

# Form A2 – School Improvement Plan

Principal: William Kuendig

Assistant Superintendent:

School: Oak View

Date: 2021-22

The School Improvement Plan priorities focus on five areas: **reading, mathematics, student behavior, family engagement, and, if applicable, graduation.** The School Improvement Plan must include: (1) the utilization of MCAs as a data point for one or more goals; (2) articulated goals related to proficiency rate(s), growth, and achievement gap reduction; (3) student behavior; (4) family engagement and, if applicable, (5) a graduation rate goal.

## Guidelines

- (1) The district will insert the basic and transformational goals before the start of school using the 2021-2022 cohorts (incoming students for Fall 2021).
- (2) Basic goals represent reasonable student progress (typically district average change). Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (3) General Color-Coding Key (most data tables include a more specific key):

<b>Far Below Basic Goal</b>	Well Below Basic Goal	Below Basic Goal	Near Basic Goal	Met Basic Goal	Met Transformational Goal
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- (4) Data tables include rows for students served in Talent Development, Academic Challenge and Gifted Support (TAG), Title I, and/or Distance Learning Academy (DLA) as relevant to the site. For Fall of 2020 in last year’s SIP, these were students from your school who were entering DLA, and for Fall of 2021 in this year’s SIP, these are students returning to your school from DLA.
- (5) Few DLA students participated in MCA testing in 2021, and those who did participate were involved in unusual testing conditions. Because of this (and related issues in other schools), we identified and excluded some FastBridge and/or MCA scores which were inconsistent. Please refer to your preliminary 2021 MCA report (on your school reports page of the Data & Assessment site) for more information.
- (6) Final Fall 2020 cohort index scores for grades 3-8 were based on Fall 2020 FastBridge aReading or aMath scores. For grades 10 and 11, final cohort scores were based on the 2018 or 2019 MCA.
- (7) Initial Fall 2021 cohort index scores for grade 3 were from Spring 2021 FastBridge aReading or aMath scores. For grades 4-8, the 2021 MCA was used. For grades 10-11, cohort scores were from 2019 MCA.
- (8) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
- (9) Site teams should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
  - a. What did the data tell you about your current state? Is this part of a longer trend?
  - b. What adult practices might be contributing to the results? What could be root causes?
  - c. What research-based actions, strategies, and interventions may help students meet the goals?
  - d. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

<b>Priority One: READING</b>		<i>Measure: Proficiency (% Low Risk on FastBridge)</i>				
<b>Column Header</b>	<b>Definition</b>					
<b>2018, 2019 and 2020 Results</b>	Percent of students at risk or some risk in the fall who became low risk in Spring 2018, Spring 2019 and Winter 2020. See Progress to Fluency Reports for more info.					
<b>Basic Goal</b>	District-wide goals for 2020-22: KG = 23%; Gr 1 = 38%; Gr 2 = 9%.					
<b>Transformational Goal (Trans)</b>	District-wide goals for 2018-22: KG = 68%; Gr 1 = 67%; Gr 2 = 50%.					
<b>2021 Results</b>	Percentage of students low risk in Spring 2021.					
<b>Color Coding</b>	<b>30% + from Basic Goal</b>	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met

	2017-18	2018-19	2019-20	2020-21	2020-21 & 2021-22 Goals	
<b>Group</b>	<b>2018 Results</b>	<b>2019 Results</b>	<b>2020 Results</b>	<b>2021 Results</b>	<b>2021 Basic</b>	<b>2021 Trans.</b>
KG	54%	61%	13%	10%	23%	68%
Grd 1	41%	46%	44%	14%	38%	67%
Grd 2	20%	19%	8%	20%	9%	50%

School: Oak View

Date: 2021-2022

<b>Priority One: READING</b>		<i>Measure: MCA Proficiency (Index Rates)</i>
<b>Column Header</b>		
<b>Results</b>	Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring.	
<b>Fall Cohort</b>	Index rate for students tested in the previous spring and enrolled the following fall.	
<b>Basic Goal</b>	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 20 (previously the minimum was 25).	
<b>Transformational (Trans.) Goal</b>	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.	

