

Form A2 – School Improvement Plan

Principal: William Kuendig

Assistant Superintendent: Flisk

School: Oak View Elementary

Date: 2020-21

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 at the start of school using the 2020-2021 cohorts. Students enrolled for the 2020-2021 school year make up each cohort.
- (2) Basic goals represent reasonable student progress or improvement based on trends. 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):

| | | | | | |
|---------------------------------|--------------------------------|------------------------|-----------------------|-------------------|---------------------------------|
| Far Below Basic Goal | Well Below Basic Goal | Below Basic Goal | Near Basic Goal | Met Basic Goal | Met Transformational Goal |
|---------------------------------|--------------------------------|------------------------|-----------------------|-------------------|---------------------------------|

- (4) New for 2020-21, data tables will 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.
- (5) For each student, their Fall 2020 cohort MCA index score is the first score available of the following: 2020 MCA, 2019 MCA, Fall 2019 MAP, Spring 2019 MAP, Winter 2020 FastBridge CBM (current 3rd grade only), and 2018 MCA.
- (6) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
- (7) Site team 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? What were things the data did not tell you?
 - b. What adult practices might be the cause of the data?
 - c. What are the root causes of the data concerns that will be addressed in action plans?
 - d. What research-based actions, strategies, and interventions will support students in meeting the goals?
 - e. What knowledge and skills (professional learning) will adults need to support students in meeting the goal(s)*?

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* Form A-2 School Improvement Plans have been modified to reflect the spring of 2020 COVID-19 pandemic and subsequent school closures. As a result, data from the spring of 2020 will not appear on this form. Additionally, goals from 2019-2020 will continue into the 2020-2021 school year.

| Priority One: READING | | Measure: Proficiency (% Low Risk on FastBridge) | | | | |
|--------------------------------------|--|---|----------------------|---------------------|----------------|---------------------------|
| Column Header | Definition | | | | | |
| 2018 and 2019 Results | Percent of students at risk or some risk in the fall who became low risk in spring. See Progress to Fluency Reports for more info. | | | | | |
| 2020 Results | Percent of students at risk or some risk in the fall who became low risk in winter. | | | | | |
| Basic Goal | District-wide goals for 2020-21: KG = 23%; Gr 1 = 38%; Gr 2 = 9%. | | | | | |
| Transformational Goal (Trans) | District-wide goals for 2018-21: KG = 68%; Gr 1 = 67%; Gr 2 = 50%. | | | | | |
| Color Coding | 30% + from Basic Goal | 15 - 29% from Basic Goal | 5 - 14% < Basic Goal | <5% from Basic Goal | Basic Goal Met | Transformational Goal Met |

| | 2017-18 | 2018-19 | 2019-2020 | 2019-20 & 2020-21 Goals | |
|-------|--------------|--------------|--------------|-------------------------|----------------|
| Group | 2018 Results | 2019 Results | 2020 Results | 2020-21 Basic | 2020-21 Trans. |
| KG | 39% | 21% | 13% | 23% | 68% |
| Grd 1 | 31% | 33% | 44% | 38% | 67% |
| Grd 2 | 24% | 9% | 8% | 9% | 50% |

| Priority One: READING | | Measure: MCA Proficiency (Index Rates) | | | | |
|---------------------------------------|--|--|------------------------------------|------------------------------------|----------------|---------------------------|
| Column Header | | | | | | |
| Results | Index rate for students with scores from last spring, enrolled on October 1 and tested in the spring. | | | | | |
| Fall Cohort | Index rate for students tested in the previous spring and enrolled the following fall. | | | | | |
| Basic Goal | 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). | | | | | |
| Transformational Goal (Trans.) | 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. | | | | | |
| Color Coding | 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 |

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.

