheduled time for learning in all core areas (ELA, Math, Social Studies, Science, Fine Arts, and PE).</p> <p>Secondary students in grades 7-10 will have 50% of their course schedule dedicated to elective/enrichment classes.</p> <p>3. Ensure parents and students are involved in co-designing their Individual Learning Plan (K-6) or Career/College Readiness Plan (7-12) to prepare for and enroll in advanced academic courses.</p> <p>BY 2029 Every student and their parent will attend at least one CCR by the end of their junior year. 90% of high school students will meet one</p>	<p><i>By 2029</i></p> <ul style="list-style-type: none"> ○ 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

<p>of the following criteria by the end of their 11th grade year:</p> <ul style="list-style-type: none"> • Earned at least one full credit in AP, IB or concurrent enrollment course. • Earned at least two CTE credits. • Earned a composite score of 21 or higher on the ACT. <p>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.</p> <p>BY 2029 At least 80% of incoming students will participate in transition activities.</p>	
<p>Objective 2: Schools will provide opportunities for students to fully engage in appropriate and effective programs and activities through the elimination of barriers.</p>	<p>Objective 1.2: Schools will provide opportunities for students to fully engage in enrichment and extracurricular programs and activities through the elimination of barriers.</p>
<p>ACTION STEPS</p> <p>1. Provide elementary students with enrichment experiences every year.</p> <p>BY 2029 Elementary students will have at least one enrichment activity per quarter.</p> <p>2. Administer the Self-Assessment of Multi-tiered System of Supports (MTSS) every two years to measure fidelity of MTSS implementation.</p> <p>BY 2029 Self-assessment of Multi-tiered System of Supports (SAM) total scores will increase:</p> <ul style="list-style-type: none"> • 2025: 35% of schools will score a 2.0+ • 2027: 45% will score a 2.0+ • 2029: 55% will score a 2.0+ 	<p>By 2029</p> <ul style="list-style-type: none"> o 15% increase in participation rates in extra-curricular activities, athletics, clubs, and student voice initiatives o 15% increase in student participation in leadership opportunities and activities o 100% of schools will provide no-cost or low-cost options for extracurricular programs o 50of students participating in at least one enrichment or extracurricular activity by grade band (elementary, middle, high school) o 100% of Title I schools will provide student transportation for extracurricular activities

<p>3. Build consistent districtwide implementation of Positive Behavior Intervention Systems (PBIS).</p> <p>BY 2029 90% of schools will report a score of 18+ on PBIS self-assessment.</p> <ul style="list-style-type: none"> • 2025: 55% scoring 18+ • 2026: 65% scoring 18+ • 2027: 75% scoring 18+ • 2028: 85% scoring 18+ <p>4. Support district-wide implementation of student services council (SSC) best practices</p> <p>BY 2029 Increased and consistent delivery and documentation of academic and behavioral interventions.</p>	
	<p>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.</p> <p>Board Goal: SLCSO will increase student engagement and reduce chronic absenteeism.</p> <p>By 2029</p> <ul style="list-style-type: none"> o Reduce chronic absenteeism from 28% to 10% o 100% of schools will have attendance incentive programs. o Fully integrate community partnerships, including transportation solutions, health services, and housing support, to address socio-economic barriers to attendance o 100% of schools will implement MTSS, PBIS, and bullying plans. o Reach 90% participation among families and community members in ongoing attendance initiatives o 100% of schools will communicate absenteeism data to stakeholders on a

	quarterly basis.
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.	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 1: Students will experience excellent and equitable learning environments by having the following student needs: basic, physical health, mental health, safety, and belonging.	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.
ACTION STEPS 1. Implement the three SEL signature practices consistently and districtwide. BY 2029 Increased sense of belonging by students. 2. Implement trauma-informed practices consistently and districtwide. BY 2029 Increase in sense of belonging by students and sense of having access to school programs and activities. 3. Provide students and employees with anti-harassment and hate-free learning environments. By 2029 Decrease the number of incidents related to bullying and harassment. 4. Create mental health teams in every school to help monitor students' needs and coordinate wrap-around services.	By 2029 <ul style="list-style-type: none"> o Increased student sense of belonging and safety, indicated by 85% positive rating on the school climate survey o 20% decrease in the number of bullying and harassment incidents o 15% increase in students accessing MTSS supports o 100% staff engagement in dignity training and reflection protocols o 100% school assessment of classroom and schoolwide culture using dignity-based indicators (e.g., mutual respect, listening across differences, recognition of identity)

