Ogden School District
Strategic Plan
2019-2022

NEXUSELEVATED

Introduction

In 2016, Ogden School District (OSD) took an intense focus on students and addressing their needs. A Strategic Framework was created that mapped out the strategic trajectory for OSD's successes up through 2018. This framework known as Project NEXUS was built on two strategic goals: Improving Literacy Performance and Increasing Graduation Rates. OSD has been a leader in the state in student academic growth and has demonstrated consistent academic progress.

Under strong guidance and leadership from the Board of Education and Superintendent Richard K. Nye, Project NEXUS continues to be improved and elevated to ensure bold actions to further the academic successes and overall well-being of every student in OSD. NEXUS Elevated has emerged based upon three anchors of work. The Academic Anchor, Social-Emotional Anchor and Talent Development Anchor serve as the foundation for OSD's continued pursuit of empowering excellence through education. NEXUS Elevated provides a clear framework to ensure resources are aligned with a results-oriented focus.

Together, the Board, administrators, teachers, and staff have accomplished many goals; however the educational landscape has not become any less complicated. Utah accountability systems continue to evolve, technological advancements occur regularly, and students are faced with daily stresses that affect their self-image, social interactions and school performance. The continued evolution of the strategic framework (NEXUS Elevated 2022) serves as a blueprint that will position OSD for expedited growth toward a world-class public education system.

While NEXUS Elevated 2022 remains rooted in student achievement with a focus on improving literacy performance and increasing graduation rates, its reach and approach will be closely aligned with the AdvancED systems accreditation process which will run parallel and continue through 2025. NEXUS Elevated will be used at the school-site level during the development of School Improvement Plans. Lastly, the administration will utilize individual School Progress Reports to actively monitor each school's progress toward meeting the established objectives delineated within this document.

Vision

Empowering Excellence Through Education

Mission

Maximizing educational opportunities for all students, in a safe, nurturing environment

Values

Instruction: Each student has the right to be appropriately challenged through a variety of academic and extra-curricular opportunities. All students have access to high-quality instruction and are supported in their effort to exceed the basic standards.

Partnerships: We partner with business, community, and parent organizations in furthering and advancing the mission of the district. We promise student participation through community service learning.

Involvement: We value, encourage, and expect family involvement in our schools. We seek to provide clear, accurate and effective communication to all stakeholders.

Innovations: We seek professional development and technology to bring innovating education to our students. We commit the best of our resources to increase technology advancements in the educational process.

Respect: We call for respect from all individuals for our students, our employees, our learning environment, and our diverse community.

NEXUS Decision Drivers

The decision drivers found in NEXUS Elevated support the Ogden School District vision and reflect what our leaders and educators believe. These core principles drive our decision-making processes and educate our stakeholders on what we aim to achieve to ensure our students succeed in the educational system and are prepared for college and career.

#1	Elevated Expectations

We ensure clearly-defined and high expectations for facilitating proactive action.

#2	Coordinated

We are highly coordinated when our efforts are cross-disciplinary, focused toward a shared purpose, developed through aligned actions, ensure inclusive involvement, and rely on positive interdependence and accountability.

#3	Results Oriented

We orient our efforts through a results-driven framework that maximizes efficiencies and minimizes waste in order to maintain our focus on effective strategies that increase Literacy and Graduation.

#4	Focused

We reach goals by efficiently implementing simple, practical, and sustainable strategies that are unique to the students of Ogden School District.

#5	Sustainable

We commit to indefinitely maintaining the system's components without depletion or diminished quality to achieve elevated results.

Strategic Goals

The two strategic goals for Ogden School District ensure every student, from kindergarten to 12th grade, has access to an educational experience that will set them on a clear path to high school graduation and beyond. OSD is committed to ensuring each child will have access and opportunity within our educational system to be prepared for high school graduation, college, careers, and life. Where gaps in student access and performance occur, among any student populations, OSD will close the gaps and raise the bar simultaneously.