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| Group | Spring 2018 Results | Spring 2019 Results | Fall 2020 Cohort | 2019-20 & 2020-21 Basic Goal | 2019-20 & 2020-21 Trans. Goal |
|---------------------|---------------------|---------------------|------------------|------------------------------|-------------------------------|
| All Students | 61.4 | 65.4 | 50.8 | 52.0 | 63.1 |
| Grade 3 | 53.0 | 68.8 | 37.1 | 33.1 | 52.8 |
| Grade 4 | 62.9 | 54.4 | 50.8 | 51.4 | 63.1 |
| Grade 5 | 71.0 | 75.5 | 64.2 | 71.1 | 73.1 |
| Amln/Haw | | | | | |
| Asian | 60.5 | 71.4 | 50.0 | | |
| Black | 44.7 | 53.4 | 38.2 | | |
| Hispanic | 39.7 | 43.3 | 35.2 | | |
| White | 79.9 | 76.1 | 59.6 | | |
| Multiracial | 57.5 | 64.3 | 50.0 | | |
| EL | 23.0 | 18.2 | 6.0 | | |
| Spec Ed | 38.5 | 39.1 | 28.6 | | |
| F/R Lunch | 46.2 | 50.5 | 37.8 | | |
| Female | 66.2 | 67.8 | 60.2 | | |
| Male | 56.7 | 62.3 | 38.0 | | |
| TAG | | | 92.3 | | |
| DLA | | | 46.3 | | |

Priority One: READING

Measure: SIP Growth and Gap-Closing (SGG)

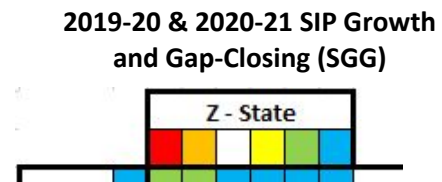
2019 Color Coding for MCA Value-Added and Z-State Results

| | | | | | |
|----------------|----------------|----------------|----------------|----------------|--------------|
| -0.30 or below | -0.15 to -0.29 | -0.14 to -0.01 | +0.01 to +0.14 | +0.15 to +0.29 | +0.30 and up |
|----------------|----------------|----------------|----------------|----------------|--------------|

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.

(For 2020 school improvement planning purposes, 2019 data is being used.)

| 2021 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 | | |
|---------------------|--------------|-------------|--------------|--------------|-----|
| | 2017 | 2018 | Val-Add | Z - State | SGG |
| All Students | 0.16 | 0.25 | 0.10 | 0.00 | |
| Grade 3 | | | 0.24 | | |
| Grade 4 | 0.10 | 0.23 | -0.07 | -0.01 | |
| Grade 5 | 0.21 | 0.27 | 0.16 | 0.01 | |
| Am Ind | | | | | |
| Asian | | -0.21 | 0.39 | 0.46 | |
| Black | -0.02 | 0.37 | -0.01 | -0.19 | |
| Hispanic | 0.10 | 0.39 | 0.16 | -0.13 | |
| White | 0.16 | 0.24 | 0.06 | 0.00 | |
| Multiracial | 0.10 | 0.24 | 0.16 | 0.17 | |
| EL | | 0.25 | -0.24 | -0.30 | |
| Spec Ed | -0.81 | 0.33 | 0.15 | -0.28 | |
| F/R Lunch | 0.00 | 0.26 | 0.08 | -0.11 | |
| Female | 0.20 | 0.31 | 0.15 | 0.02 | |
| Male | 0.11 | 0.17 | 0.04 | -0.03 | |
| TAG | | | | | |

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|-----|--|--|--|--|--|
| DLA | | | | | |
|-----|--|--|--|--|--|

Priority One: Reading

Reading Continuous Improvement Action Plan: (add steps as needed by using tab key)

| Strategies: <i>What specific strategies will be implemented?</i> | Adult actions: <i>What adult actions will ensure the strategies are successful?</i> | Measure student progress: <i>What student data will be collected?</i> | Person(s) Responsible: |
|--|--|--|---|
| Reading Intervention and Support (outside of classroom): <ul style="list-style-type: none"> • 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. | Analyze data (aReading/aMath, DIBELS, 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 K-5 Staff Equity Teacher |
| Flexible Tier I groupings that meet the specific reading needs of students (inside classroom or virtually). | Progress Monitoring Reorganizing groups based on data | FastBridge assessment data Benchmark ORR checks MAZE assessments | K-5 staff Academic Coach Administration |
| NUA Cohorts (Year 3): <ul style="list-style-type: none"> • Year 2 = 10 staff | Monthly cohort meetings & summer cohort experience Professional Learning Teams (PLT's) will identify culturally responsive instructional strategies for inclusion in lessons. | Lesson plans Artifacts each month shared with the cohort group (shared Google Drive) Select staff Professional Growth Plans (PGP's) | Licensed staff Equity Teacher Administration Instructional Coach System Staff Development Specialist (SDAS) |