<p>BY 2029 Increased and timely access to mental health services by students.</p> <p>5. Provide direct district nursing services to students to promote wellness and safety.</p> <p>BY 2029 Increased direct nursing services including insulin, g-feeds, catheterization, etc. Increased preventative nursing services including immunizations, flu vaccine, vision health, maturation, bloodborne pathogens etc. Increased health care coordination with parents, students, teachers, and community health providers.</p> <p>6. 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.</p> <p>BY 2029 Decreased negative mental health symptoms in students.</p>	
	<p>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.</p>
	<p><i>By 2029</i></p> <ul style="list-style-type: none"> ○ 100% of school swill implement threat assessment teams. ○ 100% of school administrators will be CSTAG trained. ○ At least two district staff members will be able to porovide 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.
	<p><i>By 2029</i></p> <ul style="list-style-type: none"> ○ 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: STUDENT ACHIEVEMENT: PREK-12 AND TRANSITIONS	PILLAR 2: STUDENT ACHIEVEMENT: PREK-12 AND TRANSITIONS
<p>Goal 1: Civic Competency and Communication</p> <p>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.</p>	<p>Goal 1: Develop Civic-Ready and Thoughtful Citizens</p> <p>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.</p>
Objective 1: Students will develop and demonstrate civic awareness and competencies.	Objective 1.1: Students will develop and demonstrate civic awareness and competencies.
<p>ACTION STEPS</p> <p>1. Engage students in a range of learning experiences that cultivate civic knowledge, skills, and dispositions by providing opportunities to participate in developmentally appropriate civic learning experiences that nurture the civic knowledge, ideals, and practices of our democratic</p>	<p><i>By 2029</i></p> <ul style="list-style-type: none"> ○ 50% of students will complete the Seal of Civic Readiness

<p>society.</p> <p>BY 2029 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 be recognized at graduation with a Seal of Civic Readiness.</p>	
<p>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.</p>	<p>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.</p>
<p>Objective 1: Students will demonstrate increased academic conversation and literacy development to support content understanding through speaking and listening.</p>	<p>Objective 2.1: Increase student academic conversation and literacy development to support content understanding</p>
<p>ACTION STEPS 1. Engage students in productive academic conversation for at least 50% of time in class.</p> <p>BY 2029 Teachers will be observed incorporating structured academic conversation for students in all content areas. Students will be engaged in peer-to-peer speaking and listening throughout their school day.</p>	<p>By 2029</p> <ul style="list-style-type: none"> o Observational data will record productive academic conversation in 50% of the class period
<p>Objective 2: Students will increase grade level proficiency in reading based on the Utah Core Standards or Utah Dynamic Learning Maps.</p>	<p>Objective 2.2: Improve grade-level proficiency in core content areas (ELA, Math, Science) aligned with Utah Core Standards or Utah Dynamic Learning Maps</p> <p>Board Goal: Seventy percent of students will show</p>

	literacy proficiency in 3rd, 8th, and 10th grades.
<p>ACTION STEPS</p> <p>1. Ensure students have access to high quality, appropriate, grade-level literacy instruction based on the science of reading.</p> <p>2. Demonstrate on school schedules the time allocated for language development in elementary school.</p> <p>BY 2029</p> <p>65% of students will increase reading proficiency on grade level.</p> <p>65% of students will make at least one year's worth of growth based on their student growth target (SGT) (scaled score, MGP).</p> <p>65% of students with a significant cognitive disability will make adequate progress in reading.</p>	<p>By 2029</p> <ul style="list-style-type: none"> o 70% of students will show literacy proficiency on district and state end-of-year assessments in 3rd, 8th, and 10th grades. o 65% of students will demonstrate growth and proficiency on district and state assessments.
<p>Objective 3: Students will increase grade level proficiency in math for all students based on the Utah Core Standards or Utah Essential Elements Standards.</p>	
<p>ACTION STEPS</p> <p>1. Ensure students have access to high quality, appropriate, and grade-level mathematics instruction.</p> <p>2. Demonstrate on school schedules the time allocated for math instruction in elementary school.</p> <p>BY 2029</p> <p>65% of students will increase reading proficiency on grade level.</p> <p>65% of students will make at least one year's worth of growth based on their student growth target (SGT) (scaled score, MGP).</p>	

