



**SALT LAKE CITY**  
**SCHOOL DISTRICT**  
*Your Best Choice*

**Student Achievement Plan**  
2010-2015

rev. 1/22/2010

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## **EXECUTIVE SUMMARY**

### ***GOALS AND ACTION STEPS***

#### **Curriculum, Instruction, and Assessment**

##### **Year 1**

**2010-11 Goal #1:** Align curriculum, instruction, and assessment cycles to provide PreK-12 students access and support that enhances individual student learning so that high outcomes are attained and all students are prepared to flourish in a global society.

- **Action Step 1.1:** Align curriculum, instruction, and assessment.
- **Action Step 1.2:** Integrate classroom, district, and state assessments.
- **Action Step 1.3:** Research instructional strategies for student engagement.
- **Action Step 1.4:** Increase student access to technology.

##### **Year 2**

**2011-12 Goal #2:** Align curriculum, instruction, and assessment cycles to provide PreK-12 students access and support that enhances individual student learning so that high outcomes are attained and all students are prepared to flourish in a global society.

- **Action Step 2.1:** Incorporate aligned curriculum, instruction, and assessment in classrooms.
- **Action Step 2.2:** Use classroom, district, and state assessments to implement tiered instruction.
- **Action Step 2.3:** Provide professional development in culturally relevant differentiated curriculum.
- **Action Step 2.4:** Increase use of technology.
- **Action Step 2.5:** Increase opportunities in world languages.

#### **Equity and Advocacy**

##### **Year 1**

**2010-11 Goal #1:** Increase student achievement and close the achievement gap through equity audits and data analysis.

- **Action Step 1.1:** Conduct equity audits.

**2010-11 Goal #2:** Increase student achievement and close achievement gaps through districtwide culturally relevant professional development.

- **Action Step 2.1:** Offer professional development on culturally relevant pedagogy.
- **Action Step 2.2:** Integrate cultural relevancy in all other professional development.
- **Action Step 2.3:** Build capacity in school equity teams at their sites.

**2010-11 Goal #3:** Increase student achievement and close the achievement gap through advocacy and support to students.

- **Action Step 3.1:** Align student advocacy programs and identify gaps in services.
- **Action Step 3.2:** Focus on community outreach and parent involvement.
- **Action Step 3.3:** Develop and administer a culture and climate survey for all schools.

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## Year 2

**2011-12 Goal #4:** Increase student achievement and close the achievement gap through districtwide cultural responsiveness.

- **Action Step 4.1:** Implement culturally responsive pedagogy in curriculum and instruction.
- **Action Step 4.2:** Address culture and climate in the schools.
- **Action Step 4.3:** Re-administer culture and climate survey in all schools.

## Early Childhood

### Year 1

**2010-11 Goal #1:** Increase the quality of current services to families of children, prenatal to age 5, by aligning the Early Childhood Pre-Kindergarten program with the Parents as Teachers (PAT) program.

- **Action Step 1.1:** Increase number of PAT certified educators.
- **Action Step 1.2:** Integrate Pre-K Utah state core guidelines with PAT Born to Learn® curriculum.
- **Action Step 1.3:** Provide successful transition to kindergarten.
- **Action Step 1.4:** Hold Pre-K/PAT family group meetings.
- **Action Step 1.5:** Increase parent participation in planning meetings.

### Year 2

**2011-12 Goal #2:** Increase the number of families served through the Early Childhood Programs: Parents as Teachers (prenatal to age 5), Pre-Kindergarten for three- and four-year-olds, and kindergarten readiness classes.

- **Action Step 2.1:** Seek funding resources to provide health benefits.
- **Action Step 2.2:** Increase outreach to underserved populations.
- **Action Step 2.3:** Integrate cultural relevancy into professional development training.

## School Choice

### Year 1

**2010-11 Goal #1:** Attract and retain students in Salt Lake City School District through multiple methods of advertising and marketing to increase community awareness, knowledge, and participation in school choice opportunities within the district.

- **Action Step 1.1:** Assist each school in developing a marketing plan.
- **Action Step 1.2:** Update the district's and each school's Internet home pages.
- **Action Step 1.3:** Refine the school choice catalog.
- **Action Step 1.4:** Inform underrepresented groups about options.
- **Action Step 1.5:** Continuously update a variety of faith-based groups, social service agencies, and businesses.
- **Action Step 1.6:** Publicize SLCSDD choice options in a variety of ways.

**2010-11 Goal #2:** Attract and retain students in Salt Lake City School District through distributing choice options geographically throughout the district.

- **Action Step 2.1:** Maintain successful existing programs.
- **Action Step 2.2:** Expand programs across all geographic areas.
- **Action Step 2.3:** Mirror district demographics in optional programs.
- **Action Step 2.4:** Identify resources for transportation to increase access.

**2010-11 Goal #3:** Attract and retain students in Salt Lake City School District through expanding and replicating successful choice programs.

- **Action Step 3.1:** Expand existing successful programs into adjacent grade levels.