| | | | |
|---|---|---|---|
| | <p>CLEAR model will be deliberately planned into lessons.</p> <p>Asynchronous learning modules created for all staff (licensed and non-licensed) on topics related to Hybrid & FDL modes.</p> | PLT Portfolios (see 'Resources' tab) | |
| CLEAR Lessons & Interventions | The TD&E Portfolio has been amended for this year to include how lessons will be CLEAR. | Administrative observations of licensed staff. | Equity Team District level staff Administration |
| <p>English Language in the Mainstream (ELM):</p> <ul style="list-style-type: none"> ● Collaboration & PD ● Cohort Coaching: <ul style="list-style-type: none"> ○ 15 in year 2 ○ 14 in year 1 <p><i>This is currently on pause while the EL staff are on leave (or in DLA).</i></p> | <p>Through collaboration, PD, and coaching, staff will:</p> <ul style="list-style-type: none"> ● Include language objectives with content objectives ● Utilize ELlevation to access language proficiency levels ● Incorporate ELlevation instructional strategies in classroom lessons | <p>Coaching sessions</p> <p>Pre- and post-observation of each participating staff member</p> | <p>EL Staff</p> <p>K-5 Staff</p> <p>Administration</p> <p>District EL Team</p> |
| PLT meetings | Implementation building wide, every two weeks with every grade level team and EL. | <p>Student Engagement survey</p> <p>Instructional strategies shared each month</p> <p>Student reading level data reviewed and action plans formed</p> | <p>Administration</p> <p>SDAS</p> <p>Instructional Coach</p> <p>Academic Coach</p> <p>Equity Teacher</p> <p>K-5 Staff</p> |
| Reading Walkthroughs | Two times per year, administration and supporting staff will walk through reading blocks at all grade levels. One will be guided reading and one will be independent time | District provided rubric | <p>Administration</p> <p>Academic Coach</p> <p>SDAS</p> <p>Instructional coach</p> <p>K-5 Staff</p> |
| Monthly Reading Challenges | Promote, monitor, and record results of monthly reading challenges for participating students. | <p>Student data tracking sheets</p> <p>MAP</p> | <p>Administration</p> <p>OVTV Staff</p> <p>K-5 Staff</p> |

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|---|--|---|--|
| | Reward monthly winners of reading challenges | MCAIII | |
| Special Education Reading Training | Attend Wilson Reading training Implement Wilson | Reading Increase in proficiency on MAP and MCA for students receiving special education services for reading. | Michelle Humphrey Michelle Krelic Ashley Steinbring / Tori Helgeson |
| TAG teacher will begin reading instruction with 5th grade students to assist with reaching student who begin the year at higher levels according to MAP and MCA scores. | 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. | MAP MCAIII TAG student data sheets | TAG Staff (Deb Packer) 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 Clever | K-5 staff SDAS Administration |
| Read-a-Thon (February 2021) | Adults will plan and run a month-long reading competition, complimenting a Scholastic Book Fair. | Seesaw Google Docs | K-5 staff Volunteer Coordinator Administration |

| Priority Two: MATHEMATICS | | <i>Measure: MCA Proficiency (Index Rates)</i> |
|---------------------------------------|--|---|
| Column Header | | |
| Results | 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. | |
| Fall Cohort | Index rate for students tested in the previous year and enrolled in the fall of the next year. For grade 3, if students were not MAP tested in Fall 2019, the grade 3 cohort index rate from fall 2019 was used, multiplied by .9 to adjust for estimated COVID slide. | |
| Basic Goal | 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 (normal minimum = 25). | |
| Transformational (Trans.) Goal | 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. | |

| Color Coding | 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 |
|---|------------------------------------|------------------------------------|---|---|-----------------------|----------------------------------|
| 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. | | | | | | |

