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