65% of students with a significant cognitive disability will make adequate progress in reading.	
Objective 4: Students will increase grade level proficiency in science for all students based on the Utah Core Standards or Utah Essential Elements Standards.	
<p>ACTION STEPS</p> <p>1. Ensure students access high quality, appropriate, and grade-level science instruction.</p> <p>2. Demonstrate time scheduled for science instruction in elementary school schedules.</p> <p>BY 2029</p> <p>65% of students will increase science proficiency at grade level.</p> <p>65% of students will make at least one year's worth of growth based on their student growth target (SGT) (scaled score, MGP).</p> <p>65% of students with a significant cognitive disability will make adequate progress in science assessment (grades 4-12).</p>	
Objective 5: Students who are English Language Learners (ELL) will increase English proficiency and be prepared to exit the ELD program on target.	Objective 2.3: Support English Language Learners in gaining English proficiency and exiting the English Language Development program on target
<p>ACTION STEPS</p> <p>1. Ensure all ELL students have appropriate English Language Development (ELD) classes, instructional time, or Individual Language Plans (ILP) to support their English language proficiency.</p> <p>BY 2029</p> <p>All schools will be in full compliance with Federal and district requirements for ELLs.</p> <p>2. Provide ELL students with access to high quality and appropriate ELD instruction that promotes English proficiency in listening, speaking, reading, and writing.</p> <p>BY 2029</p> <p>65% of MLLs will demonstrate appropriate growth each year.</p>	<p>By 2029</p> <ul style="list-style-type: none"> o 65% of students will meet annual growth targets and demonstrate proficiency on the WIDA ACCESS within five years of enrollment in SLCS.

<p>Within five years of entry, 65% of ELLs will reach English proficiency. 65% of MLL students with significant cognitive delays will make appropriate progress on their language goals.</p> <p>3. Ensure ELLs access grade level core content.</p> <p>BY 2029 65% of ELLs will demonstrate content class proficiency.</p>	
<p>Objective 6: Students and teachers will increase their knowledge, skills, and understanding of technology integration in instruction and learning.</p>	<p>Objective 2.4: Enhance technology integration knowledge and skills among students and teachers to support effective instruction and learning</p>
<p>ACTION STEPS</p> <p>1. 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.</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>BY 2029 Teachers will demonstrate instruction that enhances instruction, including assistive or adaptive technology. Students will demonstrate ethical uses of technology to communicate, research, evaluate, and use information. Students, parents, and teachers will access the district LMS for learning and communication of expectations and results.</p>	<p>By 2029</p> <ul style="list-style-type: none"> o Integrated use of technology in teaching and learning will be observed in all classrooms
<p>Goal 3: Access to Expanded Learning Opportunities</p> <p>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.</p>	<p>Goal 3: Connect Learning to Real-World Experiences</p> <p>Salt Lake City School District will broaden students' academic, social, and emotional capacity by connecting school learning to real-world experiences and applications.</p>
<p>Objective 1: PreK (Early Childhood) students will</p>	<p>Objective 3.1: Increase school readiness among</p>

increase school readiness skills to support the transition into kindergarten.	district PreK students to ensure successful transitions into kindergarten
<p>ACTION STEPS</p> <p>1. Provide an early childhood program at all elementary schools, including increased options for collaborative classrooms.</p> <p>BY 2029 50% of students at Title I schools entering kindergarten or 1st 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> <p>2. Ensure students entering Kinder programs from district early childhood programs will demonstrate kindergarten readiness.</p> <p>BY 2029 65% of students will demonstrate readiness using the following measures:</p> <p>3. Increase Early Childhood staff retention and expertise.</p> <p>BY 2029 Provide an advanced certification pathway for Early Childhood instructors in Early Childhood Development.</p> <p>4. Ensure Relaunch Parents and Teachers (PAT) birth-3 program with sufficient staff and support, including additional training and certification for instructors.</p> <p>BY 2029 Increased family-school connection based on home visits and community engagement activities included in the PAT program.</p>	<p>By 2029</p> <p>oStudents participating in the district’s Early Childhood PreK program will demonstrate academic and social readiness entering kindergarten.</p>