The District will increase Literacy achievement and Graduation through a foundation of high-quality literacy instruction K-12 that enables all students to become literate learners who are able to read and understand text, remember and organize information, and demonstrate what they have learned through various mediums.
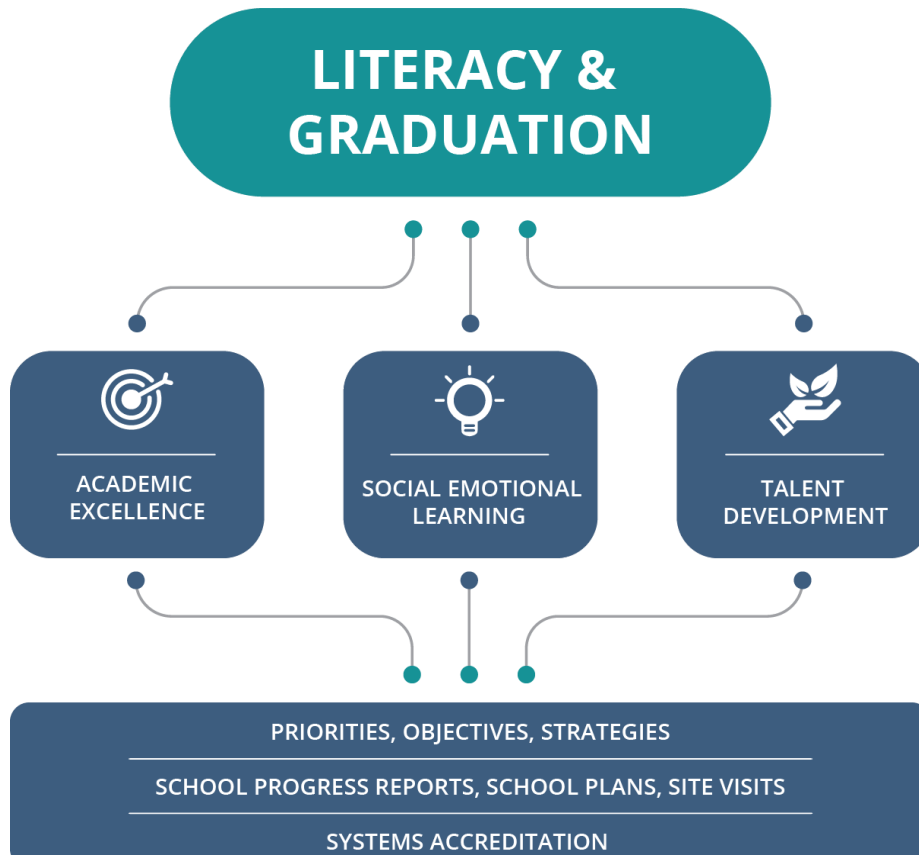
Strategic Goal #1	Increase Graduation Rates

At least 88% of high school seniors will graduate by 2022.

Strategic Goal #2	Improve Literacy Performance

At least 50% of all grade 3-8 students will demonstrate proficiency on the RISE English Language Arts assessments by 2022.

LITERACY & GRADUATION

ACADEMIC EXCELLENCE

SOCIAL EMOTIONAL LEARNING

TALENT DEVELOPMENT

PRIORITIES, OBJECTIVES, STRATEGIES

SCHOOL PROGRESS REPORTS, SCHOOL PLANS, SITE VISITS

SYSTEMS ACCREDITATION

Anchors and Resource Alignment

The three anchors in NEXUS Elevated are a central focus for the successful implementation of the strategic plan. Over the next few years, the District's work will be centered around the two strategic goals of Literacy and Graduation. The two strategic goals will be supported by three anchors. The Academic Anchor and Social-Emotional Anchors provide the avenue to facilitate the academics, culture and climate at school sites; while the Talent Development Anchor will strengthen the internal capacity of employees, external support systems and resources that will enable accelerated student achievement.

Each of the following anchor sections include key priorities with objectives and strategies cascading from each priority. These elements define the course for the District's work through 2022.

[Key terms: *Priority is something that will be addressed first. Objective is a target or measurable goal. Strategy is a planned action to obtain a specific result*.]

Academic Anchor:

Priority 1: K-12 Literacy Performance	Literacy & Graduation

Why it's important:

Ogden School District (OSD) believes that students who enter college prepared for the rigorous demands of college-level coursework will be better positioned to succeed in post-secondary educational settings and become productive citizens. The ACT College Readiness Benchmarks, including English and Reading Benchmarks, were developed to inform educators and students about students' readiness and are anchored to a specific criterion: a 50% chance of earning a B or higher in credit-bearing courses and a 75-80% chance of earning a C or higher.

The best way to improve college and career readiness is to ensure student in all grades experience high-quality instruction aligned to Utah Core State Standards using appropriate, locally-adopted curriculum (Utah State Board of Education, 2018). Results from the RISE summative assessments indicate our students' progress in acquiring the knowledge and skills necessary for future academic success and strongly correlate to the Grade 11 ACT, Utah's college-career readiness assessment.

Early literacy skills enable students to express and understand ideas and opinions, to make decisions and solve problems, to achieve their goals, and to participate fully in their community and in wider society (Utah State Board of Education, 2018). Moreover, Ogden School District believes that students who demonstrate proficiency in early literacy skills by the end of third grade are better equipped to meet the demands of rigorous curricula, continuously construct knowledge by accessing complex texts, and develop self-regulatory skills necessary to set and achieve academic goals across all academic areas (Hernandez, Donald J. (2011).

Objective 1: At least 50% of all grade 3-8 students will demonstrate proficiency on the RISE ELA assessments by 2022.

Objective 2: At least 60% of all students will read At or Above Benchmark by the end of Grade 3 (as measured by Acadience Reading) by 2022.

Objective 3: At least 40% of Grade 11 students will achieve an ACT composite score of 18 or higher by 2022.

