

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.



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