<b>Color Coding</b>	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	transformational goal
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Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring. Fall 2020 FastBridge aReading scores were used to estimate MCA achievement levels for setting Spring 2021 MCA index rate goals.

Group	Spring 2018	Spring 2019	Fall 2020 Cohort (based on aReading)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Fall 2021 Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
<b>All Students</b>	61.4	65.4	61.4	62.2	71.1	58.7	51.3	55.5	63.5
Grade 3	53.0	68.8	54.4	55.0	65.8	53.3	58.8	59.4	69.1
Grade 4	62.9	54.4	52.1	53.5	64.1	48.9	46.7	49.4	60.0
Grade 5	71.0	75.5	77.6	78.1	83.2	73.7	47.7	56.1	60.7
Amln/Haw									
Asian	60.5	71.4					40.0		
Black	44.7	53.4					30.3		
Hispanic	39.7	43.3					40.9		
White	79.9	76.1					61.9		
Multiracial	57.5	64.3					59.1		
EL	23.0	18.2					23.9		
Spec Ed	38.5	39.1							
F/R Lunch	46.2	50.5					35.0		
Female	66.2	67.8					53.3		
Male	56.7	62.3					48.8		
TAG							78.1		
DLA							41.7		

School: Oak View

Date: 2021-2022

**Priority One: READING**

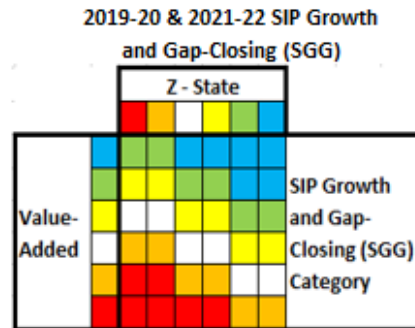
*Measure: SIP Growth and Gap-Closing (SGG)*

**Color Coding for MCA Value-Added and Z-State Results**

-.30 or below	-.15 to -.29	-.14 to 0	+.0001 to +.14	+.15 to +.29	+.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals. 2021 Z-State results not available due to COVID-19.

2021 & 2022 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State



Group	Baseline		2019 Results			2021 Results
	2017	2021	Val-Add	Z - State	SGG	Val-Add
<b>All Students</b>	<b>0.16</b>	<b>0.25</b>	<b>0.10</b>	<b>0.00</b>		<b>-0.27</b>
Grade 3			0.24			-0.27
Grade 4	0.10	0.23	-0.07	-0.01		<b>-0.36</b>
Grade 5	0.21	0.27	0.16	0.01		-0.14
Am Ind						
Asian		-0.21	0.39	0.46		
Black	-0.02	0.37	-0.01	-0.19		-0.06
Hispanic	0.10	0.39	0.16	-0.13		-0.20
White	0.16	0.24	0.06	0.00		<b>-0.31</b>
Multiracial	0.10	0.24	0.16	0.17		
EL		0.25	-0.24	<b>-0.30</b>		0.08
Spec Ed	<b>-0.81</b>	0.33	0.15	-0.28		-0.04
F/R Lunch	0.00	0.26	0.08	-0.11		-0.02
Female	0.20	0.31	0.15	0.02		<b>-0.36</b>
Male	0.11	0.17	0.04	-0.03		-0.14
TAG						<b>-0.32</b>
DLA						

<b>Priority One: Reading</b>			
<b>Reading Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Reading Intervention and Support (outside of classroom): <ul style="list-style-type: none"> <li>• Tier II and III interventions for students scoring in the bottom 10% and/or lower third of our district assessment data, especially our SPED and EL students.</li> </ul>	Analyze data (aReading/aMath, AutoReading, CBMR, MAZE)  Identify specific students in each grade level needing additional support  Progress monitoring every other week of all identified EL and SPED students.  Professional Learning Teams will identify key culturally responsive instructional strategies.  All academic intervention is deliverable through pre-recorded lessons and live teaching, when in Hybrid or FDL.	Increase in pre/post assessment.  FastBridge oral reading fluency.  FastBridge aReading  MAZE comprehension checks  Informal assessments in classrooms	Administration  Academic Intervention Team (includes Reading Corps tutors)  K-5 Staff  Equity Teacher
Flexible Tier I groupings that meet the specific reading needs of students.	Screening to Intervention report pulled from FastBridge screening assessments.  Progress monitoring in FastBridge.  Reorganizing groups based on data.	FastBridge assessment data.  Benchmark ORR checks.  MAZE assessments.	K-5 Staff  Administration
NUA Professional Development (Year 4)	6 hours of focused professional development delivered by NUA master teacher Louise Lindsay to all staff.	FastBridge assessments (aReading/aMath, AutoReading, CBMR).  Select staff Professional Growth Plan (PGP) data.	Licensed Staff  Equity Teacher & Specialist & Coordinator  Administration

School: Oak View

Date: 2021-2022

	<p>Professional Learning Teams (PLT's) will identify culturally-responsive instructional strategies for inclusion in lessons.</p> <p>CLEAR model will be deliberately planned into lessons.</p>	<p>PLT portfolios (see 'Resources' tab).</p>	<p>Instructional Coach</p> <p>System Staff Development Specialist (SDAS)</p>
CLEAR Lessons & Interventions	<p>The Teacher Development &amp; Evaluation (TD&amp;E) portfolio has been amended for this year to include how lessons will be CLEAR.</p>	<p>Coaching sessions.</p> <p>Equity Team seminar days.</p> <p>Observation data from high cycle and probationary staff members.</p> <p>CLEAR walkthrough data.</p>	<p>Equity Team / BLT</p> <p>K-5 Staff</p> <p>Administration</p> <p>Equity Teacher / Specialist / Coordinator</p>
<p>English Language Learning in the Mainstream (ELM):</p> <ul style="list-style-type: none"> <li>• Collaboration &amp; PD</li> <li>• Cohort work</li> </ul>	<p>Through collaboration, PD, and coaching, staff will:</p> <ul style="list-style-type: none"> <li>• Include language objectives with content objectives.</li> <li>• Utilize ELlevation to access language proficiency levels.</li> <li>• Incorporate ELlevation instructional strategies in classroom lessons.</li> </ul>	<p>Coaching sessions.</p> <p>Observation data from high cycle and probationary staff members.</p> <p>Equity walk data (student and staff voices).</p>	<p>ML Staff</p> <p>K-5 Staff</p> <p>Administration</p> <p>ML SDAS / Coordinator</p>
Professional Learning Team (PLT) work	<p>Bi-monthly meetings:</p> <ul style="list-style-type: none"> <li>• Review student growth data disaggregated by race &amp; language competence.</li> <li>• Build instruction &amp; intervention plans.</li> <li>• Monitor student progress.</li> </ul>	<p>Student Engagement Survey data.</p> <p>Student reading level data (ORR).</p> <p>FastBridge assessment data (aReading, aMath, AutoReading, CBMR).</p>	<p>Administration</p> <p>K-5 Staff</p> <p>ML Staff</p> <p>Instructional Coach</p> <p>Equity Teacher / Specialist / Coordinator</p>
Reading Walkthroughs	<p>Two times per year, administration and supporting staff will walk</p>	<p>Rubric data (district-provided rubric</p>	<p>Administration</p>

School: Oak View

Date: 2021-2022

	through reading blocks at all grade levels. One will be guided reading and one will be independent time.	for fidelity check of Benchmark Literacy).	Instructional Coach SDAS K-5 Staff
Special Education Reading Interventions	Implement Benchmark Literacy reading interventions.  Implement Wilson Reading interventions.	FastBridge progress monitoring (CBMR).  FastBridge assessment data (aReading, aMath, AutoReading, CBMR).	SPED Staff K-5 Staff Administration District SPED Coordinator
TAG Programming (Talented and Gifted)	Using information learned from other grade levels, the TAG teacher will provide additional guidance for students demonstrating stronger reading skills, which also allows the classroom teachers to provide more time with students who are not as strong in their reading skills	COGaT Assessment.  FastBridge assessment data (aReading, aMath, AutoReading, CBMR).  TAG student data tracking sheets.  MCA Reading Assessment (Spring 2022).	TAG Staff Administration K-5 Staff
Personalized Digital Curriculum Supplements	Teachers will program diagnostic tools to assess student learning, then assign learning based on each student’s individual needs.	IXL Flocabulary Lalilo Clever	K-5 Staff SDAS Administration
Read-a-Thon (February 2022)	Adults will plan and host a month-long reading competition, complimenting a Scholastic Book Fair.	Read-a-Thon reading minutes tracking sheets.  FastBridge assessment data (aReading, aMath, AutoReading, CBMR).  MCA Reading Assessment (Spring 2022).	K-5 Staff Volunteer Coordinator Administration

Priority Two: MATHEMATICS		Measure: MCA Proficiency (Index Rates)
<b>Column Header</b>		
<b>Results</b>	Index rate for students who had a score from the previous year, were enrolled on October 1 of the next year, and tested the next spring.	
<b>Fall Cohort</b>	Index rate for students tested in the previous year and enrolled in the fall of the next year.	
<b>Basic Goal</b>	The lower of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 20 for Spring 2021 (normal minimum = 25).	
<b>Transformational (Trans.) Goal</b>	The higher of the district average change and the MDE index target (reduce non-proficiency by half in two years), with a minimum of 30.	

<b>Color Coding</b>	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal
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Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring.

Group	Spring 2018 Results	Spring 2019 Results	Fall 2020 Cohort (based on aMath)	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results (MCA)	Cohort (based on MCA)	2022 Basic Goal	2022 Trans. Goal
All Students	65.6	70.7	61.8	63.9	71.4	59.8	56.4	52.6	67.3
Grade 3	66.3	82.3	70.5	72.6	77.8	69.3	63.6	63.0	72.7
Grade 4	68.3	65.4	50.0	53.1	62.5	46.8	57.5	54.5	68.1
Grade 5	62.1	63.6	66.7	67.9	75.0	65.3	47.7	39.9	60.7
Amin/Haw									
Asian	65.8	60.7					40.0		
Black	41.5	48.3				40.0	27.6		
Hispanic	50.0	53.1				36.7	38.6		
White	86.2	86.1				70.3	71.4		
Multiracial	59.5	69.0				64.3	58.3		
EL	36.5	19.6				6.3	17.4		
Spec Ed	46.0	54.4				38.1	35.7		
F/R Lunch	52.9	53.6				50.0	39.3		
Female	63.7	71.9				61.6	57.4		
Male	67.5	69.3				57.4	55.2		
TAG						94.0	95.3		
DLA							47.8		



**Priority Two: MATHEMATICS**

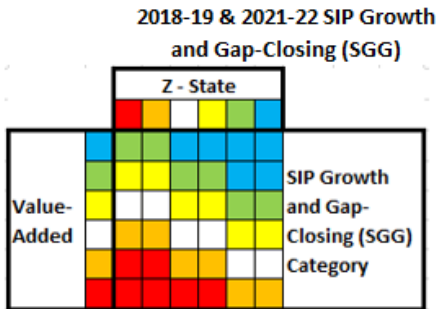
Measure: SIP Growth and Gap-Closing (SGG)

**Color Coding for MCA Value-Added and Z-State Results**

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2021 & 2022 Goals (for All Groups)	
Transformational	.30 on MCA Value-Added or Z-State
Basic	.15 on MCA Value-Added or Z-State



Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
<b>All Students</b>	<b>0.25</b>	<b>0.26</b>	<b>-0.10</b>	<b>-0.15</b>		<b>-0.39</b>
Grade 3			-0.25			-0.37
Grade 4	0.33	0.29	-0.24	-0.20		-0.63
Grade 5	0.17	0.22	0.24	-0.09		-0.11
Am Ind						
Asian		0.18	0.00	0.04		
Black	-0.11	0.21	-0.11	-0.40		0.05
Hispanic	-0.32	0.27	0.02	-0.26		-0.41
White	0.40	0.33	-0.17	-0.09		-0.53
Multiracial	0.13	0.10	-0.09	0.04		-0.14
EL	-0.53	0.27	-0.32	-0.55		-0.58
Spec Ed	-0.68	0.62	-0.01	-0.27		-0.25
F/R Lunch	-0.13	0.22	-0.23	-0.43		-0.16
Female	0.12	0.21	-0.03	-0.09		-0.44
Male	0.42	0.31	-0.18	-0.22		-0.33
TAG						-0.30
DLA						

<b>Priority Two: Mathematics</b>			
<b>Mathematics Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Bridges Math (core curriculum)	Attend ongoing professional development modules on Bridges implementation.	FastBridge Assessment (aMath).  MCA Math (Spring 2022).	Licensed Staff  Administration  SDAS  Equity Teacher / Specialist / Coordinator  Instructional Coach
Bridges Math Intervention: <ul style="list-style-type: none"> <li>Offered to general education students through pull-out math intervention &amp; Math Corps.</li> <li>Offered to special education students through pull-out support group work.</li> </ul>	Implement intervention curriculum with students demonstrating additional need for foundational skill development.	FastBridge Assessment (aMath).  Pre- and post-assessment data from core Bridges assessments.  Math MCA (Spring 2022).	Administration  Instructional Coach  SDAS  Academic Intervention Team (includes Math Corps tutor)  SPED Team
NUA Professional Development (Year 4)	6 hours of focused professional development delivered by NUA master teacher Louise Lindsay to all staff.  Professional Learning Teams (PLT's) will identify culturally-responsive instructional strategies for inclusion in lessons.	FastBridge assessments (aMath).  Select staff Professional Growth Plan (PGP) data.  PLT portfolios (see 'Resources' tab).	Licensed Staff  Equity Teacher & Specialist & Coordinator  Administration  Instructional Coach

School: Oak View

Date: 2021-2022

	CLEAR model will be deliberately planned into lessons.		System Staff Development Specialist (SDAS)
CLEAR Lessons & Interventions	The Teacher Development & Evaluation (TD&E) portfolio has been amended for this year to include how lessons will be CLEAR.	Coaching sessions. Equity Team seminar days. Observation data from high cycle and probationary staff members. CLEAR walkthrough data.	Equity Team / BLT K-5 Staff Administration Equity Teacher / Specialist / Coordinator
Math Walkthroughs	Two times per year, administration and supporting staff will walk through math blocks at all grade levels. One will be Number Corner and one will be Problems & Investigations.	Rubric data (district-provided rubric for fidelity check of Bridges Math).	Administration Instructional Coach SDAS K-5 Staff
Personalized Digital Curriculum Supplements	Teachers will program diagnostic tools to assess student learning, then assign learning based on each student’s individual needs.	IXL Clever	K-5 staff SDAS Administration
March Mathness (March 2022)	Plan weekly math activities during the month of March, where students compete against themselves (not others) in a tournament style format.	Seesaw Google Docs IXL Flocabulary	K-5 Staff Instructional Coach Academic Coach

**Priority Three: Student Behavior**

<b>Evidence of Need:</b>	<b>Data consistently shows repeat elopement behaviors from a small subset of students over an extended period of time. This group of students demonstrates the need for specific and targeted intervention to reduce recurrent behaviors. Elopement is a particularly dangerous behavior since the student may put themselves into a potentially harmful situation and be out of the reach of an adult to prevent harm. The time away from the classroom takes away from the time they are able to receive instruction essential to academic success.</b>
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School: Oak View

Date: 2021-2022

<b>Student Behavior</b> (Example: office referrals, suspensions, etc.)	<b>Baseline data by target group</b> (Example: ethnicity, socioeconomic, grade level, etc.)	<b>Goal</b>
Elopement	Across multiple grades, primarily African American	Reduce elopement incidents by 50% for 9 students displaying recurrent behaviors.
Disproportionality of referrals for elopement	Across multiple grades, primarily African American	Reduce elopement incidents by 50% for 8 students displaying recurrent behaviors.

<b>Student Behavior Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure student progress:</b> <i>What student data will be collected?</i>	<b>Person(s) Responsible:</b>
Provide staff resources to increase knowledge of interventions and strategies to address targeted behaviors	Create a menu of evidence-based interventions and strategies and necessary staff development to allow for implementation with fidelity	Response to intervention data. Baseline data prior to, during, and after intervention.	PST, school psychologist, counselor, administration
Provide preventative Focus Room breaks to teach/reteach skills	Ensure that the Focus Room is staffed by adults who will be able to de-escalate and help to provide instruction on the skills to re-enter the classroom safely	Response to intervention data. Baseline data prior to, during, and after intervention.	Support staff, social worker, counselor
Develop individualized intervention plans with alternative behaviors and communication tools for each student displaying elopement tendencies	Use a Functional Behavior Assessment including a Functional Assessment to properly identify antecedent behavior and establish protocols for appropriate responses to redirect elopement behavior to a more safe and appropriate response for each student	Response to intervention data. Baseline data prior to, during, and after intervention.	PST, psychologist, administration, mental health professional as needed
Explore culturally responsive practices to create inclusive	Use system equity tools including CLEAR model	Response to intervention data. Baseline data prior	BLT, FACE Team, Equity teacher, Equity specialist,

environments that feel safe and supportive	and access equity resources	to, during, and after intervention.	classroom teachers
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<b>Priority Four: Family Engagement</b>	
<b>Evidence of Need:</b>	In the spring of 2019, Osseo Area Schools’ School Board set a district wide expectation that all sites/departments would develop and implement a family engagement goal.
<b>Goal:</b>	<p>Through thoughtful planning and concerted action, in partnership with the District FACE and DOEE teams, Oak View Elementary will strive to:</p> <ol style="list-style-type: none"> <li>1. Grow the PTO network (board and volunteer support) to 40 caring family members, as measured by attendance at PTO meetings and OAK events.</li> <li>2. Increase capacity to engage in the life of the school for OAK families, particularly those families whose preferred home language is not English, as measured by a family engagement survey (May 2022).</li> </ol>

<b>Family Engagement Continuous Improvement Action Plan:</b> (add steps as needed by using tab key)			
<b>Strategies:</b> <i>What specific strategies will be implemented?</i>	<b>Adult actions:</b> <i>What adult actions will ensure the strategies are successful?</i>	<b>Measure progress:</b> <i>What data will be collected?</i>	<b>Person(s) Responsible:</b>
OAK Open House	<p>Provide families in-person access to OAK learning spaces and staff.</p> <p>Mr. Kuendig presents to families on engagement (Media Center).</p> <p>Vendors of family interest (cafeteria).</p> <p>Food Truck (Rusty Taco) next to playground.</p>	Family attendance (informal).	<p>Administration</p> <p>Licensed Staff</p> <p>OAK Parent Teacher Organization (PTO)</p>
Boosterthon Fun Run	8-day fundraising experience. Staff host a kickoff assembly (YouTube Live), then Booster Team builds videos for 7 lessons on character. Fun Run on	<p>Record of funds raised.</p> <p>Family attendance at Fun Run.</p>	<p>Administration</p> <p>Licensed Staff</p> <p>OAK PTO</p> <p>Booster Team</p>