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| Group | Spring 2018 Results | Spring 2019 Results | Fall 2020 Cohort | 2019-20 & 2020-21 | |
|---------------------|---------------------|---------------------|------------------|-------------------|-------------|
| | | | | Basic Goal | Trans. Goal |
| All Students | 65.6 | 70.7 | 73.4 | 63.5 | 80.1 |
| Grade 3 | 66.3 | 82.3 | 77.4 | 73.4 | 83.1 |
| Grade 4 | 68.3 | 65.4 | 66.7 | 57.1 | 75.0 |
| Grade 5 | 62.1 | 63.6 | 76.1 | 60.1 | 82.1 |
| Amln/Haw | | | | | |
| Asian | 65.8 | 60.7 | 78.1 | | |
| Black | 41.5 | 48.3 | 57.6 | | |
| Hispanic | 50.0 | 53.1 | 59.6 | | |
| White | 86.2 | 86.1 | 83.5 | | |
| Multiracial | 59.5 | 69.0 | 63.6 | | |
| EL | 36.5 | 19.6 | 41.3 | | |
| Spec Ed | 46.0 | 54.4 | 55.2 | | |
| F/R Lunch | 52.9 | 53.6 | 58.7 | | |
| TAG | | | 97.1 | | |
| Female | 63.7 | 71.9 | 76.4 | | |
| Male | 67.5 | 69.3 | 69.5 | | |
| DLA | | | 65.7 | | |

Priority Two: MATHEMATICS

Measure: SIP Growth and Gap-Closing (SGG)

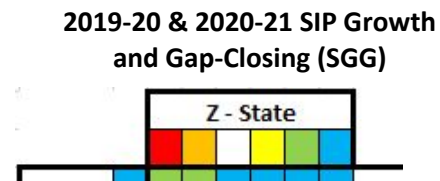
2019 Color Coding for MCA Value-Added and Z-State Results

| | | | | | |
|----------------|--------------|--------------|--------------|--------------|-------------|
| -0.30 or below | -.15 to -.29 | -.14 to -.01 | +.01 to +.14 | +.15 to +.29 | +.30 and up |
|----------------|--------------|--------------|--------------|--------------|-------------|

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.

(For 2020 school improvement planning purposes, 2019 data is being used.)

| 2021 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 | | |
|---------------------|----------|------|--------------|-----------|-----|
| | 2017 | 2018 | Val-Add | Z - State | SGG |
| All Students | 0.25 | 0.26 | -0.10 | -0.15 | |
| Grade 3 | | | -0.25 | | |
| Grade 4 | 0.33 | 0.29 | -0.24 | -0.20 | |
| Grade 5 | 0.17 | 0.22 | 0.24 | -0.09 | |
| Am Ind | | | | | |
| Asian | | 0.18 | 0.00 | 0.04 | |
| Black | -0.11 | 0.21 | -0.11 | -0.40 | |
| Hispanic | -0.32 | 0.27 | 0.02 | -0.26 | |
| White | 0.40 | 0.33 | -0.17 | -0.09 | |
| Multiracial | 0.13 | 0.10 | -0.09 | 0.04 | |
| EL | -0.53 | 0.27 | -0.32 | -0.55 | |
| Spec Ed | -0.68 | 0.62 | -0.01 | -0.27 | |
| F/R Lunch | -0.13 | 0.22 | -0.23 | -0.43 | |

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|--------|------|------|-------|-------|--|
| Female | 0.12 | 0.21 | -0.03 | -0.09 | |
| Male | 0.42 | 0.31 | -0.18 | -0.22 | |
| TAG | | | | | |
| DLA | | | | | |