<p>5. Align PreK with district K-12 key strategic curriculum outcomes in content areas.</p> <p>BY 2029 Align PreK curriculum and instruction with K-12 district adopted materials. Provide coaching and support in math, science/STEM, and literacy. Offer professional learning to support Early Childhood general and SpEd instructors in core content areas.</p>	
<p>Objective 2: Students will access innovative learning inside the school building and place-based learning in the community and have opportunities to demonstrate their learning and skills in multiple ways.</p>	<p>Objective 3.2: Expand access to innovative in-school and community-based learning, providing students with multiple ways to demonstrate their knowledge and skills</p>
<p>ACTION STEPS</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>BY 2029 Teachers 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>2. Provide opportunities for students to participate performance-based learning</p> <p>3. Provide PreK-12 students with access to Science, Technology, Engineering, and Math (STEM) activities that promote connections to post-graduation college and career choices, including place-based learning opportunities.</p> <p>BY 2029 Students in all schools will have opportunities to publicly share their learning with the school and the community.</p>	<p>By 2029</p> <ul style="list-style-type: none"> o Students will participate in place-based learning at least once a year.

<p>Students will participate in one place-based learning or other performance-based learning opportunity per class per semester. 100% of students will participate in place-based STEM activities at least once per semester.</p>	
<p>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.</p>	<p>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</p>
<p>ACTION STEPS</p> <p>1. Increase middle school students' access to rigorous courses in preparation for advanced academic courses in high school.</p> <p>BY 2029 Consistent districtwide middle school programming for advanced academics that provides student choice without barriers for enrollment. 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>BY 2029 By the end of grade 11, 65% 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.</p>	<p>By 2029</p> <p>o Students will complete at least two credits of advanced or Career and Technical Education (CTE) coursework.</p>
	<p>Objective 3.4: Schools will provide students with educational opportunities that deliver college and career pathway learning experiences.</p>

	Board Goal: All students will be on a career or college pathway by 2029
	<p>By 2029</p> <ul style="list-style-type: none"> o 100% of students on a career/college pathway o Ensure all students who go to college also have a stackable credential o 30% of students will participate in an apprenticeship or will earn a pre-apprenticeship credential of value o 50% of students will be pathway completers (take 3.0 credits in a pathway). o 75% of students will be pathway concentrators (take 2.0 credits in a pathway). o 20% of students in grades 9-12 will participate in a concurrent enrollment class
PILLAR: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION	PILLAR 3: FAMILY-SCHOOL AND COMMUNITY PARTNERSHIPS AND COMMUNICATION
<p>Goal 1: Family Partnerships and Engagement in Education</p> <p>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.</p>	<p>Goal 1: Family Partnerships and Engagement in Education</p> <p>SLCSD will ensure all families are valued, respected, and treated as partners in designing the educational experiences of their children.</p>
<p>Objective 1: Parents will experience meaningful school interactions and increased involvement as a result of improved family and school partnerships.</p>	<p>Objective 1.1: Parents will experience meaningful school interactions and increased involvement as a result of improved family and school partnerships.</p>
<p>ACTION STEPS</p> <p>1. Implement the SLCSD Family-School Partnership (FSP) Model</p> <p>BY 2029</p> <p>80% of schools will have implemented the SLCSD Family-School Partnership Model with fidelity.</p> <p>Increase in parent representation in school leadership roles, such as school</p>	<p>By 2029:</p> <ul style="list-style-type: none"> o 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 o Increase the percentage of students who had one or more parent(s)/guardian(s) attend SEPs

<p>community councils.</p> <p>2. Create Family-School Partnership Teams.</p> <p>BY 2029 90% of schools will engage the FSP Teams to design family engagement activities.</p> <p>3. Create parent resource centers that are available to parents during and after school hours.</p> <p>BY 2029 Increase in parent presence in schools with a dedicated space for collaboration and student/family support.</p>	
<p>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.</p>	<p>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.</p>
<p>Objective 1: Students and families will be provided with the critical resources needed for students to focus on learning.</p>	<p>Objective 2.1: Students and families will be provided with the critical resources needed for students to focus on learning.</p>
<p>ACTION STEPS</p> <p>1. Identify and collaborate with business and community organizations within district boundaries.</p> <p>BY 2029 Increased number of business and community partnerships with the district.</p> <p>2. Streamline families' access to medical, dental, and mental health services.</p> <p>BY 2029 Increase in utilization of resources that reduce absenteeism, prevent illnesses,</p>	<p>By 2029:</p> <ul style="list-style-type: none"> o Increase the number of partnerships with local businesses and community organizations o Expand student use of health-related resources offered by the district and Salt Lake Education Foundation (SLEF) as a tool to reduce chronic absenteeism o Increase family participation and attendance at district/SLEF-sponsored health fairs o Increase the number of families who participate in community learning center (CLC) programs and resources o Increase the number of CLC-hosted

