

To: Board of Education, Salt Lake City School District
Dr. Elizabeth Grant, Superintendent

From: SLCSD Cabinet

Date: August 5, 2025

Re: Strategic Plan Implementation Feedback

Thank you for your thoughtful review and feedback on the strategic plan. We appreciate the time and care you dedicated to examining the document and sharing your perspectives.

The Strategic Plan reflects our district's commitment to equity, excellence, and continuous improvement. It represents the collaborative efforts of departments and school teams across the system.

In response to your questions, this memo provides a detailed overview of the areas where we have made revisions, offered clarifications, and added context to support a shared understanding of the plan's intent and direction.

Per Board direction we included the original measurable outcome regarding gender neutral bathrooms under Pillar 4, Objective 1.1 (see page 13). Our goal is to ensure alignment as we move forward with implementation.

We look forward to continued collaboration and ongoing dialogue as we work in partnership to achieve the ambitious goals outlined in the Strategic Plan.

Action Requested:

- Approve the Strategic Plan as presented and direct staff to proceed with its continued implementation.

Attachment:

[Strategic Plan for Student Achievement 2024-2029 \(Proposed June 2025\)](#)

Development of the Strategic Plan Pillars

Each pillar of the Salt Lake City School District Strategic Plan was originally developed through a collaborative and inclusive committee process. To ensure that the plan reflected the diverse voices and priorities of our school community, the district convened a dedicated committee for each strategic pillar, with representation from across the



system.

- Each pillar committee was led by a Cabinet member, ensuring alignment with district-level leadership and accountability.
- Committees included district and school administrators, teachers, classified staff, parents, and students, all of whom brought critical perspectives and expertise to the work.
- Over several months, committee members engaged in data review, needs analysis, and vision-building, culminating in the goals, outcomes, and key strategies described in each pillar.
- Throughout the process, equity, student achievement, and whole-child development were central to all discussions and decisions.

This approach ensured that the Strategic Plan is grounded in the experiences and aspirations of the Salt Lake City School District community.

Pillar 1: Education Equity, Access, and Student Support

Equity Audits

In the current revision of our strategic plan, equity audits have been replaced with educational opportunity/school climate audits. The following is a link to the draft tool that will be used, [School Team Facilitation Guide for Educational Opportunity Audits](#) (EOAs) which will be based on the [MAEC Equity Audit](#).

How will key areas be measured and how will the tool be implemented?

- Stakeholder survey will measure the following:
 - Student peer relationships
 - Student-teacher relationships
 - Student/staff perception of safety
 - Visibility of leadership
 - Decision-making structures
 - Support for staff well-being and mental health
- Employee Collaborative Assessment Program (ECAP) will be used to measure the following:
 - Instructional Quality
 - Culturally responsive pedagogy
 - Engagement strategies
- Physical Building/Setting review will be conducted via a district-created form which reviews the following key areas:
 - Cleanliness and facilities
 - Accessibility and inclusion
 - Visible signs of school pride and welcoming spaces
- Our student management system, PowerSchool will be used to measure the following:
 - Course Access
 - Availability of advanced coursework (AP, IB, Dual Enrollment)



- Career and technical education pathways
 - Enrichment, arts, and world language access
- Participation and Equity
 - Enrollment by subgroup in advanced courses
 - Disparities in discipline, retention, or exclusionary practices
- Academic Support Systems
 - Availability of tutoring, mentoring, or advisories
 - Identification and support of at-risk students
- Transitions and College/Career Readiness
 - Postsecondary planning resources
 - Internships and work-based learning opportunities

New Tool

What is the new tool replacing Panorama?

To the best of our knowledge, the district never had a contract with Panorama. In terms of our Early Warning System (EWS), the district is going to use its existing tools in PowerSchool (for which the district is already paying, instead of incurring an additional cost). The existing tool will measure attendance, academic success and behavior via incidents.