| Priority Two: Mathematics | | | |
|--|--|---|---|
| Mathematics Continuous Improvement Action Plan: (add steps as needed by using tab key) | | | |
| Strategies <i>What specific strategies will be implemented?</i> | Adult actions: <i>What adult actions will ensure the strategies are successful?</i> | Measure student progress: <i>What student data will be collected?</i> | Person(s) Responsible: |
| Bridges Math Implementation (Year 3) | Attend training of Bridges Mathematics (new staff) SDAS Monthly Meetings (SDAS-led) Successfully incorporate Bridges digital tools into Seesaw for use during Hybrid & FDL. | MAP MCA Bridges Assessments Online Bridges Site | Classroom teachers Administration SDAS Equity teacher Instructional Coach SPED/EL teachers |
| NUA Cohort (Year 3): <ul style="list-style-type: none"> Year 2 = 10 staff | Monthly cohort meetings & summer cohort experience Professional Learning Teams (PLT's) will identify culturally responsive instructional strategies for inclusion in lessons. CLEAR model will be deliberately planned into lessons. Asynchronous learning modules created for all staff (licensed and non-licensed) on topics related to Hybrid & FDL modes. | Lesson plans Artifacts each month shared with the cohort group (shared Google Drive) Select staff Professional Growth Plans (PGP's) PLT Portfolios (see 'Resources' tab) | Licensed staff Equity Teacher Administration Instructional Coach System Staff Development Specialist (SDAS) |
| CLEAR Lessons & Interventions | The TD&E Portfolio has been amended for this year to include how lessons will be CLEAR. | Administrative observations of licensed staff. | Equity Team District level staff Administration |
| System Staff Development <ul style="list-style-type: none"> Mathematical mindsets math talks Number Corner | Engage in monthly professional development opportunities | Student use of strategies Informal classroom walk-throughs PLT discussions | Administration SDAS Instructional Coach K-5 Staff |

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| <p>Bridges Math Intervention</p> | <p>SPED PLT focused on instruction and including culturally responsive instructional strategies</p> <p>SPED and EL teams will engage in grade level PLT's to engage in conversations and build instructional practices</p> | <p>Informal and formal assessments in classrooms</p> <p>Intervention assessment data (captured by interventionists and shared with classroom teachers)</p> | <p>Administration</p> <p>Coaches</p> <p>K-5 teachers</p> <p>SPED and EL</p> <p>Equity teacher</p> <p>Math Corps tutor</p> |
| <p>Math Walkthroughs</p> | <p>Score walkthroughs on a district-generated rubric</p> <p>Aggregate data - coordinate with SDAS for PD</p> | <p>District created rubric:</p> <ul style="list-style-type: none"> ● Number Corners ● Work Stations | <p>Administration</p> <p>Academic Coach</p> <p>SDAS</p> <p>ATPPS coach</p> <p>Classroom Teachers</p> |
| <p>Personalized Digital Curriculum Supplements</p> | <p>Teachers will program diagnostic tools to assess student learning, then assign learning based on each student's individual needs.</p> | <p>IXL</p> <p>Flocabulary</p> <p>Clever</p> | <p>K-5 staff</p> <p>SDAS</p> <p>Administration</p> |
| <p>March Mathness</p> | <p>Plan weekly math activities during the month of March, where students compete against themselves (not others) in a tournament style format.</p> | <p>Seesaw</p> <p>Google Docs</p> <p>IXL</p> <p>Flocabulary</p> | <p>K-5 Staff</p> <p>Instructional Coach</p> <p>Academic Coach</p> |

| Priority Three: Student Behavior | |
|---|---|
| Evidence of Need: | <p>Our black and brown students are overrepresented in lower attendance and engagement data on distance learning days.</p> <p>There are incidents of students using technology in inappropriate ways:</p> <ul style="list-style-type: none"> ● Entering and utilizing Google Meet codes from the previous school year without adult supervision. ● Transmitting unauthorized material through school email. |

| Student Behavior (Example: office referrals, suspensions, etc.) | Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.) | Goal |
|---|--|--|
| Student absence data disaggregated by race shows that our Black and Brown students are disproportionately absent on distance learning days relative to their peers. | Due to the nature of our school year, previous year baseline data could not be collected for an adequate comparison. | OAK will work to reduce the disproportionality in absence rates between Black/Brown students and their peers by 20% each trimester. |
| Student engagement data disaggregated by race shows that our Black and Brown students are disproportionately less engaged on distance learning days relative to their peers. This takes the forms of participation in GoogleMeets, as well as submissions of student work through | Due to the nature of our school year, previous year baseline data could not be collected for an adequate comparison. | OAK will work to reduce the disproportionality in engagement rates between Black/Brown students and their peers by 25% each trimester. |

| | | |
|---|--|---|
| Seesaw or other electronic portals. | | |
| Teacher reports of student inappropriate technology use has presented itself as the predominant behavior concern this school year. Inappropriate use equates to using school-issued technology to engage in non-academic tasks. | Due to the nature of our school year, previous year baseline data could not be collected for an adequate comparison. | OAK administration will partner with staff to reduce referrals of inappropriate technology use by 10% each trimester. |