School: Oak View

Date: 2021-2022

	the final day (outdoor race/walk).		
Volunteering at OAK	Guardian participation on field trips, in the lunchroom, in the volunteer coordinator space, and at community gatherings.	Monthly log of guardian volunteering (maintained by volunteer coordinator).	Volunteer Coordinator K-5 Staff Administration
Multilingual Communications	Administrative email and paper communications home will be translated into Spanish and Vietnamese.	Anecdotal feedback from families in attendance at OAK events.  Family survey - Spring 2022.  Talking Points.	Administration Main Office Staff Interpreters
Harvest Bingo	Staff will host an in-person bingo gathering coupled with a food drive and winter coat distribution.	Number of bingo boards sold.  Number of boxes of food donated to two local food shelves.  Number of coats given out to families in need.	Volunteer Coordinator Licensed Staff Administration OAK PTO
OAK Family Carnival (March 2022)	Staff host games and activities for families.	Record of participation at events.  Number of meals sold.	Volunteer Staff Administration OAK PTO
OAK Science Night (April 2022)	Host in-person science experiment evening, where every classroom space sponsors a different science experiment for students to complete and take home. Vendors will also be on site to sell food and offer products / services to families.	Family attendance at Science Night.  Amount of products / services sold.	Volunteer Staff Volunteer Coordinator Administration Licensed Staff OAK PTO
FACE Team Satellite Site	District FACE Team provided a learning space for: <ul style="list-style-type: none"> <li>• Hosting professional development for families.</li> </ul>	Family attendance at various gatherings.	FACE Team Administration Volunteer Staff

School: Oak View

Date: 2021-2022

	<ul style="list-style-type: none"> <li>Host family gatherings around learning (e.g. National African-American Parent Involvement Day).</li> </ul>		Volunteer Coordinator
Monthly PBIS Assemblies in YouTube Live	Stream live assemblies to classrooms and families outside of school.	Number of viewers per each assembly.	Administration K-5 Staff
Heritage Celebration Months	Honoring nationally-recognized heritage months throughout the school year through classroom learning experiences and OVTV news. <ul style="list-style-type: none"> <li>Learning from the voices of heritage learners and family members.</li> </ul>	Artifacts of student work.  Participation in OVTV trivia challenges.	All Staff  Volunteers & Volunteer Coordinator  Administration  Equity Teacher / Specialist / Coordinator

Site Improvement Team

Name	Position	Name	Position
1. Lance Fredrickson	Kindergarten Staff	12. Michelle Humphrey	District SPED Coordinator
2. Caley Paripovich	1st Grade Staff	13. Kiersten Nicholson	District ML Coordinator
3. Jodi Eungard	2nd Grade Staff	14. Parvaneh Trobec	ML SDAS
4. Megan Somercik	3rd Grade Staff	15. Sharla Foster	Equity Teacher
5. Kristi Eckdahl	4th Grade Staff	16. Katrina Perez	Equity Specialist
6. Nicole Hayford	5th Grade Staff	17. Sabrina Tapia Contreras	Equity Coordinator
7. Tori Helgeson	SPED Staff	18. Vanessa Gill	FACE Coordinator
8. Stacia Krell	ML Staff	19. Angie Passehl	AESP / VC
9. Monica Healy	Music Staff	20. Stephanie Webster	Assistant Principal
10. Linda Weber	SPED ESP	21. Bill Kuendig	Principal
11. Abbie Lecy	School Counselor	22. Steve Flisk	Asst. Superintendent

The Principal and Assistant Superintendent will sign the School Improvement Plan to indicate that the school performance goals and action plan have been shared, discussed, and agreed upon.

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Form A2 – School Improvement Plan

School: Oak View

Date: 2021-2022

Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_