Rationale for Utilizing PowerSchool's Built-In Early Warning System:

As we continue to prioritize data-informed decision-making to support student success, it is both practical and strategic to leverage the tools already available within our district's existing infrastructure. PowerSchool, our current Student Information System, offers a robust Early Warning System (EWS) that provides timely insights into key indicators such as attendance, behavior, and course performance—all aligned with national best practices for student intervention. By utilizing PowerSchool's built-in functionality, we benefit in several important ways:

- **Cost Efficiency:** Using the existing EWS in PowerSchool allows the district to avoid additional software licensing fees and ongoing costs associated with purchasing a separate platform like Panorama. These savings can be redirected toward direct student supports or professional development.
- **System Integration and Data Accuracy:** PowerSchool's EWS pulls directly from the same live data sources used for enrollment, grades, and attendance, minimizing the need for data transfers and ensuring real-time accuracy. This seamless integration strengthens our ability to act quickly and confidently based on reliable information.
- **Reduced Training and Implementation Time:** Staff are already familiar with the PowerSchool environment, which reduces the learning curve and the need for additional training sessions. This ensures quicker adoption and more immediate impact on student support efforts.
- **Customizability to District Needs:** PowerSchool's EWS can be tailored to reflect district-defined thresholds and flags, allowing us to align the tool with our specific early intervention frameworks and equity priorities.



While Panorama offers a variety of features, our current priorities are well supported by the capabilities built into PowerSchool. By maximizing the tools, we already have, we ensure a streamlined, cost-effective, and responsive approach to identifying and supporting students who may be at risk. We are in the process of developing a training schedule and timeline for implementation.

Multi-Tiered System of Support (MTSS)

What does the 55% represent?

Under Pillar 1, Goal 1, Objective 1.2, the 55% represents how the district will measure improvement as the district implements the district Self-Assessment of MTSS every two years to monitor equitable supports for enrichment participation and adjust strategies accordingly.

Each year Self-assessment of [Multi-tiered System of Supports \(SAM\)](#) (the link will take you to the instrument) total scores will increase:

- 2025: 35% of schools will score a 2.0+ on the SAM
- 2027: 45% will score a 2.0+ on the SAM
- 2029: 55% will score a 2.0+ on the SAM

How is MTSS fidelity being measured and interpreted?

MTSS fidelity will be measured by the following:

- School team self-assessments (SAM)
- Walkthroughs and observations
- Student support plan reviews
- Coaching or technical assistance logs (trainings)
- Stakeholder surveys (staff, families, students)

MTSS fidelity measurements will be interpreted in the following manner: A fidelity scoring rubric will be developed by the appropriate personnel. The rubric will provide scores by domain or tier, with a rubric with the following:

- 0 = Not in Place
- 1 = Partially Implemented
- 2 = Fully Implemented (or high fidelity)

High scores will suggest strong, consistent implementation. Low scores will indicate areas needing targeted support or professional development.

What Fidelity Scores Reveal?

- **Implementation vs. Outcomes:** A school may have strong student outcomes, but low fidelity scores could indicate that success is not sustainable without



stronger systems.

- **Inconsistencies Across Tiers:** Strong Tier 1 fidelity but weak Tier 2 or 3 fidelity may indicate that the universal system is functioning, but targeted and intensive interventions are not clearly defined or consistently delivered.
- **Gap Analysis and Prioritization:** Comparing results across schools helps the district identify patterns, allocate resources equitably, and set differentiated coaching or PD priorities.
- **Monitoring Change Over Time:** Conducting fidelity checks 2–3 times per year enables teams to track progress, celebrate growth, and refine practices.

Enrichment activity

What qualifies as an enrichment activity?

Definition of an Enrichment Activity in a School: An enrichment activity is an educational experience designed to enhance and extend students' learning beyond the standard curriculum. These activities provide opportunities for students to explore interests, develop new skills, deepen knowledge, and foster creativity and critical thinking in ways that complement and enrich their core academic program.

Examples of an enrichment activity:

- **Enhances Learning:** It adds depth or breadth to students' understanding of a subject or skill.
- **Engages Students' Interests:** It connects with students' passions, talents, or curiosities.
- **Promotes Higher-Order Thinking:** It encourages creativity, problem-solving, analysis, or application beyond rote memorization.
- **Is Optional or Supplementary:** It is typically offered in addition to required coursework, often as clubs, workshops, special projects, competitions, or field experiences.
- **Supports Social and Emotional Growth:** Many enrichment activities foster collaboration, leadership, and confidence.
- **Inclusive and Accessible:** It is designed to be available to a broad range of students, allowing for differentiated participation.

Examples include advanced academic clubs (e.g., robotics, debate), arts programs (e.g., theater, visual arts workshops), music ensembles, language immersion opportunities, cultural events, STEM competitions, and community service projects.

What resources are allocated to support them?

Our district typically uses grants, donations, or fundraising to specifically support enrichment activities.

Place-Based Experiential Learning (PBEL)

An additional question was asked about PBEL, which is an instructional approach that connects academic content and skill development to local environments, cultures, histories, and communities. It emphasizes hands-on, real-world experiences that are



rooted in the unique characteristics of a particular place—whether a neighborhood, city, ecosystem, or cultural context.

PBEL engages students in meaningful learning by:

- Applying knowledge to authentic, community-connected challenges
- Encouraging inquiry, collaboration, and problem-solving
- Fostering a sense of belonging, civic responsibility, and stewardship of place

By situating learning within the context of students' lived experiences, PBEL deepens engagement, strengthens relevance, and supports interdisciplinary learning across subjects. While some PBEL activities require additional support from the district, school, or Salt Lake Education Foundation, most activities enrich learning within the current existing school and classroom structures and funding.

Positive Behavior Intervention System (PBIS) Best Practices:

PBIS signature practices are evidence-based strategies used consistently across all tiers to build a positive school culture:

- **Clearly Defined Behavioral Expectations:**
 - Developed collaboratively and taught explicitly.
 - Framed positively (e.g., "Be Respectful, Be Responsible, Be Safe").
 - Reinforced across settings (classrooms, hallways, playgrounds, etc.).
- **Direct Teaching of Expectations:**
 - Systematic instruction during designated time.
 - Use of modeling, role-playing, and reteaching.
 - Integrated into classroom routines and content where possible.
- **Positive Reinforcement Systems:**
 - Recognition of students for demonstrating expected behaviors.
 - Use of tangible and intangible reinforcers (e.g., praise, tokens, assemblies).
 - School-wide systems for tracking and celebrating positive behavior.
- **Consistent and Predictable Consequences:**
 - Corrective responses that are instructional rather than punitive.
 - Logical and progressive discipline procedures aligned to PBIS framework.
- **Data-Based Decision-Making:**
 - Regular review of behavior data by PBIS teams.
 - Targeted interventions designed based on patterns and needs.
- **Staff and Student Voice:**
 - Ongoing feedback loops from staff and students to refine PBIS practices.
 - Opportunities for student leadership in promoting a positive school culture.
- **Family and Community Engagement:**
 - Communication with families about behavioral expectations and celebrations.
 - Community partnerships to support PBIS goals and rewards.



District Social and Emotional Learning Signature Practices

In addition to high-leverage PBIS strategies, the district has adopted a core set of Social and Emotional Learning (SEL) Signature Practices to create safe, engaging, and supportive learning environments for all students. These practices are simple, consistent strategies that promote student belonging, emotional safety, and meaningful engagement across classrooms and school communities.

- Welcoming/Inclusion Activities to build community, foster relationships, and create a positive tone for learning. Examples:
 - Greeting students at the door with eye contact and their name
 - “Warm Welcome” circles
 - Check-in questions (“What’s one word for how you’re feeling today?”)
 - SEL-focused bell ringers or mindfulness moments
- Engaging Strategies for Learning to promote active participation, collaboration, and ownership of learning. Examples:
 - Academic discourse routines and accountable talk
 - Think–Pair–Share, Turn and Talk, or Four Corners
 - Opportunities to respond (e.g., hand signals, whiteboards, polls)
 - Goal setting and reflection activities
 - Culturally responsive questioning and materials
- Optimistic Closures to help students reflect on their learning, connect emotionally, and leave on a positive note. Examples:
 - “One thing I learned today is...”
 - “One word to describe how I’m feeling now...”
 - Shout-outs, affirmations, or gratitude circles
 - Exit tickets with SEL and academic reflection

Pillar 2: Student Achievement PreK–12/Transition

Early Childhood (EC) Education

EC collects observational data through regular classroom observations for ECAP. The EC leadership team also attend classes to observe for specific behaviors based on identified program goals. Classrooms are visited multiple times a year to ensure the high quality of instruction and program activities.

In 2025–26, instructors may also use the Swivl system to record their own teaching to use in self-reflection or small-group discussion. The Swivl is a robotic capture and tracking system designed primarily for classrooms and presentations. It includes a motorized robotic base, a wearable microphone, and a mobile device (tablet or smartphone) that records the video. The system enables seamless video capture of educators as they move around the room.

General Education and Special Education Data

A variety of data are used to monitor and support all students, including students with an



IEP:

- Required federal and state assessments (e.g., RISE, Aspire+, ACT, Acadience, WIDA)
- Required district reading assessment (NWEA Map)
- District CFAs
- Dynamic Learning Maps (DLM) for identified students
- IEP goal achievement
 - In development

This will track the number of students with disabilities who achieved the goal(s) identified for the IEP period.

WIDA Data

Upon enrollment, students with a home language other than English take the WIDA Screener. Students scoring WIDA levels 1–4 are identified as English Language Learners (ELLs) and eligible for English Language Development (ELD) services.

This placement triggers development of an Individual Language Plan (ILP) or ELD classes tailored to promote proficiency across listening, speaking, reading, and writing. All identified ELLs take the WIDA ACCESS 2.0 assessment annually (typically January–March) to track growth in four language domains.

- ACCESS results are incorporated into the district’s data platform, enabling real-time access across administrators, content area specialists, and teachers.
- WIDA Screener and ACCESS scores guide targeted ELD instruction, support teachers in designing scaffolded core content lessons, and inform ILP development.
- All district educators have an ESL endorsement, so classroom instruction includes language supports grounded in WIDA-aligned strategies.

Pillar 3: Family– School and Community Partnerships

Use of Y2 Analytics for Community Input

The district’s contract with Y2 Analytics extends through January 31, 2029; however, we have not paid for or asked for additional work beyond that conducted to support the bond initiative. A five-year contract term gives us flexibility to leverage Y2’s expertise to garner feedback from the Salt Lake City community at large, should we choose to use those services. The original survey was sent to “likely voters” and thus does not capture the same population as our annual stakeholder survey sent to families within the district.

We intend to use the annual stakeholder survey, which is sent to students, parents/guardians, and employees, to gather feedback from our community members. The questions from year-to-year will be the same, or similar, to allow us to gauge any change in responses each year.



Pillar 4: Learning Environments, Stewardship, and Sustainability

Employee Quality and Hiring Standards:

The district follows a fair and equitable hiring practice for all open positions driven to select the most qualified and suitable candidates. Board policy P-13 and its administrative procedures govern the hiring process, G-23 stipulates the requirements for thorough screening and background checks for all employees, P-1 and the accompanying administrative procedures outline the expectations for employee ethical standards and codes of conduct. All employees are held to these standards and are trained on these expectations annually.

During the interview process hiring managers do their best to ensure that the people they recommend for hire are suitably qualified and have the necessary dispositions to fulfill the roles of the position they are hiring for. Once hired, employees are held to a high standard regarding their ethical behavior. Under the supervision of school administrators and district supervisors, employee conduct and behavior are monitored and evaluated on an ongoing basis. The district's Employee Collaborative Assessment Program (ECAP) is used for evaluating employee performance in accordance with established standards specific to the individual's role and provides for individual goal setting and personalized development.

Regarding supports provided to new and prospective Special Education Teachers, the district provides unparalleled support to new educators through our own Peer Assistance and Review (PAR) program. This coming year one of the five PAR Consulting Teachers will be dedicated to working solely with new Special Education Teachers, providing them with hands-on support in all areas they need to be successful in their first year or two of teaching. These supports include in class development of lessons, real time observations and feedback, assistance with classroom management, and access to models of quality teaching. New teacher supports are also available for first year APPEL-S candidates who are working full-time while they complete their licensure requirements. New Special Educators are also assigned a mentor and are provided support in drafting and maintaining Special Education paperwork. The district is currently supervising 13 individuals through the state sponsored APPEL-S program to become certified Special Educators.

For prospective educators, the district has a robust Grow Your Own Educator (GYOE) program in which we assist by providing funding, through state level grants, for degree completion at an accredited university. GYOE candidates also receive coaching and guidance through the HRS office on course selection and licensure application assistance. Since 2021, SLCS D has been awarded \$1,321,674.94 in grants that directly support prospective educators in completing their college degrees and educator licensure. This represents over 18% of all available state funds, despite the district representing only 3% of the student population of the state. Annually, all non-licensed personnel are encouraged to apply for the district's GYOE program. Currently, we are supporting over 45 candidates, many of whom currently work as paraprofessionals in Special Education and are interested in becoming licensed Special Educators.

Strategic Plan for Student Achievement 2024-2029

Proposed June 2025



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* 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.
 - SLCSO 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.
 - SLCSO 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.