



A FUTURE OF POSSIBILITIES

Osborn School District
2020-2025 Strategic Plan

Superintendent's Message

Valued Members of Our Community,

For well over a century the Osborn School District has earned the trust of children and families by providing academic excellence and building a true sense of community belonging. We are proud of our rich history, one that has been defined by inclusion, collaboration, participatory leadership, and relentless focus on holding our students at the center of all we do. This abundant history allows us to now actively shape Osborn's future from a place of strength, beginning with a new strategic plan.

With so many possibilities ahead, we dedicated nearly a year to creating this plan. Students, families, staff, community collaborators, champions, and critical friends have dreamed with us about our potential future, challenged our assumptions about what might be possible, and offered solutions to make us even better. With your help, we now have a clear path forward for Osborn.

We thank the many community members who shared their time and perspectives with us as part of the strategic planning process. We are committed to putting your guidance into action as we use this new strategic plan to make decisions and align our resources, all while maintaining a sharp focus on our students.

With gratitude,

Michael Robert, Ed.D.

Osborn School District Superintendent



From the Governing Board

Osborn Neighbors and Friends,

On behalf of the entire Osborn School District Governing Board I want to offer my sincere appreciation for the contributions so many of you made in helping us bring this strategic plan to life. After months of honest conversations and thoughtful work sessions, we are proud of the path this plan sets forth. These investments of your time, talent, and care are direct investments in the success of our children.

We have always believed that providing an excellent educational experience for every student who comes to Osborn is an opportunity to contribute to the strength, health, and resilience of our community. Now more than ever we see the importance of ensuring our children have opportunities to internalize and live out the core values set forth in this strategic plan, beginning with integrity and equity.

Our path forward – shaped directly by our families, students, teachers, and staff – is clearer than ever: support every child on their path to a thriving future by tending to both their academic success and social-emotional well-being. The support and participation of so many community members in this process means that we won't be navigating this path forward on our own. Thank you for sharing in this journey so far and for your engagement in the work ahead.

With thanks,

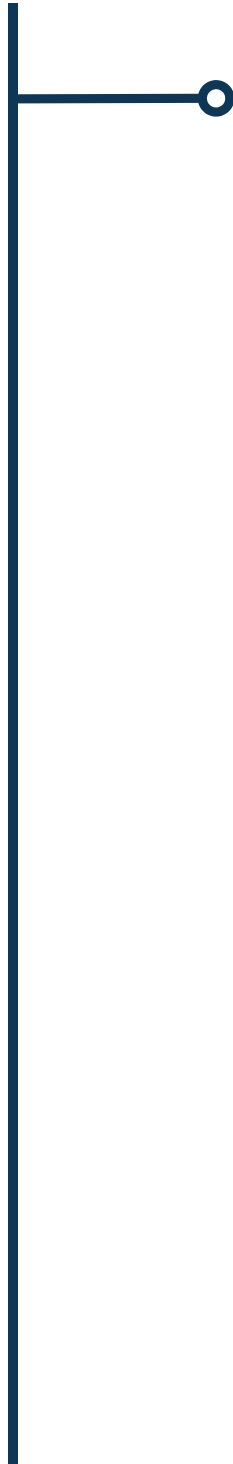
Ylenia Aguilar

Osborn School District Governing Board President



Process & Community Participation

The success of this strategic plan depends on shared ownership and shared action from community members inside and outside of the district, so we made sure that Osborn community members were active in every step of our strategic planning process.



Designing Action

Create a roadmap that moves the strategic plan from possibility to reality by naming the specific action steps to get there.

Envisioning the Future

Co-create Osborn's new Vision, Mission, and Core Values Statements.

Defining Success

Define what achieving success looks like in Osborn, both quantitatively and qualitatively.

Describing the Present

Describe how Osborn is doing right now on the things that matter most.

Designing Action

Identify what Osborn will do to become even better for students, families, and community partners.