| Student Behavior Continuous Improvement Action Plan: (add steps as needed by using tab key) | | | |
|---|---|--|--|
| Strategies: <i>What specific strategies will be implemented?</i> | Adult actions: <i>What adult actions will ensure the strategies are successful?</i> | Measure student progress: <i>What student data will be collected?</i> | Person(s) Responsible: |
| Sustained PBIS | TFI evaluation 2x per year. | Building Leadership Team: will meet regularly, conduct self-assessments, and monitor sustainability | Administration School Counselor Building Leadership Team |
| PST: Through a MTSS model, formal interventions will be put in place for students needing increased behavior support. Tier 2 and Tier 3 interventions will be used. | Administrative review of SWIS data and behavior calls weekly to identify students that may require increased support and intervention. SWIS data shared with staff through grade level PLT's in rotating cycles. | Formal interventions will be tracked by classroom teachers, support staff, administration, and PST team. PST meets weekly to implement and monitor interventions. | Administration PST School Social Worker School Psychologist School Counselor |
| Restorative Practices | Continued Professional Development Administration and school counselor to attend Restorative Practice training. Increased use of community building circles, restorative chats | Administrative examination of SWIS data, PLT referrals, and support calls weekly. PLT/BLT check-ins for classroom practices. Documentation of staff participation in professional development opportunities. | Administration PLT BLT |

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| | and conferences with staff and students. | | |
| Access to Mental Health Supports | <p>Full time Counselor push in model for classroom instruction and pull out individual/small group intervention.</p> <p>Partnership with Lee Carlson on-site therapy services for students and families.</p> <p>Telehealth offered when in Hybrid & FDL.</p> | <p>Administrative examination of ODR's, SWIS data, PLT referrals, and support calls weekly.</p> <p>Lee Carlson representation on PST team. Consultation with classroom teachers, counselor, and administration.</p> | Lee Carlson Mental Health Center |
| Classroom Behavior Management Plans | All classroom teachers (including PE/Music, SPED and EL) write a management plan and revisit throughout the year | SWIS and Office Discipline Referrals (ODR's) | Administration K-5 Staff |
| NUA Cohort Year Three | Cohort teachers will participate in professional development and implementation of strategies in the classroom. | Evidence of increased engagement and decrease in undesirable behaviors. | K-5 Staff NUA Coach |
| ELM | Cohort teachers will participate in professional development and implementation of strategies in the classroom. | Evidence of increased engagement and decrease in undesirable behaviors. | K-5 Staff |
| IM4 | Staff will access Tier II and III interventions based on baseline data collected during September and October of 2020. | Staff progress monitoring of student interventions. | Administration K-5 Staff Counselor |
| Focused Mentoring | Identified students demonstrating repeat behaviors will receive focused mentoring with select staff. | Decrease in undesirable behaviors as measured monthly in building reports. | Identified staff mentors, including but not limited to, administration, engineers,cooks, office staff, counselor, ESPs, and teachers. |

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| Equity | Staff will have completed EFT 1.0 and 1.5. Staff will participate in ongoing professional development to identify and respond to the impact of race and culture. | Increase in classroom and school community engagement. | All staff |
|--------|--|--|-----------|

| Priority Four: Family Engagement | |
|---|--|
| Evidence of Need: | 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. |
| Goal: | In SY 2020-21, we will increase family engagement at hosted virtual engagement events (other than virtual conferences) by 5% each event. |

| Family Engagement Continuous Improvement Action Plan: (add steps as needed by using tab key) | | | |
|---|--|---|--|
| Strategies: <i>What specific strategies will be implemented?</i> | Adult actions: <i>What adult actions will ensure the strategies are successful?</i> | Measure progress: <i>What data will be collected?</i> | Person(s) Responsible: |
| Open House at Oak View | Staff in classrooms visiting with families as they come through the building. <i>In lieu of COVID, we hosted a reverse parade and a series of online conferences through Google Meet.</i> | Staff keep attendance records of family visits. | Administration K-5 Staff PTO |
| Boosterthon DanceFit! | 8-day fundraising experience. Staff host a kickoff assembly (virtual), then Booster Team builds videos for 7 lessons on | Record of funds raised. Attendance at DanceFit. | