

**Utah State Board of Education Promises to Keep Strategic Plan – July 2013**

	Definition	Establish measurement of progress	Intermediate Goals	Key Activities
<b>Ensuring literacy and numeracy for all Utah children</b>	Literacy and numeracy are the foundations of learning. Mastery of these two subjects is necessary to assure students will achieve proficiency not only in reading and math, but in other important core content areas eventually leading to college and career readiness at graduation.	Progress should be measured by growth and status scores. An accurate assessment for these measures will be in place by spring 2015.	By 2020, 90% of students will be proficient in reading and math in the third, sixth and eighth grades.	<ol style="list-style-type: none"> <li>1) Ensure Optional Extended Day Kindergarten for at-risk students.</li> <li>2) Support and revitalize the K-3 reading initiative.</li> <li>3) Work to extend support of reading and math by adding specialists and/or professional development for K-8.</li> <li>4) Ensure reading and math instruction in the content areas at all grade levels.</li> <li>5) Advocate and support increased early intervention programs for high need pre-K children.</li> <li>6) Continue to focus on disaggregated data to ensure progress of all children.</li> <li>7) Advocate and support funding and resources for literacy and numeracy.</li> </ol>
<b>Providing high quality instruction for all Utah Children</b>	High quality instruction occurs in a safe and caring environment with the following observable elements. The instruction: <ol style="list-style-type: none"> <li>1) Engages students in effective curriculum-based learning activities.</li> <li>2) Focuses on what students need to know and be able to do as defined by the core curriculum, district, and school goals.</li> <li>3) Is explicit, with clear learning goals; teachers and students understand and can articulate the expected outcomes.</li> <li>4) Assesses/measures student progress toward the learning goals regularly and frequently, in a consistent, agreed upon manner.</li> <li>5) Is adapted to student needs, based on assessment results and individual differences.</li> </ol>	Progress in high quality instruction can only be measured as we create and implement tools for that measurement – so the first step must be the creation of those tools.	We will complete the work of the new evaluation system which will give us the tools for quantifiable data in regards to High Quality Instruction.	<ol style="list-style-type: none"> <li>1. Improve teacher evaluation systems by creating statewide common standards of instructional quality and by developing tools to facilitate formative and summative measurement of instructional quality. <ol style="list-style-type: none"> <li>a) Help improve school-wide instructional practice through regular observation of instruction in classrooms.</li> <li>b) Create tools and practices to quantify instructional quality.</li> <li>c) Require parental input as a part of evaluation systems.</li> <li>d) Use student growth evaluation systems at the classroom, school and district levels.</li> </ol> </li> <li>2. Establish a new statewide continuum of support for developing and practicing teachers and principals to assist in maintaining and enhancing quality instruction.</li> <li>3. Analyze the work of the Differentiated Compensation pilots and recommend next steps.</li> <li>4. Develop and support plans to recruit, prepare, evaluate and retain highly effective educators.</li> <li>5. Develop and support a technology roadmap which would include evaluation of infrastructure for wired and wireless systems, provision of technology support for users, and ongoing professional development for all educators in the use of technology as a tool to support high quality instruction.</li> <li>6. Share broad-based evaluations of teacher preparation programs with local districts to distinguish quality teacher preparation programs for hiring purposes.</li> <li>7. Advocate for funding for professional development programs for teachers/educators that will allow Utah state educators to be on the cutting edge of current research and training.</li> </ol>
<b>Establishing curriculum with high standards and relevance for all Utah children</b>	Utah has adopted the Utah Core Standards in language arts and math. We will also continue to refine high quality standards in other content areas. In all areas we will work to create a curriculum that is relevant and that reinforces four areas of the Promises to Keep vision.	Our progress will be measured by the steady increase of graduation rates and of the numbers of students who are college and career ready as defined by the achievement of post-secondary certification and degrees. The goal for 2020 will be 66% of Utah graduates receiving a post-secondary certification or degree.	<ol style="list-style-type: none"> <li>1) Implement Utah Core by 2014-2015.</li> <li>2) Address the other content areas.</li> <li>3) Increase the overall graduation rates with special attention paid to sub-groups/at risk populations reaching a goal of 90% graduation by 2020.</li> </ol>	<ol style="list-style-type: none"> <li>1) Implement as rapidly as possible the Utah Core Standards. <ol style="list-style-type: none"> <li>a) Review areas of concern that may not be included, such as internet literacy, handwriting, etc.</li> <li>b) Prioritize professional development for educators (advocate for quality teaching days).</li> <li>c) Work to embed technology as a tool for improving and enhancing the delivery system of the Utah Core Standards.</li> <li>d) Review core standards in all areas, but especially the newly adopted Language Arts and Mathematics in relationship to their effectiveness to each respective level of instruction and make those changes necessary to improve the Core.</li> </ol> </li> <li>2) Increase preparation for postsecondary education. <ol style="list-style-type: none"> <li>a) Develop middle school/junior high completion standards.</li> <li>b) Explore concepts of an additional graduation gateway and the implementation of proficiency based grading with accompanying citizenship requirements and seals for academic competencies.</li> <li>c) Provide leadership and LEA support to align secondary courses and counseling to address student needs for career and post-secondary training.</li> <li>d) Through the K-16 alliance address concurrent enrollment needs to ensure college and career readiness alignment.</li> </ol> </li> <li>3) Refine other content areas. <ol style="list-style-type: none"> <li>a) Establish a timeline to address science, social studies, the arts, career and technical education, etc.</li> <li>b) Through the K-16 alliance work to back-map these curricular areas with postsecondary college and career readiness standards.</li> </ol> </li> <li>4) Advocate for K-12 comprehensive guidance and counseling programs. <ol style="list-style-type: none"> <li>a) Create Student Education Occupation Plan (SEOP) career pathway requirements for high school graduation through the establishment of core clusters.</li> <li>b) Provide leadership to support LEAs in preventing dropouts and improving graduation rates, especially for minorities and at-risk populations.</li> </ol> </li> </ol>
<b>Effective assessment to inform high quality instruction and accountability</b>	High quality assessment focuses on the individual student and is adapted to their abilities. It must include growth measures in order to focus on those individual students and to focus the instruction of teachers to those students. In addition, it should include status measures in order to hold teachers and students accountable to grade-level learning targets.	We will measure our progress by the implementation of a computer adaptive assessment system in 2015. The system will allow parent accessibility to their student's progress and inform instruction and contribute to the evaluation of educators. In addition, we will have one accountability system and a replacement of UBSCT with a college and career readiness assessment.	<ol style="list-style-type: none"> <li>1) Adopt statewide assessments, such as Plan and Explore, by 2012-13, if we can obtain funding. At the same time, work to understand the implications of statewide adoption of the ACT or another college and career readiness assessment.</li> <li>2) Statewide implementation of Computer Adaptive Assessment in Language Arts and Math by 2014-2015.</li> <li>3) Create a time line to address assessment concerns in other curricular areas.</li> </ol>	<ol style="list-style-type: none"> <li>1) Adoption of a College and Career Readiness assessment. <ol style="list-style-type: none"> <li>a) Must include early detection, i.e. Explore or Plan.</li> <li>b) Must be universal (all students).</li> <li>c) Must be paid for by the state.</li> </ol> </li> <li>2) Computer Adaptive Formative Assessment. <ol style="list-style-type: none"> <li>a) Include both growth and status with teachers held responsible for the growth of the child, not status.</li> <li>b) Adaptive is non-negotiable (personalized to the child).</li> <li>c) Address technology needs of LEAs.</li> <li>d) Promote communication about individual student achievement with their parents.</li> </ol> </li> <li>3) Work to refine the accountability system to one system that meets both federal and state requirements.</li> <li>4) Provide leadership and LEA support for collecting, maintaining, reviewing, monitoring, reporting and using longitudinal data for P-20 that informs classroom teachers, administrative leadership and parents.</li> <li>5) Promote increased communication between parents, community leaders, government leaders, postsecondary institutions and industry leaders regarding college and career readiness of students.</li> </ol>