287

participants

- Governing Board member, principal, and district director interviews
- Community Design Session
- (All Schools) Vision, Mission, and Core Values Design Sessions
- (All Departments) Vision, Mission, and Core Values Design Sessions
- Governing Board Vision, Mission, Values survey

29

participants

- Optional "Perfect 10" sessions - open to all school-based staff and district office-based staff
- Successful Partnerships session with current community partners
- Successful Partnerships session with principals and district directors

154

participants

- "Current Reality" feedback sessions with master & mentor teachers from 3 schools, district office staff, and all staff from one campus
- Parent and caregiver surveys (online and paper) in English and Spanish
- Staff surveys (online and paper) in English and Spanish
- Online student surveys from Osborn Middle School students

68

participants

- 1:1 solutions-focused interviews conducted by teachers and staff members with other teachers, staff, and parents/caregivers
- "Solutions Jam" sessions with staff, parents/caregivers, and community members (offered in English and Spanish)
- Solutions Mapping session with principals and district directors

VISION

Every child supported on their path
to a thriving future.

MISSION

The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.

CORE VALUES

INTEGRITY ➤ We do the right thing, even when it's hard.

EQUITY ➤ We model the justice and opportunity we expect in
our community.

JOY ➤ We seek hope, beauty, and fun in every day.






GROWTH ➤ We try new things, staying flexible and curious so
we can be better tomorrow than we are today.

RELATIONSHIPS ➤ We move forward together, through caring and
collaboration.


Commitments & Success Measures












When asked to describe what it would take to build the consistency, clarity, and alignment needed for Osborn to fulfill its mission and realize its vision, five themes clearly emerged across every participating stakeholder group. These five themes paint a compelling picture of excellence in Osborn, both the excellence that is possible and the excellence that currently exists. To ensure Osborn advances forward toward its future potential, this strategic plan has been built around five commitments that align to the five success themes that emerged from members of the Osborn community.






We Commit To:







<p>Child & Student Success</p> 	<p>Preparing our students as whole children, tending to their academic achievement and their social-emotional well-being in collaboration with families and community partners.</p>
<p>Measured by: attendance rates; AZELLA, AZMERIT, and NWEA (growth and proficiency); demographic representation in programs (Special Education, Gifted, Band, etc.); ORAs; Social-Emotional Learning assessment; student discipline rates; student enrollment</p>	
<p>Equity</p> 	<p>Working to create equitable access and outcomes for groups of all kinds in Osborn, including our children and the adults who support them.</p>
<p>Measured by: disaggregation of all data sets by race, gender, employee classification, etc.</p>	
<p>Community Partnership</p> 	<p>Together with our community, forging relationships that support and supplement our work to prepare Osborn children for success beyond our district.</p>
<p>Measured by: attendance rates; AZMERIT; Community Partner Alignment Survey; student discipline rates; NWEA (growth and proficiency)</p>	
<p>Operations</p> 	<p>Ensuring our people, policies, and systems reflect our core values so we can lead a successful organization as thoughtful stewards of our resources and partnerships.</p>
<p>Measured by: social media analytics; total classroom spending; Working Conditions Survey</p>	
<p>Leadership</p> 	<p>Ensuring our actions and interactions bring our core values to life through shared ownership and responsibility.</p>
<p>Measured by: participation in district decision-making; total classroom spending; Working Conditions Survey</p>	


Improvement Strategies*










*Equity is both a core value and a commitment we make as a district. We believe equity is also about our actions. The  icon indicates a specific equity-focused improvement strategy.

