



SALT LAKE CITY
SCHOOL DISTRICT
Your Best Choice

MEMORANDUM

TO: Salt Lake City Board of Education
FROM: Patrick J. Garcia, Associate Superintendent *PJG*
DATE: June 3, 2014
RE: 2014-15 Utah Consolidated Achievement Plan (UCA)

Attached is an outline of Salt Lake City School District's 2014-15 Utah Consolidated Achievement Plan (UCA). The UCA is a unified grant application and verification system that contains the goals, strategies, and action steps for federal and state programs. It includes elements required for compliance and accountability, our district's 2010-2015 Student Achievement Plan, additional goals related to federal compliance requirements, and budget expenditures. Various program administrators complete sections of the UCA online via the Utah State Office of Education's website. All sections must be approved by our business administrator and superintendent, as well as the particular state specialist designated to supervise each section.

The outline attached to this memo establishes the goals for the district contained within the UCA. Highlighted in red are specific elements from our 2010-2015 Student Achievement Plan. Additional goals and strategies are included either because of compliance requirements or because we intend to allocate some of our federal funds to support the strategies or action steps. This outline will be posted on the district website in both English and Spanish.

We recommend approval of the UCA at the June 3, 2014 board meeting. Once the plan is approved, district specialists will complete their budget and reporting sections and we will move the plan forward to the state. A link to the UCA on the USOE website will be posted on the district website.

If you have questions about the outline or the UCA, please call me. Thank you for your consideration of this matter.

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Exhibit: A6
Board Business Meeting: 6/3/2014

Salt Lake City School District
Utah Consolidated Achievement Plan (UCA)
2014-15

ESTABLISHED GOALS:

1) Improve academic achievement of all students (Curriculum, Instruction, Assessment 1.1, 1.2)

Provide all students access to an aligned curriculum, instruction, and assessment cycle (pre-K -12) focused on increasing student knowledge, skills, and achievement, Improve the quality of Tier I instruction and increase student access to tiered intervention options, including extending the school day and/or year to support student's academic growth as measured by SAGE and other accountability measures.

Performance Measure:

All students in the aggregate as well as each student group will increase achievement proficiency on core language arts, mathematics, science, and English language assessments

Strategies:

1.1) High quality Tier I classroom instruction (Curriculum, Instruction, Assessment 1.3, 1.4)

Provide high quality classroom grade-level instruction to all students through core-aligned curriculum, instruction, and assessments. Promote use of research-based instructional strategies for student engagement and increased access to technology as a tool for learning.

1.1.1) Provide sufficient classroom instructional time, appropriate materials, assessments, engaging activities, and research-based instructional strategies aligned with course or grade-level standards and objectives to provide high quality Tier I instruction for all students.

1.1.2) (Curriculum and Instruction 5.1) Support teachers' efforts to provide a quality instructional experience that leads to academic progress for all students. Provide teachers with data about individual student learning needs and progress. Offer opportunities to improve their practice through coaching, mentoring, and other professional development activities.

1.1.3) (Curriculum and Instruction 5.4) Implement technology in all district schools to impact the quality, content, and structure of teaching and learning focused on results. Identify and purchase needed technological hardware and select software programs with demonstrated success for increased student learning.

1.1.4) (Assessment 3.1, 3.2, 3.3, 9.2) Increase the facilitation of timely feedback to stakeholders related to academic instruction that promotes student achievement.

1.1.5) (Curriculum and Instruction 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2) Align curriculum, instruction, and assessment 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.

1.1.6) (Assessment 4.1, 4.2) Administer assessments that support teachers in analyzing student work and integrating core curriculum standards to improve student outcomes. A&E will integrate technology that supports validity and reliability of results.

1.2) Tiered intervention support for students

Provide supplemental learning opportunities for students who need additional support to score proficiently on SAGE following the tiered intervention model.

1.2.1) Provide supplemental instruction for students who need additional academic support at varied times, including before and after school, Saturdays, and during the summer.

1.2.2) Use data to identify individual student learning needs and analyze progress, inform instructional practice, and identify effective supplemental learning services.

1.2.3) Use technology to provide supplemental instructional opportunities for students who need additional academic practice to help them reach proficient levels in literacy, mathematics, English language development, and science.

1.3) **Professional development (Equity and Advocacy 2.1, 2.2, 8.2, 8.3, 10.1)**

Provide professional development opportunities to administrators, teachers, and paraprofessionals to improve the academic achievement of all students.

1.3.1) Provide content specific or grade level professional development opportunities for educators on the core curriculum, available materials, pacing maps, and other resources to assist them in their efforts to help all students score at the proficient level on English language proficiency assessments and SAGE. Offer professional development on culturally relevant pedagogy and integrate cultural relevancy in professional development provided in content areas.

1.3.2) Offer professional development opportunities for diverse content and instructional topics, at varied times throughout the year, and in a variety of ways including: university courses, collaborative meetings, mentoring with an academic coach, and other activities to improve teaching and learning for all students.

1.3.3) Provide professional development opportunities for educators to increase their cultural competency and knowledge of students' specialized learning needs to improve the academic achievement of all students; particularly those in designated subgroups. These include economically disadvantaged students, English language learners, students with disabilities, and those from racial/ethnic backgrounds.

1.3.4) Increase the use of technology as a learning tool. Provide professional development to enhance the effective use of technology as a tool for increasing achievement for all students, supplementing intervention opportunities for students who need additional academic support, augmenting opportunities for students to learn beyond the regular school day/year, and for testing and assessment.

1.4) **Achievement gap disparities (Equity and Advocacy 1.1; 2.3; 3.1, 3.3)**

Build capacity at the district level and at individual school sites to identify and address the various learning, cultural, social, emotional, psychological, and physical needs or characteristics of students so that comparable outcomes may be achieved by all students.

1.4.1) Provide differentiated educational responses and opportunities to address the various learning, cultural, social, emotional, psychological, and physical needs or characteristics of students so that comparable outcomes may be achieved by all students.

1.4.2) Assist educators and parents in their efforts to improve the academic achievement of all students, particularly economically disadvantaged students, English language learners, students with disabilities, and those from racial/ethnic backgrounds through increased access to programs and implementation of differentiated learning opportunities.

1.4.3) Implement a Response-to-Intervention model in all schools
Create an expectation and provide support and professional development for all schools to implement the RTI model to help improve student achievement.

1.4.4) Conduct equity audits of various district programs and practices. Align student advocacy programs and identify gaps in service. Develop and administer culture and climate surveys in schools.

1.4.5) (Equity and Advocacy 5.1, 5.2, 6.1, 6.2, 7.1, 7.2) Increase student achievement and close the achievement gap through districtwide cultural responsiveness, implementation of WIDA standards, and focused attention on the mindset for closing the gap.

1.4.6) (Equity and Advocacy 8.1, 8.2, 8.3) Continue to increase student achievement through building capacity for cultural competency and relevancy.

1.4.7) (Equity and Advocacy 9.1, 9.2) Address student advocacy through building capacity for cultural competency and relevancy.

- 1.5) **Advocacy and support (School Choice 1; 2.1, 2.4; 3)**
Provide varied learning programs and options to attract and retain students in Salt Lake City School District, to address individual student interests, to increase engagement in learning, and to increase graduation rates.

1.5.1) Offer parents and students a variety of course, program, and school structure options to address individual interests and learning needs.

1.5.2) Provide English language development classes, taught by bilingual or ESL endorsed educators, to all English language learners to enable them to become fluent in English.

1.5.3) Increase the availability and access to advanced learning opportunities to more students. Utilize varied learning options, schedules, and technological tools to increase learning options.

1.5.4) Provide counselors, social workers, and other support services for students and families to help students with issues that may impede their learning.

1.5.5) Identify resources for transportation to increase access for students.

2) **Highly qualified educators**

Provide students with teachers who meet the requirements to be considered highly qualified.

Performance Measure:

All students will be taught by a teacher who meets the requirements necessary to be considered highly qualified by state and/or NCLB standards.

Strategies:

2.1) **Qualified educators**

Support teachers with tuition and registration for courses needed to meet NCLB highly qualified educator standards.

2.1.1) Teachers who do not meet the necessary requirements to be considered highly qualified will be provided with professional development opportunities and/or courses to become highly qualified. Tuition or registration support will be provided if additional courses are needed.

2.1.2) Provide opportunities for highly qualified teachers to obtain additional endorsements to better meet the needs of students, especially endorsements in areas such as, reading, ESL, mathematics, and science.

2.1.3) Implement hiring procedures to ensure Title I schools only hire teachers who are highly qualified at the time they are hired and transfer guidelines to ensure students in Title I schools are taught by experienced teachers who are highly qualified in their assignments.

3) **Early Childhood (Early Childhood 1.1, 1.2, 1.3, 1.4, 1.5)**

Offer programs taught by well-trained early childhood instructors who educate young children and provide a foundation of skills and knowledge to support future learning and success in school.

Performance Measure:

Students enrolled in Early Childhood programs will show increased performance on district and state assessments designed for young children, including SLCSD's pre-kindergarten and kindergarten assessments, DIBELS, DRAs, and other measurements to assess early literacy or mathematics' progress.

Strategies:

3.1) **Pre-Kindergarten**

Provide pre-kindergarten classes in many Salt Lake City School District elementary schools to build and support a foundation of skills and abilities and prepare students for future learning. Provide a successful transition from Pre-K to kindergarten.

3.1.1) Provide a developmentally appropriate program focused on school readiness, early reading and mathematics skills that embrace the cultural and ethnic diversity of students and families. Integrate Pre-K core guidelines and the Parents as Teachers curriculum.

3.1.2) Provide professional development to instructors and teachers to increase their knowledge regarding child development and support them with mentoring and coaching on effective instructional strategies to meet the learning needs of young children.

3.1.3) Emphasize the value of a strong partnership between home and schools. Provide support to parents through the Parents as Teachers (PAT) program, and foster partnerships with community agencies to augment early learning opportunities. Increase the quality of current services to families of children, prenatal to age 5, by aligning the Early Childhood Pre-Kindergarten program with the PAT program.

3.1.4) Develop involvement activities and hold group meetings to help families and parents become engaged in student learning and to help students transition successfully from home to school.

3.1.5) (Early Childhood 3.1, 3.2) Implement new curriculum and assessment adding parent/guardian involvement and participation with online assessments and portfolios.

3.1.6) (Early Childhood 4.1, 4.2) Provide new PAT foundational curriculum training for PAT educators and instructors ensuring all are certified by the 2014 school year.

3.1.7) (Early Childhood 5.1, 5.2, 5.3, 5.4, 5.5) Provide new programs for pre-k and PAT based upon community needs and wishes.

3.2) **Kindergarten**

Provide full-day kindergarten classes in all elementary schools to strengthen and build a foundation of knowledge, skills, and abilities to increase achievement for all students.

3.2.1) Increase the number of full-day kindergarten classes in elementary schools to enhance learning and better prepare students who are in need of additional support to be successful in school, particularly economically disadvantaged students, English language learners, students with disabilities, and those from racial/ethnic backgrounds through increased access to programs.

3.2.2) Implement a high quality kindergarten program with an aligned curriculum, instruction, and assessment cycle focused on the individual learning needs of students enrolled in district kindergarten classes.

3.2.3) Emphasize the value of a strong partnership between home and schools. Encourage active involvement in student learning. Assist parents in their efforts to improve the academic achievement of all students.

3.2.4) Ensure teachers teaching core classes in grades K-3 meet the NCLB standards to be considered highly qualified.

4) **Choices for learning** School Choice 1.1, 1.2, 1.3, 1.4, 1.5, 1.6; 2.1, 2.2, 2.3; Family and School Collaboration 1.3; Internal Communications/External Relations 1.3)

Attract and retain students in the district through multiple methods of advertising and marketing to increase community awareness, knowledge, and participation in school choice opportunities within the district.

Performance Measure:

Track student enrollment in varied programs and other choice options.

Strategies:

4.1) **Market our schools**

Assist each school in developing a marketing plan.

4.1.1) Update the district's and each school's Internet page.

4.1.2) Publicize SLCS D choice options in a variety of ways.

4.2) **Increase community awareness of varied choice options**

Inform underrepresented groups about options. Continuously update a variety of faith-based groups, social service agencies, and businesses.

- 4.3) **Distribute choice options throughout the district**
Distribute choice options geographically throughout the district. Mirror district demographics in optional programs.
- 4.4) (School Choice 5.1, 5.2) Assess the effectiveness of efforts to provide parental access to information about school choice options within Salt Lake City School District for the dual purposes of satisfaction, and attracting and retaining students.
- 4.5) (School Choice 6.1, 6.2) Explore possibilities for providing a science or world language teacher for elementary schools in an extended school day schedule that also provides planning time and Professional Learning Community/Collaborative time during the school day.
- 4.6) (School Choice 7.1, 7.2) Explore ways to expand the Dual Immersion Program into a middle school and high school.
- 4.7) (School Choice 8.1, 8.2) Explore expanding the Dual Immersion Program into another language beyond Spanish.

5) Family and School Collaboration (Equity and Advocacy 3.2; Family & School Collaboration 1.2; Internal Communications/External Relations 1.2, 1.4, 1.5)

Increase school focus, develop plans, and monitor school efforts to improve family collaborations.

Performance Measure:

Collect information about family involvement in schools.

Strategies

- 5.1) **Plan for family and school collaboration**
Incorporate family and school collaboration into annual School Improvement Plans developed by schools to address and include strategies to strengthen family involvement in the education of students.
- 5.2) **Increase external relations with families and the community**
Provide information about the district and schools through print media, updated websites and other social media such as email, "Twitter," "Facebook," etc.
- 5.3) (Internal Communication/External Relations 4.1, 4.2) Improve communication among all stakeholders in the district by opening more communication channels, including print, online, and interpersonal communication, and by facilitating more two-way communication.
- 5.4) (Internal Communication/External Relations 5.1, 5.2, 6.1, 6.2) Restructure the district and school websites to be more valuable communication tools by making navigation simple and consistent among all sites.
- 5.5) (Family and School Collaboration 3.1, 3.2, 3.3) Provide guidelines and options for monthly communication with parents to enhance the school-home partnership and focus on supporting student learning.
- 5.6) (Family and School Collaboration 4.1, 4.2, 4.3, 4.4, 4.5) Share relevant, informative topics with families that facilitate (1) understanding how student progress is reported, (2) recognition of how parents are already contributing to student success, (3) provide ideas to further engage parents in shared decision making and overall parental involvement.
- 5.7) (Internal Communications and External Relations 7.1, 7.2) Increase sharing of information between schools and departments through increased use of technology, social media, and hands-on training.
- 5.8) (Family and School Collaboration 5.1, 5.2) Provide quarterly feedback to schools to update and maintain school webpages to include specific identified information as determined at the district level.