<p>and improve family health.</p> <p>3. Increase awareness of healthcare opportunities for families at each CLC</p> <p>BY 2029 Increase family attendance at health fairs and CLC</p> <p>4. Ensure schools know and use the resources of volunteer programs and other services available through the Development Office and its partners.</p> <p>BY 2029 Increased collaboration with families, business partners, and community volunteers.</p>	<p>health fairs in collaboration with community partners by 10%</p>
<p>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.</p>	<p>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.</p>
<p>Objective 1: Students, families, and community members will feel more connected and informed about district programs, achievements, and operations.</p>	<p>Objective 3.1: Students, families, and community members will feel more connected to the district and informed about district programs, achievements, and operations</p>
<p>ACTION STEPS 1. Conduct a comprehensive survey of stakeholders, including elected officials, nonprofit partners, community leaders, business leaders, and residents.</p> <p>BY 2029 The Communications and Community Relations Division will use polling results to create a plan for communication,</p>	<p>By 2029:</p> <ul style="list-style-type: none"> o Stakeholders will report increased trust in the district and an increase in awareness of district happenings as measured through a community survey in 2029. o SLCSD will increase the number of news media stories about positive accomplishments of district employees and students as compared to baseline data

<p>marketing, and public perception improvement efforts. Stakeholders will report increased trust in the district as evidenced by subsequent stakeholder feedback.</p> <p>2. Develop a strategic approach to highlight employee and student achievements.</p> <p>BY 2029 Increased number of published stories and media posts about positive accomplishments of district employees and students.</p> <p>3. Establish quarterly Communications Council meetings to increase communication between the district and stakeholders.</p> <p>BY 2029 The district will increase specific communication channels with measurable increases in collaboration and responses between stakeholders.</p> <p>4. Provide students and families with a designated point of contact at their school.</p> <p>BY 2029 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.</p>	<p>from 2024 surveys/focus groups. o SLCSO will establish partnerships with community organizations to increase the reach of the messaging as compared to baseline established in 2024-25 school year.</p>
PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY	PILLAR: LEARNING ENVIRONMENTS, STEWARDSHIP, AND SUSTAINABILITY
<p>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</p>	<p>Goal 1: Safe and Efficient Facilities SLCSO 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</p>

interiors. The district creates spaces to encourage collaboration and facilitate instruction based on best practices.	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.	Objective 1.1: Schools will be constructed and maintained based on the following criteria: life and safety, building integrity, and instructional needs
<p>ACTION STEPS</p> <p>1. Ensure improvement projects are designed to promote optimal learning environments for students that align with best practices.</p> <p>BY 2029 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.</p> <p>2. Ensure improvement projects are designed to promote optimal learning environments for students that align with best practices.</p> <p>BY 2029 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.</p> <p>3. Ensure new construction projects will provide equitable access to building facilities.</p> <p>BY 2029 100% of new construction of district buildings will have gender neutral restrooms on every floor.</p>	<p>By 2029:</p> <ul style="list-style-type: none"> o Complete a long-term facilities maintenance plan o Reduce the current deferred maintenance backlog of \$29 million by at least 30% while growing Capital Budget for future major capital projects
Objective 2: Staff will continue its work to achieve the goals outlined in district’s sustainability action plan.	Objective 1.2: Staff members will continue their work to achieve the goals outlined in the district’s Sustainability Action Plan.
ACTION STEPS	By 2029:

<p>1. Implement sustainability projects.</p> <p>BY 2029 Use 100% clean, renewable energy in the electricity sector by 2030. Meet 100% of all district operations energy needs with carbon neutral energy by 2040. Decrease carbon footprint by 25%. Decrease water consumption by 50,000,000 gallons per year.</p> <p>2. Develop future capital projects and new construction aligned with the sustainability resolution.</p> <p>a. Striving for carbon neutrality to the best of our ability while remaining mindful of budget constraints.</p> <p>BY 2029 Our primary objective is to prioritize cost-effectiveness on our journey toward achieving carbon neutrality.</p>	<ul style="list-style-type: none"> o Make significant progress toward using clean, renewable energy in the electricity sector o Decrease the district's carbon footprint by 25% o Decrease the district's water consumption by 50,000,000 gallons
<p>Objective 3: Students will be provided with facilities that are designed to effectively deliver college and career pathway learning experiences.</p>	
<p>ACTION ITEMS</p> <p>1. Collaborate with district industry partners and Utah System of Higher Education (USHE) to ensure alignment with community and industry needs.</p> <p>BY 2029 Increase CTE pathway completion by 30%.</p> <p>2. Solicit input from community and industry partners in designing CTE classrooms.</p> <p>BY 2029 New high school construction plans will be completed subject to bond approval. 75% of CTE classrooms will be designed and built according to current industry standards.</p>	

<p>3. Utilize multipurpose learning spaces in elementary and middle schools where teachers and students collaborate and engage in instruction.</p> <p>BY 2029 By the end of 2024, 25% of all classes will be using multipurpose spaces.</p> <ul style="list-style-type: none"> • 2025=50% • 2026=75% • 2027=100% 	
<p>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.</p>	<p>Goal 2: Highly Qualified Staff SLCS D 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</p>
<p>Objective 1: All students will have access to qualified, experienced, and culturally competent educational personnel.</p>	<p>Objective 2.1: All students will have access to qualified, experienced, and culturally competent educational personnel</p>
<p>ACTION STEPS</p> <p>1. Recruit district staff for Grow Your Own Program and incentivize them to start their teaching careers with the district.</p> <p>BY 2029 75% of participants who successfully complete the program accept employment with the district as licensed educators.</p> <p>2. Recruit and encourage students to pursue a career in education by enrolling in Teaching as a Profession pathway.</p> <p>BY 2029 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</p>	<p>By 2029</p> <ul style="list-style-type: none"> o 75% of the district's Grow Your Own program participants will obtain licensure and accept employment with SLCS D as licensed educators. o Student enrollment in the Teaching as a Profession pathway will increase by 200% based on 2024 baseline. o The Human Resource Services department will reduce the time it takes to fill open positions by 30% (based on 2024 baseline data).

<p>enrolled in the pathway.</p> <p>3.Ensure consistent application of timely and equitable hiring practices, and continually develop and implement innovative recruitment, induction, and retention methods.</p> <p>BY 2029 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.</p> <p>4.Streamline hiring practices to reduce time to fill critical positions.</p> <p>BY 2029 Reduce time to fill vacant positions by 30%.</p>	
<p>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.</p>	
<p>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).</p>	
<p>ACTION STEPS 1. Create district-level and school-level Threat Assessment teams.</p> <p>BY 2029 Every school has a defined CSTAG team led by a trained administrator</p>	

<p>2. Attend CSTAG train-the-trainer sessions every four years.</p> <p>BY 2029 At least two district staff members are able to provide CSTAG training at any time.</p> <p>3. Deliver CSTAG training for school teams every year.</p> <p>BY 2029 90% of school administrators are trained in the CSTAG process.</p> <p>4. Audit school threat assessment teams twice per year.</p> <p>BY 2029 Results from yearly audits will inform future training needs.</p>	
<p>Objective 2: Students, families, and school personnel will experience a timely and efficient response to all district-level safe school violation referrals.</p>	
<p>ACTION STEPS</p> <p>1. Decrease the number of days needed to resolve safe school cases, including completion of school-based investigation and reporting.</p> <p>BY 2029 District-level safe schools referrals will be resolved within 10 school days from notification to student placement except in exceptional circumstances.</p>	
<p>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.</p>	
<p>ACTION STEPS</p> <p>1. Develop and expand resources and community</p>	

<p>partnerships available to support families and students.</p> <p>BY 2029 Increased successful transition of students to a traditional learning environment. Decreased recidivism to five or less students per year.</p> <p>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.</p> <p>BY 2029 Increased successful transition of students to a traditional learning environment. Decreased recidivism to five or less students per year.</p> <p>4. 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.</p> <p>BY 2029 Increased successful transition of students to a traditional learning environment. Decreased recidivism to five or less students per year.</p>	
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