

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, Boohar, & 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.