**Year 2**

**2011-12 Goal #4:** Assess our efforts to attract and retain students in Salt Lake City School District by increasing community awareness, knowledge, and participation in school choice opportunities within the district.

- **Action Step 4.1:** Evaluate family needs and desires for school choice.
- **Action Step 4.2:** Evaluate the geographic distribution of programs.
- **Action Step 4.3:** Determine new options based on evaluations.

**Family and School Collaboration**

**Year 1**

**2010-11 Goal #1:** Increase school focus, develop plans, and monitor school efforts to improve family collaboration.

- **Action Step 1.1:** Hire a district level Family and School Collaboration Specialist.
- **Action Step 1.2:** Revise the School Improvement Plan template to incorporate family and school collaboration.
- **Action Step 1.3:** Update and maintain school Web pages.

**Year 2**

**2011-12 Goal #2:** Every school ensures that the family of each student receives narrative (spoken or written) communication from the school at least once per month that shares information about student progress or educational activities and provides opportunities for families to give feedback or express needs.

- **Action Step 2.1:** Prepare and provide a communication idea book.
- **Action Step 2.2:** Increase the availability of technology tools to create two-way communication.

**Internal Communications and External Relations**

**Year 1**

**2010-11 Goal #1:** Provide the necessary resources and assistance to schools and district departments to enable a multifaceted approach to communication.

- **Action Step 1.1:** Determine the current state of communications.
- **Action Step 1.2:** Design, develop, and implement a communication plan for multiple audiences.
- **Action Step 1.3:** Develop current, informative, accurate, and formatted school Web sites.
- **Action Step 1.4:** Explore effectiveness of social media such as e-mail, "Twitter," "Facebook," and "Google/Yahoo Groups."
- **Action Step 1.5:** Retain capacity to provide weekly or monthly newsletters in print.

**2010-11 Goal #2:** Provide the necessary resources, training, and assistance to schools and district departments to develop the skills for fund development and cultivation of new partners.

- **Action Step 2.1:** Increase school and department capacity to convey compelling stories.
- **Action Step 2.2:** Cultivate new community partners and relationships.

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**Year 2**

**2011-12 Goal #3:** In collaboration with Information Systems, design a strategy to improve communication between the district and its schools and employees by establishing and implementing a districtwide intranet.

- **Action Step 3.1:** Design a district intranet for internal access and use only.

## **COMMITTEE MEMBERSHIP**

**Bold = Committee Chair**

### **Curriculum, Instruction, and Assessment**

Sharon Adamson	Language Arts, Supervisor
Julie Atwood	Ed. Technology & Library Media, Supervisor
Damon Bahr	Brigham Young University, Education Department
Shauna Carl	Learning Services, Associate Superintendent
Joleigh Honey	Mathematics, Supervisor
<b>Barbara Kuehl</b>	Curriculum, Director
Ken O'Brien	Science, Specialist
Dessie Olson	National Board, High School Teacher
Judy Park	Assessment & Accountability, USOE Assoc. Superintendent
Jo Ellen Shaeffer	Assessment & Evaluation, Director
Mei Yong	University of Utah, Ed. Leadership Dept., Uintah Parent

### **Equity and Advocacy**

Susana Anderson	Educational Equity, Language & Culture Coach
<b>Kathleen Christy</b>	Educational Equity, Assistant Superintendent
Claudia Corona	Backman Elementary, Parent
Michelle Grutter	Educational Equity, Language & Culture Coach
Curtis Linton	School Improvement Network, Patron
Jennifer Mayer-Glenn	Educational Equity, Language & Culture Coach
Robert Muench	Translation Services, Coordinator
Rachel Nance	Educational Equity, Language & Culture Coach
Jennifer Newell	Educational Equity, Language & Culture Coach
Luc Pham	ALS, Program Specialist
Dale Rees	ALS, Program Specialist
Diane Torres	Ed. Equity, Intervention Specialist
Marjorie Wilson	Backman Elementary, Parent

### **Early Childhood**

<b>Ann Cook</b>	Early Childhood, Supervisor
Robyn Giovacchini	Early Childhood, Specialist

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Laura Hernandez	Pre-K/PAT, Parent
Robyn Johnson	Pre-K/PAT, Instructor and PAT Educator
Nancy Livingston	USOE, Title I Specialist
Sini Mailei	Pre-K, Instructor and PAT Educator
Eva Moreno	Pre-K, Paraprofessional and PAT Educator
Audrey Powell	Early Childhood, Coordinator
Lori Roggman	Utah State University, Education
Annabelle Valencia	Pre-K, Parent and Administrative Assistant

### **School Choice**

Marian Broadhead	Hawthorne (neighborhood, ELP and C&A), Principal
<b>Dorothy Cosgrove</b>	School Support, Associate Superintendent
Kenneth Grover	High Schools and CTE, Director
Larry Madden	SLCSE Charter School, Principal
Jason Olson	Communications, Supervisor
Rita Paxton	Curriculum and Assessment Lab Classrooms, Teacher
Donna Reid	Bonneville Elementary (non-Title I, neighborhood), Principal
Linda Richins	Clayton Middle School (neighborhood, MELP and C&A), Principal
Craig Ruesch	Newman Elementary (Title I, neighborhood), Principal
Carolyn Turkanis	Open Classroom Charter School, Teacher
Parent Respondents	Melissa Ford, Bonneville SCC Chair; Laurie Willberg, Ayumi Truong, and Rachel Fletcher - SLCSE parents; JoDell Parke, Newman SCC Chair; Emily Vann, Vicky Potts - Newman Parents

### **Family and School Collaboration**

Ray Betancourt	Community Education, Manager
Debbie Clark	Lincoln Elementary, Parent
Angie Fonua	Lincoln Elementary, Parent
Mary Hancey	Community Education, Director
<b>Laurie Lacy</b>	Title I and School Support, Director
Gregory Maughan	Clayton Middle School, Assistant Principal
Jennifer Mayer-Glenn	Educational Equity, Language and Culture Coach
Andrea Rorrer	Department of Educational Leadership and Policy Studies, Assistant Professor
Tracy Vandeventer	Lincoln Elementary, Principal
Judy Whitaker	Northwest Middle School, Assistant Principal
Parent Comment Groups	Lincoln Elementary and Clayton Middle School

**Internal Communications and External Relations**

Rosby Barker	Mexican Consulate Office
Kris Barta	Bonneville Elementary, Parent
Elisa Bridge	Northwest Middle School, Community Ed Coordinator
John Erlacher	Mountain View Elementary, Principal
Cynthia Holz	Salt Lake Education Foundation, Specialist
Joanne Milner	Salt Lake City Mayor's Office, Partnership Coordinator
Jason Olsen	Salt Lake Education Foundation, Communications Officer
JoDell Parker	Newman Elementary, SCC Chair
Paul Sagers	East High School, Principal
Judy Whitaker	Northwest Middle School, Vice Principal
<b>Michael Williams</b>	Development and External Relations, Director

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## VISION STATEMENTS

**Curriculum, Instruction, and Assessment:** Continuous cycles of curriculum, instruction, and assessment give all students access to quality instruction aligned to core standards.

**Equity and Advocacy:** All students receive the necessary resources, instruction, support, and advocacy to achieve comparably high outcomes, with emphasis on students of color, English learners, students in poverty, and students with disabilities.

**Early Childhood:** Programs for families and preschool children (ages 0-5) create a foundation for success in school and life, empowering parents to support their children's development and future learning.

**School Choice:** All families and students have access to a variety of school or program choices including neighborhood schools, academies, magnet programs, and optional programs.

**Family and School Collaboration:** Inclusive educational environments offer many and varied opportunities for families and schools to engage together as advocates and supporters of our students' learning.

**Internal Communications and External Relations:** Accurate, efficient, effective, and culturally relevant communication strengthens relationships among all stakeholders in support of public education.

## DESCRIPTION OF ESSENTIALS

**Curriculum (Barbara Kuehl):** A framework for learning, accessible to all students, that includes content and performance standards for subject areas such as literacy, math, social studies, science, world languages, the arts, healthy lifestyles, and career and technology education. Curriculum may be modified for specialized programs, including Extended Learning (ELP) and International Baccalaureate (IB), and adapted to meet the needs of special education students. The framework incorporates culturally relevant content as well as goals and objectives established for each course.

**Instruction (Shauna Carl):** The practices and classroom strategies teachers use to support students in meeting identified learning standards. This includes varied methods teachers use to group and motivate students such as dialogue and discussions, challenging questions, experiential projects, readings, assignments, and other activities. It also includes tools, such as technology, to teach and open students' minds to learning. Instruction is differentiated, individualized, scaffolded, and sheltered as needed. Professional development is critical to enhance educational practice.

**Assessment (JoEllen Shaeffer):** A basis for evaluation that includes gathering evidence to measure student performance, learning, and academic growth over time using a variety of formal or informal methods. Measures may include such things as observations, projects, portfolios, self-reflection, quizzes, course tests, and standardized assessments. Comparably high outcomes are expected of all students.

**Equity and Advocacy (Kathleen Christy):** Districtwide practices, programs, policies, and procedures to provide all students with rigorous curriculum, safe learning environments, differentiated educational opportunities, and the resources necessary to achieve comparably high outcomes. Equity requires that educators develop skills, knowledge, and beliefs necessary to meet the needs of every student, with an emphasis on students of color, English learners, students in poverty, and students with disabilities.

**Early Childhood (Ann Cook):** Programs for young children (birth to age 5) and their families that provide support for optimal development in the early years and a foundation for success in kindergarten, during elementary school, and throughout life. Research-based resources support the healthy cognitive, social, emotional, and physical development necessary for a smooth transition into school. Enriched learning opportunities for families and young children help establish ongoing partnerships that empower parents to promote children's future learning and healthy, productive lives.

**School Choice (Dorothy Cosgrove):** Districtwide efforts to encourage and publicize a rich array of learning opportunities, environments, and programs that offer academic rigor, research-based instructional strategies, and student-centered assessment accessible and responsive to the needs of our diverse student population. Specialized programs within our neighborhood schools, district sponsored charter schools, optional programs, magnet schools, lab settings, or other smaller learning communities are designed to challenge students to develop their innate talents, abilities, and interests.

**Family and School Collaboration (Laurie Lacy):** An inclusive educational environment with many and varied opportunities for families and schools to engage together as advocates and supporters of our student's learning. Both families and the school work to remove barriers and encourage collaboration by interacting regularly and communicating clearly, in languages that families understand, regarding student progress, learning expectations, and educational events. Family culture is respected. Schools actively work to enhance existing strengths of families to support learning at home and to bring families and teachers together to assist students. High levels of student achievement are accomplished by working collaboratively in decision-making and school governance.

**Internal Communications and External Relations (Michael Williams):** Clear, accurate, efficient, effective, timely, culturally sensitive communication, in multiple languages, among employees, parents, and members of the larger community. Improved communication leads to increased opportunities for the district to engage agencies, businesses, and other community-based organizations to support student learning in ways relevant to our diverse student needs.

# GOALS AND ACTION STEPS

## *Goals and Action Steps for Curriculum, Instruction, and Assessment*

**Curriculum:** A framework for learning, accessible to all students, that includes content and performance standards for subject areas such as literacy, math, social studies, science, world languages, the arts, healthy lifestyles, and career and technology education. Curriculum may be modified for specialized programs, including Extended Learning (ELP) and International Baccalaureate (IB), and adapted to meet the needs of special education students. The framework incorporates culturally relevant content as well as goals and objectives established for each course.

**Instruction:** The practices and classroom strategies teachers use to support students in meeting the standards identified for learning. This includes varied methods teachers use to group and motivate students such as dialogue and discussions, challenging questions, experiential projects, readings, assignments, and other activities. It also includes tools, such as technology, to teach and open students' minds to learning. Teachers' strategies are differentiated, individualized, scaffolded and sheltered as needed. Professional development is critical in developing and enhancing educational practice.

**Assessment:** A basis for evaluation that includes gathering evidence to measure student performance, learning, and academic growth over time using a variety of formal or informal methods. Measures may include such things as observations, projects, portfolios, self-reflection, quizzes, course tests, and standardized assessments. Equally high outcomes are expected of all students.

### **2010-11 Goal #1: Align curriculum, instruction, and assessment cycles to provide PreK-12 students access and support that enhances individual student learning so that high outcomes are attained and all students are prepared to flourish in a global society.**

Action Steps	Person(s) Responsible	Accountability Measure
<p><b>Action Step 1.1:</b> Align curriculum, instruction, and assessment to provide access and support that appropriately enhances individual student learning.</p>	<p>Learning Services, Academic Services, Assessment and Evaluation, Exceptional Children Services, and Educational Equity Departments; Administrators and Teachers</p>	<p>In 2010-11 as compared to 2009-10, increased percent of students show progress in proficiency levels on end-of-level criterion referenced tests.</p>
<p><b>Action Step 1.2:</b> Integrate classroom, district, and state assessments to inform and adjust instruction, meet individual student needs, monitor progress, and increase student learning, as well as to achieve and exceed rigorous state and national standards.</p>		<p>In 2010-11 as compared to 2009-10, reduced differences among student group performance on end-of-level criterion referenced tests; increased English fluency of second language learners, as measured on the Utah Alternative Language Proficiency Assessment.</p>
<p><b>Action Step 1.3:</b> Research methods, strategies, and tools that assist teachers to improve student engagement levels in classrooms. Develop a professional development plan that includes culturally relevant differentiated instructional strategies for the 2011-12 school year.</p>		<p>Written summary of research; professional development plan for 2011-12 school year.</p>
<p><b>Action Step 1.4:</b> Increase student access to technology to enhance student learning.</p>		<p>In 2010-11 as compared to 2009-10, increased numbers of technology tools in schools; increased student access to technology-based instruction in classrooms.</p>

**2011-12 Goal #2: Align curriculum, instruction, and assessment cycles to provide PreK-12 students access and support that enhances individual student learning so that high outcomes are attained and all students are prepared to flourish in a global society.**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Accountability Measure</b>
<p><b>Action Step 2.1:</b> Incorporate aligned curriculum, instruction, and assessments at the classroom level to support and enhance individual student learning.</p>	<p>Learning Services, Academic Services, Assessment and Evaluation, Exceptional Children Services, and Educational Equity Departments; Administrators and Teachers</p>	<p>In 2011-12 as compared to 2010-11, increased percent of students show progress in proficiency levels on end-of-level criterion referenced tests.</p>
<p><b>Action Step 2.2:</b> Use classroom, district, and state assessments in core areas to implement a system of tiered instruction at individual schools to meet individual student learning needs.</p>		<p>In 2011-12 as compared to 2010-11, reduced differences among student group performance on end-of-level criterion referenced tests; increased English fluency of second language learners, as measured on the Utah Alternative Language Proficiency Assessment.</p>
<p><b>Action Step 2.3:</b> Provide professional development to help teachers engage students in culturally-relevant differentiated curriculum using appropriate instructional strategies to enhance student engagement and learning.</p>		<p>Rosters of personnel participating in professional development that supports student engagement.</p>
<p><b>Action Step 2.4:</b> Increase the use of technology to enhance student learning.</p>		<p>In 2011-12 as compared to 2010-11, increased use of technology tools in schools; increased technology-based classroom instructional time provided to students.</p>
<p><b>Action Step 2.5:</b> Increase and enhance opportunities for students to learn world languages.</p>		<p>In 2011-12 as compared to 2010-11, increased numbers of students enrolled in world language classes, courses, or programs.</p>

## Goals and Action Steps for Equity and Advocacy

**Equity and Advocacy:** Districtwide practices, programs, policies, and procedures to provide all students with rigorous curriculum, safe learning environments, differentiated educational opportunities, and the resources necessary to achieve comparably high outcomes. Equity requires that educators develop skills, knowledge, and beliefs necessary to meet the needs of every student, with an emphasis on students of color, English learners, students in poverty, and students with disabilities.

### 2010-11 Goal #1: Increase student achievement and close the achievement gap through equity audits and data analysis.

Action Steps	Person(s) Responsible	Accountability Measure
<p><b>Action Step 1.1:</b> Conduct equity audits in the areas of CRT results, graduation rates, suspension rates, over or under representation in ELP or special education programs. The Educational Equity Department will analyze these reports, establish a baseline for the achievement gaps, and create plans for addressing inequities.</p>	<p>Assessment and Evaluation Department, Educational Equity Department</p>	<p>Disaggregated data by student groups with comparison to their white counterparts; written report on achievement gaps; written plans for addressing inequities.</p>

### 2010-11 Goal #2: Increase student achievement and close achievement gaps through districtwide culturally relevant professional development.

Action Steps	Person(s) Responsible	Accountability Measure
<p><b>Action Step 2.1:</b> Provide districtwide professional development on cultural relevancy to create a culture of inclusion, equity, and excellence.</p>	<p>Educational Equity Department, Equity Leadership Team, Consultants</p>	<p>Written professional development plan; rosters of participants by school; logs of follow-up professional development at school sites by language and culture coaches.</p>
<p><b>Action Step 2.2:</b> Integrate cultural relevancy as a component in all other professional development.</p>	<p>Educational Equity Department, Curriculum Specialists</p>	<p>Written plan for collaboration between the language and culture coaches and the curriculum coaches to design culturally relevant professional development; rosters of coaches participating in these collaborative meetings; responses to question about cultural relevancy on session evaluations is rated as positive by at least 75% of the participants.</p>
<p><b>Action Step 2.3:</b> Four school equity teams begin to build capacity for addressing educational equity at their school sites. Teachers in a pilot group of equity schools make connections between their instruction and improved student achievement. School teams feel supported in meeting the needs of each student.</p>	<p>Educational Equity Department, School Principals</p>	<p>Personnel from all four schools attend monthly professional development; log of culture and language coaches doing follow-up coaching and mentoring on-site; the gap in the four equity schools will close at twice the rate as the district achievement gap.</p>

**2010-11 Goal #3: Increase student achievement and close the achievement gap through advocacy and support to students.**

Action Steps	Person(s) Responsible	Accountability Measure
<b>Action Step 3.1:</b> Align student advocacy programs with specific outcomes and targets based on student achievement data. Identify gaps in services for students to determine possible development and interventions.	Educational Equity Department, Schools, Other Departments	Written documentation of current advocacy programs; written recommendation for new programs and interventions needed to close gaps in service.
<b>Action Step 3.2:</b> Establish an Equity Advisory Committee to focus on community outreach and parent involvement.	Educational Equity Department	Equity Advisory Committee established.
<b>Action Step 3.3:</b> Develop and administer a school culture and climate survey to assess advocacy in all schools.	Educational Equity Department	Survey administered; baseline established by initial administration.

**2011-12 Goal #4: Increase student achievement and close the achievement gap through districtwide cultural responsiveness.**

Action Steps	Person(s) Responsible	Accountability Measure
<b>Action Step 4.1:</b> Embed culturally responsive pedagogy in curriculum and instruction to meet the needs of all students and assure high achievement for underperforming student groups.	Educational Equity Department, Schools	In 2011-12 as compared to 2010-11, increased percent of students show progress in proficiency levels on end-of-level criterion referenced tests; reduced achievement gap by 10% for student groups in comparison to their white counterparts.
<b>Action Step 4.2:</b> Based on survey results in the prior year, schools receive professional development and coaching to address culture and climate needs.	Learning Services Department, School Support Team	Roster of participation in professional development; logs of follow-up professional development at school sites by language and culture coaches.
<b>Action Step 4.3:</b> Re-administer the school culture and climate survey to all schools.	Educational Equity Department	In comparison to the culture and climate survey results from the prior year, improved advocacy and welcoming environment in each school.