Priority 1 Strategies:

- **Daily Literacy Block Schedules:** OSD will support all elementary schools in establishing daily literacy block schedules in all classrooms that include appropriate instructional time for phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing.

- **Early Reading Intervention (ERI) Program:** OSD will continue to fund and support the differentiated instructional program for all Kindergarten classrooms.

- **Heggerty Phonemic Awareness Program:** OSD will invest in and support the Heggerty Phonemic Awareness Program for all K-2 classrooms as to complement the core reading program.

- **Enhanced Core Reading Instruction & Phonics Toolkit:** OSD will invest in and support the Enhanced Core Reading Instruction (ECRI), and Tools4Reading Phonics Kits in all K-2 classrooms as to complement the McGraw-Hill Wonders core reading program.

- **Language Essentials for Teacher of Reading and Spelling (LETRS):** All OSD K-2 teachers and elementary Instructional Coaches will participate in this professional learning course to deepen their knowledge and skills related to early literacy development.

- **USBE Early Intervention Reading Software Program:** OSD will support elementary schools in using LEXIA Core 5 adaptive reading software to measure K-5 student reading progress and to provide differentiated instructional support for all students.

- **Neurological Impress Method/Dyad Reading Pilot:** The OSD Student Achievement team will invite USBE to facilitate district trainings, and then we will leverage the USBE Dyad Reading PD Course (Canvas) to provide additional support for our 3-6 teachers. USBE has developed this framework for DYAD reading as an effective way to develop reading skills, leading to reading fluency.

- **Acadience Reading System Professional Development:** The OSD Student Achievement team will facilitate district- and school-level workshops prior to our benchmark windows as to improve data literacy, progress monitoring, and instructional planning as part of our continuing efforts to maintain focus on literacy practices and to improve our understanding of the Acadience assessments.

- **K-12 ELA Curriculum Implementation:** The OSD Student Achievement team will continue to support teachers in understanding the Wonders and myPerspectives English Language Arts curricular resources and honing best practices through a shift in focus to district-wide PLCs, IC capacity, self-directed resources, and turn-key trainings.

- **Aligned Instructional Guides and Common Interim Assessments*:** To support implementation of the K-12 curricular resource, the OSD Student Achievement team has developed fully-aligned instructional guides that highlight the core standards, emphasize essential learning outcomes, provide quick access to supplementary supports, and inform pacing decisions. Additionally, the Student Achievement team has created new ELA CIAs that reflect the learning intentions outlined in the instructional guides. *Common Interim Assessments will not occur during the 2019-2020 School Year, but will resume in 2020-2021.*

- **AVID Elementary and Secondary*:** All OSD secondary schools and three elementary schools will utilize the AVID systems for literacy and provide for the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) with intentional language development practices and routines to strengthen reading, writing, speaking and listening literacy for all students. A full-time AVID Specialist will be hired to provide targeted support.

*These strategies are referenced in Academic priority 1 and 2.

Why it's important:

Ogden School District (OSD) believes that students who enter college prepared for the rigorous demands of college-level coursework will be better positioned to succeed in post-secondary educational settings and become productive citizens. The ACT College Readiness Benchmarks, including Mathematics Benchmarks, were developed to inform educators and students about students' readiness and are anchored to a specific criterion: a 50% chance of earning a B or higher in credit-bearing courses and a 75-80% chance of earning a C or higher.

The best way to improve college and career readiness is to ensure student in all grades experience high-quality instruction aligned to Utah Core State Standards using appropriate, locally-adopted curriculum (Utah State Board of Education, 2018). Results from the RISE summative assessments indicate our students' progress in acquiring the knowledge and skills necessary for future academic success and strongly correlate to the Grade 11 ACT, Utah's college-career readiness assessment.

Elementary school students' foundational knowledge of basic numeracy, fractions, and whole-number multiplication and division is critical to future mathematics achievement and can help students overcome many obstacles as they progress through our academic systems toward graduation (Siegler, Duncan, Davis-Kean, Duckworth, Claessens, Engel, & Chen, 2012). These early mathematical proficiencies prepare students to meet the demands of rigorous curricula, construct viable arguments, critique the reasoning of others, persevere when facing complex problems, and develop self-regulatory skills necessary to set and achieve academic goals across all academic areas.

Objective 1: At least 40% of all grade 3-8 students will demonstrate proficiency on the RISE Mathematics assessments by 2022.

Objective 2: At least 40% of Grade 11 students will earn an ACT composite score of 18 or higher by 2022.

Priority 2 Strategies:

- **STEM Action Center's Personalized Learning Mathematics Grant:** OSD will support all junior high and high schools apply for the K-12 Mathematics Personalized Learning Software Grant, which provides schools access to the ALEKS program for our Secondary Mathematics I, II, and III classrooms. These programs have gone through a rigorous evaluation process and have demonstrated a statistically significant relationship between program use and improved student outcomes in mathematics.

- **K-12 Mathematics Curriculum Adoption and Implementation:** The OSD Student Achievement team will enact the adoption and implementation plan for the 2019-2020 school year. This plan includes targeted PD to support understanding of resources and to introduce/sharpen best practices and a full-time Elementary Mathematics Specialist to provide targeted support. The Student Achievement team will facilitate three targeted mathematics PD days and mini-conferences for all elementary teachers.

- **Aligned Instructional Guides and Common Interim Assessments*:** To support implementation of the K-12 curricular resource, the OSD Student Achievement team will develop fully-aligned instructional guides that highlight the core standards, emphasize essential learning outcomes,

provide quick access to supplementary supports, and inform pacing decisions. Additionally, the Student Achievement team will create new Mathematics CIAs that reflect the learning intentions outlined in the instructional guides. *Common Interim Assessments will not occur during the 2019-2020 School Year, but will resume in 2020-2021.*

- **AVID Elementary and Secondary*:** All secondary schools and three elementary schools have chosen to utilize the AVID systems for mathematics and promote the use of interactive notebooks as an organizational tool that allows for creative, independent, reflective thinking; the implementation of WICOR strategies including focused note-taking, vocabulary strategies, and critical reading and writing in mathematics. A full-time AVID Specialist will be hired to provide targeted support.

*These strategies are referenced in Academic priority 1 and 2.

Priority 3: Personalized Learning Pathways	Literacy and Graduation

Why it's important:

Ogden School District believes that to ensure student success, our systems must promote and support learner-centric instructional structures and provide multiple academic pathways through which students can find success as they progress toward graduation. Moreover, OSD is committed to eliminating borders and barriers, both social and physical, for all students.

Standards-based instruction, one-to-one initiatives, and online learning have the potential to provide personalized learning opportunities for each student, increase the breadth and effectiveness of students' technology use, and enhance overall student engagement and motivation (Harris, J., & Al-Bataineh, A., 2015).

Objective 1: OSD will develop Board Policy for standards-based grading practices and craft a multi-year implementation plan for district-wide grading policy and procedural expectations by 2021.

Objective 2: At least 40% (8) of OSD schools will be employing a 1:1 framework by 2022 and 100% will be 1:1 by 2025.

Objective 3: Online courses for Financial Literacy, Fit for Life and 50% of the core ELA, Mathematics, Science, and Social Studies credits required for graduation will be available through *Ogden Online* by 2021.

Priority 3 Strategies:
- **One-to-One Pilot:** The Digital Teaching and Learning Grant team is currently exploring four sites to pilot a one-to-one (device to student) model for the 2019-20 school year. The purpose of the pilot is to increase student access to information/resources, improve teacher efficiency, eliminate barriers to learning, and improve personalized learning opportunities.
- **Online Courses Pilot @ BLHS & OHS:** The Digital Teaching and Learning Grant team is currently supporting the *Ogden Online* Pilot at BLHS and OHS. This controlled pilot affords students an opportunity to experience a fully online learning environment while remaining under the supervision of

their teacher of record in a physical classroom. The purpose of the pilot is to stress test the framework's integrity and help us make necessary improvements as we move to launch a fully online option for our students.

- **EdTech Endorsement:** The Digital Teaching and Learning team will continue to support our locally-facilitated state endorsement program that supports teachers as they learn about frameworks of instructional design in a fully-immersive interactive environment and hone strategies for day-to-day technology integration in the classroom. Moreover, the capstone course focuses on developing participants as leaders in instructional design and educational technology.

- **Certified Educator Pathways:** The Digital Teaching and Learning team will continue to support our flagship professional learning program, which aims to guide teachers as they simultaneously develop their capacity to deliver high-quality instruction and prepare for the Google Educator exams. Our Google Level 1 certification program follows the Fundamentals Training, which consists of 13 units broken into three modules; our Google Level 2 certification program follows the Advanced Training, which consists of 9 units broken into three advanced modules: Professional Growth, Time Savings, and Student Learning.

- **Leadership in Personalized and Digital Learning:** The Digital Teaching and Learning team is currently being trained by the Friday Institute for Educational Innovation to deliver the research-based, job-embedded Leadership in Personalized and Digital Learning program for all school leaders.

- **Standards-Based Grading (SBG) Committee and Focus Groups:** OSD will investigate best practices in SBG prior to drafting policy to guide our district's initiative. As part of the change leadership process, it will be critical to connect with all stakeholder groups to evaluate their needs and to craft a cohesive communication plan.

- **Competency-Based Education (2020-2021):** Competency-based Education (CBE) means a system where a student advances to higher levels of learning when the student demonstrates competency of concepts and skills regardless of time, place, or pace. USBE has released a competency-based learning framework which builds on the Competency-based Learning Amendment that was passed in the 2016 General Legislative Session.

Social Emotional Learning Anchor:

Priority 1: Behavior Systems Implementation	Literacy and Graduation

Why it's important:

Research indicates that when Positive Behavior Intervention Systems (PBIS) are fully implemented into schools there is a decrease in behavior-management issues and an increase in attendance, emotional regulation, and academic learning. (Sprick, Booher, & Garrison, 2009; Mcintosh et.al., 2017)

Objective 1: All schools will complete a facilitated Tiered Fidelity Inventory (TFI) to measure PBIS twice a year and demonstrate a 10% annual progress or score above a 70% (The TFI walkthrough will happen once a year). (McIntosh et.al., 2017))

Objective 2: All schools will complete a facilitated Benchmark of Quality (BOQ) annually with 90% accuracy or 10% annual improvement.

Priority 1 Strategies:

- **Tier 1 PBIS*:** The Student Advocacy team will guide and coach all key stakeholders at the school level on implementing Tier 1 PBIS strategies through district-based professional development, monthly PLCs, and site visits.
- **Effective Tier 1 Instruction and Classroom Management:** The Student Advocacy team will provide necessary professional development and support to instructional coaches in efforts to coach new teachers on effective classroom management. Additionally, professional development will also be provided on a district-wide basis and at new teacher trainings.
- **Tier 2 Child Assistance Team (ChAT):** School-level ChATs will be trained on how to effectively implement a ChAT at the school building.
- **Tier 2 Child Intervention Training (ChAT):** The Student Advocacy team will train ChAT members on how to effectively implement and coach faculty members on implementation of Tier 2 Intervention.
- **Tier 2 Intervention Training*:** Each school will participate in an annual training for Tier 2 interventions such as 2x10, Preventative Problem Solving Plan, Goal-Setting, and Check-in/Check-out.
- **Tier 3 Student Support Plans:** In accordance with district protocols, when prescribed, each school will implement the tier 3 plans (BIP)/Civil and Safe for Everyone School-Based (CASE-SB). To support this, the following specific and targeted professional development will be provided: Safety Care, intensive team-based training, PBIS, ChAT, RBI training, Administrator CASE sequence training.

*These strategies are referenced in SEL priority 1, 2, and 3.

Priority 2: Sense of Belonging	Literacy and Graduation

Why it's important:

Social Emotional Learning (SEL) practices improve students' academic performance, behavior, and attendance. These practices help students and their teachers form and sustain better-quality relationships and improve both students' and teachers' psychological health and well-being in short- and long-term measurements. (Mahoney et.al., 2018)

Objective 1: By 2020, 67% of students in grades 3-5 will report "Sense of Belonging" as a strength on the mid-year SEL survey with an additional 2% increase annually through 2022.

Objective 2: By 2020, 40% of students in grades 6-12 will report "Sense of Belonging" as a strength on the mid-year SEL survey with an additional 2% increase annually through 2022.

Priority 2 Strategies:

- **Panorama Student Success and SEL Surveys (i.e Early Warning System):** OSD will utilize the early warning system to allow access to critical indicators (e.g., academics, attendance, behavior and social-emotional learning) that inform decisions regarding district- and building-level systems of support.
- **Tier 1 Social Skills Instruction:** All OSD elementary schools will implement Tier 1 social-skills instruction utilizing Second Step curriculum. All OSD secondary schools will implement Tier 1 social-skills instruction utilizing evidence-based curriculum.

- **Tier 1 PBIS***: The Student Advocacy team will guide and coach all key stakeholders at the school level on implementing Tier 1 PBIS strategies through district-based professional development, monthly PLCs, and site visits.
- **Social Skill Intervention for individuals, groups, and classes:** The OSD Student Advocacy team will provide targeted social-skills training to school counselors and level behavior staff.
- **Tier 2 Intervention Training***: All OSD schools will participate in an annual training for Tier 2 interventions such as 2x10, Preventative Problem Solving Plan, Goal-Setting, and Check in Check-out.

   *These strategies are referenced in SEL priority 1, 2, and 3.

Priority 3: Attendance	Literacy and Graduation

Why it's important:

Being in school consistently is important to ensuring children gain a strong foundation for subsequent learning. Achievement, especially in mathematics, is very sensitive to attendance, and absence of even two weeks during one school year matters. Attendance also strongly affects standardized test scores and graduation and dropout rates. Chronic absenteeism (missing more than 10% of the school year) is most prevalent among low-income students. Poor attendance in kindergarten is associated with lower academic performance in first grade. There is a strong relationship between sixth-grade attendance and the percentage of students graduating on time. Lastly, poor attendance increases the achievement gaps at the elementary, middle and high school levels. (Balfanz & Byrnes, 2012)

Objective 1: 100% of teachers take attendance daily for every class period.

Objective 2: Increase the number of students with 95% attendance or higher (regular attenders) from 46% to 61% by 2022.

Objective 3: All schools will take the *Tiered Attendance Checklist*—to measure levels of attendance systems implementation—and show 5% improvement yearly or have 90% or better by 2022.

Priority 3 Strategies:
- **OSD District Attendance Team:** A cross-functional team will advise, create and review a systemic-tiered approach to improving attendance that aligns with existing initiatives.
- **Policies and Taxonomy:** The OSD District Attendance team will disseminate comprehensive attendance policy and procedures that clearly lay out why attendance matters, describe what schools can do to build a positive culture of attendance and outline strategies for increasing regular attendance and decreasing chronic absences.
- **District-Wide Attendance Campaigns:** The OSD District Attendance team will consistently and clearly promote awareness among district staff, parents, key stakeholders and the general public about why regular attendance matters, and how it can be addressed through a comprehensive approach via flyers, handbooks, back-to-school letters, and other communications.
- **Data Collection and Evaluation:** District and school attendance teams will continue to review

attendance data reports at least monthly for regular, at-risk, chronic and severe absence.

- **Tier 1 PBIS*:** The Student Advocacy team will guide and coach all key stakeholders at the school level on implementing Tier 1 PBIS strategies through district-based professional development, monthly PLCs, and site visits. **Professional Development:** PD will be provided to ensure that district and school attendance teams understand the national, state and local laws, policies and regulations related to attendance.
- **School-Level Attendance Team (2020-2021):** All OSD schools will form an attendance team to review attendance data, systems, and initiatives addressed by the existing School Leadership Team (SLT), PBIS team, MTSS team. In addition, the District will build site-level capacity to take a multi-tiered and systematic approach to improving regular attendance by providing guidance, resources, and materials to support implementation.

*These strategies are referenced in SEL priority 1, 2, and 3.

Talent Development Anchor:

Priority 1: Retain Highly Effective Employees	Literacy and Graduation

Why it's important:

Retaining highly effective employees is important for school effectiveness. The cost of attrition to student learning and district budgets is significant. Teachers have the most significant impact on student achievement within the school. Research finds that high rates of turnover harm student achievement. In high-turnover schools, the inexperienced and underqualified teachers often hired to fill empty spots also have a negative impact on student learning. (Learning Policy Institute, 2017)

Objective 1: Decrease teacher turnover from 17% to 14% by 2022.

Priority 1 Strategies:
- **Coaching Framework:** The Instructional Coach Advisory Team will clearly define roles and responsibilities between instructional coaches, teacher specialists and administrators. This will provide a consistent, focused, and clear support system for educators.
- **Effective Instructional Coaching:** Instructional Coaches (ICs) will provide targeted coaching for teachers related to our core Tier I systems, practices, strategies, and supports with a deep understanding of systems implementation and differentiated coaching. This will be accomplished through a Trainer of Trainers Model.
- **Trainer of Trainers Model:** Instructional Coaches (ICs) will receive professional development in relation to our core Tier I systems during weekly Professional Learning Communities (PLCs). The Personalized Professional Development Cycle (2015 University of San Diego, Mobile Technology Learning Center) will be used to ensure successful implementation of the professional development.
- **Direct Support for Teachers:** Instructional Coaches (ICs) will impact employee satisfaction and retention through direct support for teachers' long-term growth, confidence, and successful student outcomes. Direct support includes: consistent observation and feedback cycles, collaborative student data analysis, knowledge of curriculum resources and implementation, and planning for

effective Tier I academic and behavioral instruction and interventions.

- **District Content Specialists:** District specialists will build the capacity of administrators and instructional coaches through professional development and side-by-side coaching. Throughout this process, administrators and instructional coaches will develop the knowledge necessary to extend the benefit of the teacher specialists knowledge and skills through a shared understanding of how to support all teachers.
- **Competitive Benefits:** OSD will provide competitive benefits and an engaging wellness program.
- **Career and Succession Planning* (2020-2021):** OSD leaders will engage employees in goal setting and career planning. Based off of those goals, employees will be connected with resources and opportunities for growth.
- **Feedback:** Culture and climate surveys will be provided to all employees. Survey results will be used to increase workplace support and connectedness.

*These strategies are referenced in Talent Development priority 1, 2 and 3.

Priority 2: Recruit Qualified and Diverse Educators	Literacy and Graduation

Why it's important:

Highly-qualified, licensed, educators have exposure to and experience in the skills necessary for classroom instruction. Theoretical arguments and empirical evidence suggest that a more diverse teacher workforce can help improve outcomes for students of color (Goldhaber, Theobald and Tien, 2019). Recruiting highly qualified educators, including diverse educators, will have a positive impact on student outcomes.

Objective 1: Increase the number of teachers of color in each recruitment cohort by 10% each year.

Objective 2: Increase the number of internal employees of color who are in the teaching and leadership pipeline by 10% each year.

Objective 3: Increase the number of student teachers who choose to student teach in OSD by 20% each year.

Priority 2 Strategies:
- **Proactively Plan:** The OSD Human Resource team will attend two recruiting fairs per year with high participation of students of color with a major in education. Universities post student demographic information, along with student majors, which will be used in determining which fairs to attend.
- **Actively Recruit:** The OSD Human Resource team will communicate positive aspects of Ogden School district and provide physical and virtual tours.
- **Intentionally Select:** The OSD Human Resource team and school leaders will actively recruit to diversify the applicant pool and seek out the most qualified candidates as a top priority.
- **Hire and Onboard:** The OSD Human Resource team will provide a stipend for moving expenses and sign-on bonuses for hard-to-fill positions. As a part of the onboarding process, the Human Resource team will promptly connect new hires with their IC and members of their school team.
- **Connect Educators to Resources:** The OSD Human Resource team will promote awareness of grant opportunities and programs and support educators in the application process.

- **Recruit and Train Student Teachers:** The OSD Human Resource team will strengthen partnerships with local universities. The team will recruit university students in practicum levels 1-3. Those students will be Invited to student teach in Ogden District for practicum level 4. Professional development opportunities will be provided to student teachers in preparation for future employment.
- **Career and Succession Planning* (2020-2021):** OSD leaders will engage employees in goal setting and career planning. Based on those goals, employees will be connected with resources and opportunities for growth.

*These strategies are referenced in Talent Development priority 1, 2 and 3.

Priority 3: Talent Development	Literacy and Graduation

Why it's important:

Talent Development is a vital component to increase employee retention, build confidence and credibility, make succession planning easier, re-energize staff and improve efficiency. Talent development, when aligned to the strategic plan, targets employees continuous growth and productivity (Society for Human Resource Management, 2017). In order to support the success of the strategic plan, dedication to employee talent development is critical.

Objective 1: Increase employee engagement, skill, career development and advancement. 80% of employees will participate in ongoing talent development by 2022.

Priority 3 Strategies:
- **Observation and Feedback:** OSD leaders, specialists, and instructional coaches will conduct frequent educator observations in a variety of settings and provide face-to-face feedback to employees.
- **Continuous Improvement System:** OSD will use its CIS evaluation system, which is designed to improve student achievement, enhance professional practice and effectiveness, provide opportunities for professional growth and development, recognize highly effective educators, and guide necessary personnel decisions.
- **Aligned Professional Development:** OSD will align all of its professional development to NEXUS Elevated so as to provide employees with the ability to select professional development that corresponds with their career pathway and goals.
- **Career and Succession Planning* (2020-2021):** OSD leaders will engage employees in goal setting and career planning. Based off of those goals, employees will be connected with resources and opportunities for growth.

*These strategies are referenced in Talent Development priority 1, 2 and 3.

Core Operating & Instructional Principles

The principles of instruction incorporated into the District's strategic plan are keys to its success. These principles have been identified by research as effective instructional principles found to increase student achievement.

Data-Informed Decision Making (Deep Data Dives)

OSD uses data to focus on what was learned as opposed to what was taught and follows four principles of effective data-informed decisions: administering rigorous interim assessments, examining the results and identifying causes of strengths and deficiencies, effectively teaching what students need based on assessment (and other data) results, and creating an environment in which data-informed decision making thrives. As such, all schools participate in deep data dives following the three Common Interim Assessments (CIAs). During these events, educators thoroughly examine interim assessment results and other pertinent data sources to develop students' achievement profiles, create strategic action plans that meet the needs of all students, and deliver targeted instructional plans that address achievement gaps among student groups. (Bambrick-Santoyo, 2010, p. XXV).

Instructional Coaches (ICs)

OSD recognizes the Instructional Coach (IC) as a critical lever in improving student achievement. The role of the IC is to improve student achievement by building teachers' capacity and understanding of instructional practices. The IC, in conjunction with the administration, is responsible for ensuring high-quality instruction in classrooms through coaching, modeling. co-planning, co-teaching, data-analysis meetings (team and individual), and providing feedback to teachers.

Multi-Tiered System of Support (MTSS)

OSD acknowledges Multi-Tiered System of Support (MTSS) as the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data (e.g., Tier 2 ChAT) to important educational decisions. The MTSS approach considers environmental factors as they might apply to an individual student's difficulty and provides services/intervention as soon as the student demonstrates a need. It is grounded in differentiated instruction. Each approach delimits critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. (Fuchs & Deshler, 2007, p.131)

Observation and Feedback

OSD believes it is critical that teachers (all employees) are given the opportunity to receive meaningful and direct feedback about their practice. It is important to have frequent observations—from administrators, instructional coaches and peers. Effective feedback is given face-to-face and includes identifying one or two important areas for growth and allows for practicing specific action steps for improvement.

Professional Learning Communities (PLCs)

Building Level PLCs:
- OSD is committed to reinvesting in our PLC systems, processes, and protocols to ensure we are maximizing team meetings and positively shaping professional behaviors. This will include re-establishing expectations and providing both tools to evaluate performance and professional learning opportunities.

Secondary ELA Content PLCs:
- We will look to expand our current High School Content PLC Model to include our Junior High teachers. Similarly to the elementary meetings, these PLC meetings afford teachers opportunities to further develop their understanding of the core curriculum and collaborate with peers.

School Progress Reports

The School Progress Report (SPR) is an innovative tool designed to help Ogden School District support, respond to, and improve our schools. The SPR reflects our mission of maximizing the educational opportunities for all students in a safe, nurturing environment. The SPR enables key stakeholders to track progress and growth of students as compared to the District's strategic goals and anchor priorities and objectives.

The SPR looks at schools across multiple dimensions, reflecting and appreciating the richness and complexity of the educational experience. Among these dimensions, the SPR puts the most emphasis on student growth, reflecting our focus on and commitment to ensuring that all of our students are learning. The SPR includes useful district comparisons of schools in the District and State serving similar student populations. The SPR is a local management tool that is designed to be both fair and actionable across the District.

Purpose and Use

- To identify and celebrate successes
- To identify areas needing interventions and supports
- To enable evidence-based decisions about intervention, replication, renewal, and expansion
- To strategically focus resources for greatest impact on students
- To track progress against the OSD Strategic Plan and anchor priorities and objectives.
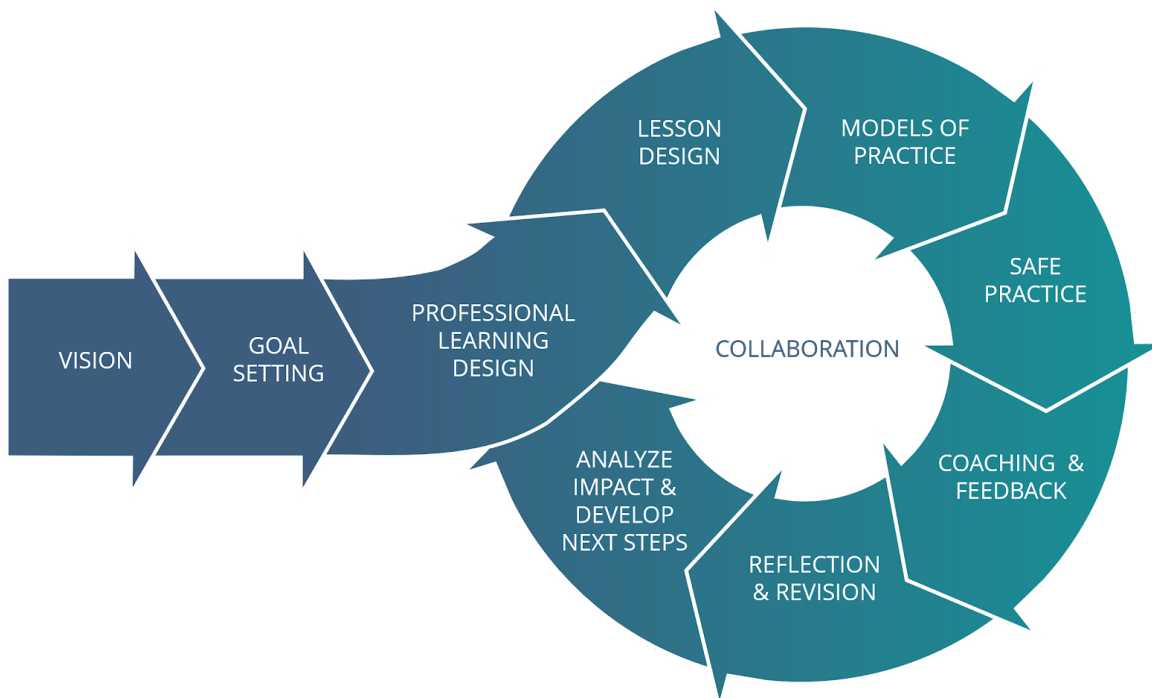
Example SPRs

- Elementary SPR
- Junior high SPR
- High school SPR

Organizational Learning

NEXUS Elevated aims to improve the collective capacity of employees and partners so that each individual, department and partnership contributes individually and in concert toward continuous improvement. NEXUS Elevated 2022 establishes short- and long-term plans for professional learning and implementation of learning. It guides the District in coordinating learning experiences designed to achieve outcomes for educators and students. It is a set of purposeful, planned actions and support systems necessary to achieve OSD's strategic goals. Organizational Learning & Delivery Protocol

PERSONALIZED PROFESSIONAL DEVELOPMENT CYCLE

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Systems Accreditation

NEXUS Elevated 2022 will be closely aligned with the AdvancED systems accreditation process which will run parallel with a formal review in 2020, with a formal review every five years thereafter. Accreditation is a status that shows the public that Ogden School District has met and maintains a high level of standards set by an accrediting agency, in our case, Advance Education (*AdvancED, pronounced advance ed*). It is an important process that guarantees our students are receiving a quality education.

The accreditation process will be evaluating the impact of leadership, instruction and learning, and resources;
surveying a sample of the staff and Community Council; gathering evidence of continuous improvement; analyzing Ogden's Continuous Improvement System (CIS) evaluation information and observation data; analyzing climate survey data; and assessing other information related to instructional improvement. The accreditation process helps identify things to improve and things to celebrate.

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