	2020-2022	2022-2024	2024-2025
Child & Student Success 	Equity through child and student success means all Osborn systems and supports for students and families (e.g. curriculum, interventions, and communication tools) will be developed with <u>each</u> student and family we serve in mind. We are consistently considerate of race, ethnicity, language, (dis)ability, religion, gender identity, sexual orientation, neurodiversity, poverty, trauma, and immigration status.		
	Academic Success <ul style="list-style-type: none"> Develop a long-range plan to consistently and effectively implement academic curricula with implementation support for teachers.  Develop a long-range Online Learning Plan. Map and develop consistent and culturally-responsive district-wide academic interventions.  Behavioral Success <ul style="list-style-type: none"> Develop a long-range plan to consistently and effectively implement social-emotional curricula (Conscious Discipline) with implementation support for teachers.  Map and identify consistent and culturally-responsive district-wide social-emotional and behavior interventions.  	Academic Success <ul style="list-style-type: none"> Monitor and refine long-range plan to consistently and effectively implement academic curricula with a focus on incorporating culturally and linguistically responsive instructional strategies.  Monitor and refine Digital Learning Plan by identifying grade level technology skills and expectations, including digital citizenship. Implement consistent and culturally-responsive district-wide academic interventions.  Scope and sequence instruction across all grades and content areas (including specials) to clearly communicate learning between grade levels with parents and caregivers.  Prepare to launch expanded course offerings for student enrichment and Gifted Education services.  	Academic Success <ul style="list-style-type: none"> Monitor and refine long-range plan to consistently and effectively implement academic curricula with implementation support for teachers. Monitor and refine Digital Learning Plan. Monitor and refine implementation of consistent and culturally-responsive district-wide academic interventions. Monitor and refine plan to expand course offerings for student enrichment and Gifted Education. Behavioral Success <ul style="list-style-type: none"> Monitor and refine long-range plan to consistently and effectively implement social-emotional curricula (Conscious Discipline).  Monitor and refine implementation of consistent district-wide and culturally-relevant social-emotional/behavior interventions. 

	<p>Family Connections</p> <ul style="list-style-type: none"> • Build family connections by expanding availability of resources for communicating with families in languages other than English and Spanish.  	<p>Behavioral Success</p> <ul style="list-style-type: none"> • Monitor and refine long-range plan to consistently and effectively implement social-emotional curricula (Conscious Discipline).  • Implement consistent district-wide social-emotional/behavior interventions.  <p>Family Connections</p> <ul style="list-style-type: none"> • Train relevant district- and school-based employees on available resources and culturally-relevant strategies for engaging with parents/caregivers.  	<p>Family Connections</p> <ul style="list-style-type: none"> • Train relevant district- and school-based employees on available resources and culturally-relevant strategies for communicating child and student success with parents/caregivers. 
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<p>Community Partnership</p> 	<p>Equity through community partnership means we enhance the experience of Osborn students and families through partnerships with individuals and organizations that reflect the strengths of our diverse population and share our commitment to modeling justice. We intentionally seek out partners that value equity and enact practices to ensure each child has access to the supports needed to be successful.</p>		
	<ul style="list-style-type: none"> • Ensure all existing community partnerships in the district (both district- and school-based) are providing equitable, vision- and mission-aligned services.  • Use district strengths and assets to further strengthen the community around Osborn.  • Leverage partnerships to address academic and social-emotional support needs of students.  • Determine the relationship between community partnership and family engagement work in Osborn. 	<ul style="list-style-type: none"> • Secure a minimum of three sustainable partnerships per site that address identified needs aligned to social-emotional learning and academic supports. • Intentionally increase community access to district facilities.  • Develop a partnership cultivation plan with actions for building and leveraging relationships that sit outside of agency service delivery. 	<ul style="list-style-type: none"> • Implement partnership cultivation plan to build and leverage community relationships beyond those with agencies delivering services. • Monitor partnership/service delivery balance, such that partnerships are balanced in addressing the needs of specific campuses. (Strategically and intentionally fill the need.) 

<p>Operations</p> 	<p>Equity through operations means the district’s human, operational, and financial resources support the needs of our diverse constituents. Our systems are designed to open access to supports and advancement for each student, family, and employee.</p>		
	<ul style="list-style-type: none"> • Identify the core components of a new Osborn Annual Report, differentiating between school and department functions. • Assess the effectiveness of current operational systems, procedures, tools, and resources (ex: OLR, work orders, PARs). • Identify Osborn’s operational priorities aligned to student success, with clear relationships between school, department, and district initiatives. 👤👤 • Identify potential improvements needed in the recruitment and hiring processes, employee orientation, and mentoring. 👤👤 • Provide staff emotional and mental health support programs and resources. 👤👤 	<ul style="list-style-type: none"> • Develop Osborn Annual Report and begin collecting baseline data. • Begin implementing improvements to address operational systems needs identified in Year 1 effectiveness assessment. • Establish each operational area’s action focus for subsequent school years aligned to student success. • Begin implementing needed improvements to the recruitment and hiring processes, employee orientation, and mentoring. 👤👤 	<ul style="list-style-type: none"> • Integrate the Osborn District Report into decision-making and assessment of operational effectiveness. • Refine procedures, tools, and resources to continue implementing needed improvements in operational systems. • Include equity in allocation of resources and determining budget priorities. 👤👤

<p>Leadership</p> 	<p>Equity through leadership means our systems and practices that cultivate and support leaders are rooted in our belief that each leader must model action that advances learning for every student. We ensure current and aspiring leaders reflect our community of learners and have opportunities to develop and practice authentic leadership that honors their personal strengths, backgrounds, and identities.</p>		
	<ul style="list-style-type: none"> • Design a district-wide Working Conditions survey adapted from the campus survey.  • Develop a Future Leaders training program to take action on a “grow our own” philosophy for instructional and operational leadership roles. • Develop a leadership decision-making and communication framework/philosophy that addresses what types of decisions are made, by whom, how, and how they will be communicated.  • Foster continuous growth, support, and coaching through formalized evaluation systems and mentorship for leaders at all levels of the district, including both learning and operations functions.  • Create more consistency across the district in implementing major initiatives through progress monitoring and follow through.  • Address requests for more effective and more frequent communication between schools, departments, and committee/task forces.  	<ul style="list-style-type: none"> • Launch district Working Conditions survey to collect baseline district data, disaggregated by multiple subgroups.  • Utilize results of district Working Conditions survey to evaluate the impact and effectiveness of Osborn’s leadership.  • Integrate social media analytics into district decision-making and action-planning. 	<ul style="list-style-type: none"> • Integrate the Working Conditions survey data into decision-making.  • Determine necessary steps and needs for building the leadership capacity to address Working Conditions survey results.

Supporting Actions (2020-2025)

CHILD & STUDENT SUCCESS

Improvement Lead: Abby Potter-Davis, Chief Officer for Learning & Equity



Improvement Strategy	Supporting Actions
ACADEMIC SUCCESS	
Develop a long-range plan to consistently and effectively implement academic curricula with implementation support for teachers.	<ul style="list-style-type: none"> • Define what consistent and effective implementation looks like, including culturally- and linguistically-responsive instructional practices (“look fors”) • Determine PD focus areas and calendar (for school, district-wide, MST and Admin Team PD) • Provide coaching support through Master Teachers • Identify multiple ways to monitor long range plan implementation, including aligning the teacher evaluation process and content • Explore adopting ethnic studies as part of the district’s academic curricula • Determine the district’s approach to inclusive sex education • Specify actions to intentionally support the student transition from Pre-K to K
Develop a long-range Online Learning Plan.	<ul style="list-style-type: none"> • Develop outcomes and goals for online learning • Develop protocols for Curriculum and Technology to support the onboarding of all needed platforms and programs and thorough staff training • Create success metrics for all digital programs • Plan for AOI implementation
Map and develop consistent and culturally-responsive district-wide academic interventions.	<ul style="list-style-type: none"> • Map current interventions in place across the district • Use data to determine intervention needs based on existing gaps • Seek out culturally-relevant interventions to fill gaps • Develop consistent process for implementing and monitoring interventions, including aligning the teacher evaluation process and content
Scope and sequence instruction across all grades and content areas (including specials) to clearly communicate learning between grade levels with parents/caregivers.	<ul style="list-style-type: none"> • Engage a team with diverse representation to develop scope and sequence • Create a family communication plan with multiple methods of delivering information
Prepare to launch expanded course offerings for student enrichment and Gifted Education services.	<ul style="list-style-type: none"> • Identify strategies to enhance student enrichment and Gifted Education course offerings and support

Improvement Strategy	Supporting Actions
BEHAVIORAL SUCCESS	
Develop a long-range plan to consistently and effectively implement social-emotional curricula (Conscious Discipline).	<ul style="list-style-type: none"> • Develop or identify a social emotional learning assessment • Define what consistent and effective implementation looks like, including culturally- and linguistically-responsive instructional practices (“look fors”) • Determine PD focus areas and calendar (for school, district-wide, MST and Admin Team PD) • Provide coaching support through Behavior Interventionists, Social Workers, and Psychologists • Identify multiple ways to monitor implementation, including aligning the teacher evaluation process and content
Map and identify consistent and culturally-responsive district-wide social-emotional and behavior interventions.	<ul style="list-style-type: none"> • Map current interventions in place across the district • Use data to determine intervention needs based on existing gaps • Seek out culturally-relevant interventions to fill gaps • Develop consistent process for implementing and monitoring interventions, including aligning the teacher evaluation process and content
FAMILY CONNECTIONS	
Build family connections by expanding availability of resources for communicating with families in languages other than English and Spanish.	<ul style="list-style-type: none"> • Identify effectiveness of current resources and potential improvement areas • Identify additional resources and strategies to achieve more consistent connections with families • Train staff in how to leverage resources and strategies
Train relevant district- and school-based employees on available resources and culturally responsive strategies for engaging with parents/caregivers.	<ul style="list-style-type: none"> • Identify strengths and areas of focus in the area of culturally-responsive strategies for engaging with parents/caregivers • Identify and deliver PD around areas of focus
Recommend action options for nutrition and health education for children and families.	<ul style="list-style-type: none"> • Work with Child Nutrition Department to determine action options

COMMUNITY PARTNERSHIP

Improvement Lead: Dr. Michael Robert, Superintendent



Improvement Strategy	Supporting Actions
Ensure all existing community partnerships in the district (both district- and school-based) are providing equitable, vision- and mission-aligned services.	<ul style="list-style-type: none"> • Develop a partnership alignment survey to assess existing partnerships for equitable access, vision/mission alignment, and services • Determine the effects, roles, and relationships of the 21st Century Grants in community partnerships • Identify potential training needs to support community partners in maximizing their effectiveness as service delivery partners
Use district strengths and assets to further strengthen the community around Osborn.	<ul style="list-style-type: none"> • Establish an active relationship with every neighborhood association within the district • Build a business-focused community coalition to link district-based local businesses with their local district • Co-create intentional ventures with aligned individuals and organizations that benefit children and families within Osborn and in the larger community (e.g. community-level equity work with Roosevelt and Phoenix Union districts) • Open up physical assets (building space, parks and open spaces, etc.) to increase formal and recreational community use
Leverage partnerships to address academic and social-emotional support needs of students.	<ul style="list-style-type: none"> • Assess existing academic and social-emotional data and partnerships to identify existing gaps • Build relationships with new potential partners that could expand access to and volume of services provided for students and families • Identify and prioritize potential partnership expansion areas based on existing gaps and promising partnerships (e.g. mental/behavioral health, arts, physical health)
Determine the relationship between community partnership and family engagement work in Osborn.	<ul style="list-style-type: none"> • Select district- and/or school-based Community Partnerships point(s) of contact to coordinate community partnership and family engagement efforts. • Identify the highest impact opportunities to leverage 21st Century Grants toward family engagement efforts (partnership alignment, hiring, etc.)

OPERATIONS

Improvement Lead: Colleen Toscano, Chief Operations Officer



Improvement Strategy	Supporting Actions
Identify the core components of a new Osborn Annual Report, differentiating between school and department functions.	<ul style="list-style-type: none"> • Sites and departments create lists of operations-related data sets to include in the Annual Report • Gather baseline data on each data set • Design and format report, integrating data charts and graphics to tell a compelling story about district operations
Assess the effectiveness of current operational systems, procedures, tools, and resources (ex: OLR, work orders, PARs).	<ul style="list-style-type: none"> • Develop, deliver, and analyze a survey to assess current operational systems (survey staff, families, and community) • Establish each operational area’s action focus for subsequent years aligned to student success • Upgrade the district website design and functionality aligned to data/media analytics
Identify potential improvements needed in the recruitment and hiring processes, employee orientation, and mentoring.	<ul style="list-style-type: none"> • Develop and implement exit surveys • Review current mentor/induction programs for possible improvements • Create a central resource bank of materials, handbooks, policies, procedures for staff • Develop a district handbook to establish and communicate consistency of policies, practices, and procedures at the district and school levels • Enhance mentor/induction programs • Enhance employee hiring and orientation processes for efficiency and staff accessibility
Provide staff emotional and mental health support programs and resources.	<ul style="list-style-type: none"> • Identify staff needs • Communicate available programs and resources to staff • Secure sustainable funding for staff emotional and mental health supports
Include equity in allocation of resources and determining budget priorities.	<ul style="list-style-type: none"> • Identify areas of where allocation of resources is flexible for local decision-making and use • Develop process and formula for flexible resource allocation that considers both equity and equality • Obtain voter approval, renewing local funding of the operation and capital overrides • Build a reserve fund for emergency needs

LEADERSHIP

Improvement Lead: Dr. Michael Robert, Superintendent



Improvement Strategy	Supporting Actions
Design a district-wide Working Conditions survey adapted from the campus survey.	<ul style="list-style-type: none"> • Design, administer, and collect baseline data • Use baseline and trend data to prioritize improvement areas and ongoing decision-making
Develop a Future Leaders training program to take action on a “grow our own” philosophy for instructional and operational leadership roles.	<ul style="list-style-type: none"> • Recruit and select diverse potential future leaders • Identify current and future potential leadership roles and opportunities available for employees both academic and operational • Complete a succession plan for all senior Admin Team positions, including both instructional and operations-focused roles
Develop a leadership decision-making and communication framework.	<ul style="list-style-type: none"> • Answer the question “how does our admin team need to operate in order to deliver on our strategic plan commitments?” (meetings, structure, etc.) • Create a decision-making matrix with guidance about types of decisions, where they’re made, and by whom • Determine methods of communication for decisions that are made and who delivers them
Create more consistency across the district in implementing major initiatives with progress monitoring and follow through.	<ul style="list-style-type: none"> • Admin Team members formalize how they will track action commitments and follow through on those commitments • Align the Admin Team member evaluation process and content to create accountability around implementation consistency and following through on commitments
Evaluate the impact of district leadership.	<ul style="list-style-type: none"> • Add leadership evaluation questions to the new district-wide Working Conditions survey
Foster continuous growth, support, and coaching through formalized evaluation systems and mentorship for leaders at all levels of the district, including both learning and operations functions.	<ul style="list-style-type: none"> • Establish objectives for academic and operations leadership • Develop a long-range plan for evaluating leadership capacity, including a process for identifying areas for focused development • Implement evaluation and coaching
Address requests for more effective and more frequent communication between schools, departments, and committee/task forces.	<ul style="list-style-type: none"> • Establish a recurring Admin Team agenda line item focused specifically on communications, ensuring agenda items have communications next steps (with ownership)
Intentionally foster the leadership, agency, and participation of parents/caregivers and community members.	<ul style="list-style-type: none"> • Explore the development of a district-wide parent advisory council • Actively steward relationships with prospective future Governing Board members • Identify and advertise leadership training programs available to Osborn parents/caregivers

With Gratitude for Community Participation

Ylenia Aguilar, Governing Board President

Cory Alexander, District Admin Team Member

John Bachler, District Admin Team Member

Dr. Wilma Basnett, Osborn Educational Foundation President

Kathy Brooks, District Admin Team Member

Felipe Carranza, District Admin Team Member

Sue Corbin, Governing Board Member

Jill Crossley, District Admin Team Member

Jamal Dana, District Admin Team Member

Sophie Etchart, Read Better Be Better

Storm Gerlock, Osborn Education Association Co-Chair

Renee Hamill, District Admin Team Member

Carol Hayes, District Admin Team Member

Jason Heetland, Christown YMCA

Brian Hendricks, Osborn Education Association Former Co-Chair

Lloyd Hopkins, Million Dollar Teacher Project

Mariah Kelly, District Admin Team Member

Shannon Mann, District Admin Team Member

Theresa Nickolich, District Admin Team Member

Katie Paetz, Governing Board Member

Abby Potter-Davis, District Admin Team Member

Maxine Radtke, Governing Board Clerk

Sam Richard, Governing Board Member

Dr. Virginia Shuss, District Admin Team Member

Ben Smith, District Admin Team Member

Erica Switalla, Osborn Education Association Co-Chair

Colleen Toscano, District Admin Team Member

Janelle Wood, Black Mothers Forum



**Child & Student
Success**



Equity



**Community
Partnership**



Operations



Leadership