## Goals and Action Steps for Early Childhood

**Early Childhood:** Programs for young children (birth to age 5) and their families that provide support for optimal development in the early years and a foundation for success in kindergarten, during elementary school, and throughout life. Research-based resources support the healthy cognitive, social, emotional, and physical development necessary for a smooth transition into school. Enriched learning opportunities for families and young children help establish ongoing partnerships that empower parents to promote children's future learning and healthy, productive lives.

**2010-11 Goal #1: Increase the quality of current services to families of children, prenatal to age 5, by aligning the Early Childhood Pre-Kindergarten program with the Parents as Teachers (PAT) program.**

Action Steps	Person(s) Responsible	Accountability Measure
<b>Action Step 1.1:</b> Increase number of PAT certified educators	Early Childhood Department, Instructors, Paraprofessionals, PAT Educators, Parents	25% increase in the number of certified PAT educators in Early Childhood Program on October 1, 2011 as compared to October 1, 2010.
<b>Action Step 1.2:</b> Integrate Pre-K Utah state core guidelines with PAT Born to Learn® curriculum.		Integrated curriculum written in professional development agendas, lesson plans, and educator evaluations.
<b>Action Step 1.3:</b> Provide successful transition to kindergarten for students who are enrolled in Salt Lake City School District pre-K programs.		Rosters of participants at summer K readiness programs and PAT family group meetings targeted at kindergarten transition.
<b>Action Step 1.4:</b> Hold pre-K/PAT family group meetings in all Title I schools.		Completed group meeting evaluations by parents after each meeting.
<b>Action Step 1.5:</b> Provide opportunities for parents during family group meetings to network and become more involved in planning the meetings.		Written meeting agendas, surveys, and evaluations listing parents as leaders or participants; written reports of numbers of parents in attendance.

**2011-12 Goal #2: Increase the number of families served through the Early Childhood Programs: Parents as Teachers (prenatal to age 5), Pre-Kindergarten for three- and four-year-olds, and kindergarten readiness classes.**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Accountability Measure</b>
<b>Action Step 2.1:</b> Seek funding resources to provide health benefits for pre-K/PAT staff.	Early Childhood Department, Instructors, Paraprofessionals, PAT Educators, Parents	Funding sources on October 1, 2011 increased over resources on October 1, 2010 by amount sufficient to pay for benefits for Pre-K and PAT staff.
<b>Action Step 2.2:</b> Increase outreach to underserved populations through parent groups, home visits, and 3-year-old/parent cooperative classes.		At least one parent group at each Title 1 school; each instructor makes at least nine home visits for each of their five families each year; at least one 3-year-old/parent cooperative class at each Community Learning Center.
<b>Action Step 2.3:</b> Integrate cultural relevancy into professional development training.		Content listed on professional development agendas; teacher lesson plans including cultural awareness and cultural relevance.

## Goals and Action Steps for School Choice

**School Choice:** Districtwide efforts to encourage and publicize a rich array of learning opportunities, environments, and programs that offer academic rigor, research-based instructional strategies, and student-centered assessment accessible and responsive to the needs of our diverse student population. Specialized programs within our neighborhood schools, district sponsored charter schools, optional programs, magnet schools, lab settings, or other smaller learning communities are designed to challenge students to develop their innate talents, abilities, and interests.

### 2010-11 Goal #1: Attract and retain students in Salt Lake City School District through multiple methods of advertising and marketing to increase community awareness, knowledge, and participation in school choice opportunities within the district.

Action Steps	Person(s) Responsible	Accountability Measure
<p><b>Action Step 1.1:</b> Assist each school in developing a marketing plan to promote its assets, unique strengths, and positive features to its community.</p>	<p>Communications Department, Student Services Department, Principals, School Choice Committee</p>	<p>Marketing plans for each school, including a one page promotional flyer.</p>
<p><b>Action Step 1.2:</b> Design and update the district's and each school's Web pages to include school choice information.</p>		<p>50% of school Web pages updated by May 2010; all school Web pages updated by May 2011; school and district Web pages updated and maintained no less than once per month after launching.</p>
<p><b>Action Step 1.3:</b> Refine the school choice catalog and create a list of school choice options with contact information in multiple languages.</p>		<p>2010-11 school choice catalog produced in English and Spanish and distributed; one-page list of school choice options across the district with contact information in English and Spanish, with other translations available.</p>
<p><b>Action Step 1.4:</b> Design specific strategies to inform underrepresented groups about options.</p>		<p>Written strategies, ideas, and guidelines for marketing options to underrepresented groups.</p>
<p><b>Action Step 1.5:</b> Develop a plan for continuous updating, availability, and distribution of marketing items to schools, faith-based and social service agencies, Student Services Department, Chamber of Commerce, and realty/rental companies.</p>		<p>Marketing materials distributed to a minimum of ten organizations.</p>
<p><b>Action Step 1.6:</b> Utilize television, radio, Internet, and news media to publicize SLCS D choice options.</p>		<p>Marketing materials distributed through a minimum of five venues.</p>

**2010-011 Goal #2: Attract and retain students in Salt Lake City School District through distributing choice options geographically throughout the district.**

Action Steps	Person(s) Responsible	Accountability Measure
<b>Action Step 2.1:</b> Maintain successful existing programs.	Superintendency, Transportation Department, Principals, School Choice Committee	Continue programs with 85% approval ratings on a survey regarding parental satisfaction.
<b>Action Step 2.2:</b> Develop new programs, expansions or replications to be distributed across all geographic areas of Salt Lake City School District.		Increase in the geographical distribution of choice options so that each quadrant has at least one choice program at elementary, middle school, and high school levels.
<b>Action Step 2.3:</b> Mirror district demographics in optional programs and district-sponsored charter schools. Recruit underrepresented groups to participate.		Demographic data by program, with comparisons to district averages.
<b>Action Step 2.4:</b> Identify available resources for transportation to increase access for all students to take advantage of diverse educational opportunities.		Bus routes and access to public transportation available on district Web site.

**2010-11 Goal #3: Attract and retain students in Salt Lake City School District through expanding and replicating successful choice programs.**

Action Steps	Person(s) Responsible	Accountability Measure
<b>Action Step 3.1:</b> Expand or replicate existing successful programs into adjacent grade levels where it meets student and community needs and is developmentally appropriate.	Superintendency, School Choice Committee, Board of Education	Expansion of one or more programs across grade levels if need is identified in districtwide survey regarding parental satisfaction with access and choice.

**2011-12 Goal #4: Assess our efforts to attract and retain students in Salt Lake City School District by increasing community awareness, knowledge, and participation in school choice opportunities within the district.**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Accountability Measure</b>
<p><b>Action Step 4.1:</b> Evaluate family needs and desires for school choice.</p>	<p>School Choice Programs, Student Services Department, Educational Equity Department, Board of Education</p>	<p>Districtwide survey regarding parental satisfaction with access and choice, including neighborhood schools; identify the top three new desired options.</p>
<p><b>Action Step 4.2:</b> Evaluate the geographic distribution and diversity of the student populations in choice options across the district.</p>		<p>Demographic data by program, with comparisons to district averages; locations by quadrant of the district.</p>
<p><b>Action Step 4.3:</b> Develop an action plan to create new options and to increase awareness, knowledge, access, and participation in school choice within the district.</p>		<p>Written recommendations for school choice based on equity and accessibility for all families.</p>

## Goals and Action Steps for Family and School Collaboration

**Family and School Collaboration:** An inclusive educational environment with many and varied opportunities for families and schools to engage together as advocates and supporters of our student's learning. Both families and the school work to remove barriers and encourage collaboration by interacting regularly and communicating clearly, in languages that families understand, regarding student progress, learning expectations, and educational events. Family culture is respected. Schools actively work to enhance existing strengths of families to support learning at home and to bring families and teachers together to assist students. High levels of student achievement are accomplished by working collaboratively in decision-making and school governance.

**2010-11 Goal #1: Increase school focus, develop plans, and monitor school efforts to improve family collaboration prioritizing the following five areas: (1) Regular two-way communication with parent; (2) Parents as decision makers and participants in school governance; (3) Parents active at the school site including providing feedback and information, volunteering in the school and attending informational or promotional activities; (4) Parents assisting students at home; and (5) Education for parents including academic subject matter, student support, language acquisition, life and work skills, and effective parenting strategies.**

Action Steps	Person(s) Responsible	Accountability Measure
<p><b>Action Step 1.1:</b> Hire district level Family and School Collaboration Specialist to review and document current and possible school efforts and to provide technical assistance to schools to strengthen collaboration.</p>	<p>Title I Director, School Support Director</p>	<p>Written document accurately describing current family and school collaboration efforts and activities; documentation/log of technical assistance.</p>
<p><b>Action Step 1.2:</b> Revise the School Improvement Plan template to incorporate a more complete definition of family and school collaboration and to require school response to family and school collaboration goals and activities.</p>	<p>Family and School Collaboration Specialist, School Support Team, School Administrators</p>	<p>Specific family and school collaboration activities included in all school improvement plans.</p>
<p><b>Action Step 1.3:</b> Update and maintain the school Web page so that it includes at least the following:</p> <ul style="list-style-type: none"> <li>• staff and faculty names,</li> <li>• daily schedule,</li> <li>• teacher, administrator, and program contact information including photos where applicable,</li> <li>• teacher disclosure documents,</li> <li>• current and accurate calendar, and</li> <li>• SCC agenda and minutes.</li> </ul>	<p>School Webmasters, School Administrators, District Web Designer, School and Family Collaboration Specialist</p>	<p>50% of school Web pages updated by May 2010; all school Web pages updated by May 2011; school Web pages updated and maintained no less than once per month after launching.</p>

**2011-12 Goal #2: Every school ensures that the family of each student receives narrative (spoken or written) communication from the school at least once per month that shares information about student progress or educational activities and provides opportunities for families to give feedback or express needs.**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Accountability Measure</b>
<p><b>Action Step 2.1:</b> Prepare and provide a handbook of ideas and provide technical assistance to schools to facilitate the implementation of multiple and varied communication strategies.</p>	<p>Family and School Collaboration Specialist, Teachers and Staff, School Administrators</p>	<p>Handbook of ideas made accessible through multiple formats; school communication documents; survey created to gather feedback from parents; count of feedback received from families.</p>
<p><b>Action Step 2.2:</b> Increase the availability of technology tools to create ongoing, accessible, two-way communication between families and schools, such as:</p> <ul style="list-style-type: none"> <li>• Mailing and distribution lists,</li> <li>• e-Sis communication tools,</li> <li>• School blogs,</li> <li>• Text messaging, and</li> <li>• Log-in alerts.</li> </ul>	<p>Information Systems Department, Instructional Technology Department</p>	<p>Survey created to gather feedback from parents regarding use of technology or communication received via technology; count of feedback received from families.</p>

## ***Goals and Action Steps for Internal Communications and External Relations***

**Internal Communications and External Relations:** Clear, accurate, efficient, effective, timely, culturally sensitive communication, in multiple languages, among employees, parents, and members of the larger community. Improved communication leads to increased opportunities for the district to engage agencies, businesses, and other community-based organizations to support student learning in ways relevant to our diverse student needs.

**2010-11 Goal #1: Provide the necessary resources and assistance to schools and district departments to enable a multi-faceted approach to communication, including Web sites, Internet technology, social Web sites, and printed materials.**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Accountability Measure</b>
<b>Action Step 1.1:</b> Determine the current state of communications, such as newsletters, emails, and Web sites within the schools and departments.	Development and External Relations Department, Administrators, Directors, Principals, Supervisors, Teachers	Baseline data indicating current status of communications as of August 1, 2010.
<b>Action Step 1.2:</b> Design, develop, and implement a communication plan using a variety of forms and directed to all members of the community, employees, students, family members, business entities, and other community-based organizations.		Written communication plan developed by July 1, 2011.
<b>Action Step 1.3:</b> Encourage and assist all schools to develop current, informative, accurate, and formatted Web sites.		50% of school Web pages updated by May 2010; all school Web pages updated by May 2011; school Web pages updated and maintained weekly after launching.
<b>Action Step 1.4:</b> Explore effectiveness of new technology, including social media such as "Twitter," "Facebook," and "Google/Yahoo Groups" to reach members of our community who utilize these forms of communication; provide support to embrace regular e-mail, group e-mail, and social media among students, administrators, and teachers.		Multi-disciplinary team convened; written recommendations regarding the use of social media by August 1, 2011.
<b>Action Step 1.5:</b> Retain capacity to provide weekly or monthly newsletters as printed material for those who do not have access to electronic means of communication.		School and department newsletters in print form.

**2010-2011 Goal # 2: Provide the necessary resources, training, and assistance to schools and district departments to develop the skills for fund development and cultivation of new partners.**

Action Steps	Person(s) Responsible	Accountability Measure
<p><b>Action Step 2.1:</b> Design, develop, and implement training and mentoring opportunities that increase the capacity of school and district employees, raise their awareness of activities that lead to funding and in-kind resources, and convey a compelling story about successes as well as needs.</p>	<p>Development and External Relations Department, Administrators, Directors, Principals, Supervisors, Teachers, Volunteers</p>	<p>List of schools and departments attending semi-annual trainings.</p>
<p><b>Action Step 2.2:</b> Cultivate new community partners and relationships leading to funding and in-kind resources to benefit district programs.</p>		<p>Quarterly reports listing current and potential donors; annual report of cultivation activities, such as special events, luncheons, personal visits, and correspondence.</p>

**2011-12 Goal #3: In collaboration with Information Systems, design a strategy to improve communication between the district and its schools and employees by establishing and implementing a districtwide intranet.**

Action Steps	Person(s) Responsible	Accountability Measure
<p><b>Action Step 3.1:</b> In collaboration with district departments, the IT staff, and other professionals, conduct a feasibility study to determine the most cost effective and optimal electronic communication system designed for district internal access and use only (intranet). The design of the system should strike a balance between security and ease of information transfer, as well as a single point of entry into all aspects of the district's electronic communication plan.</p>	<p>Development and External Relations Department, Information Systems Department, Communications Officer, Webmaster, Administrators, Supporting Staff</p>	<p>Intranet project team convened; written recommendations by October 1, 2011; districtwide implementation by July 1, 2012.</p>





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**SALT LAKE CITY**  
**SCHOOL DISTRICT**  
*Your Best Choice*

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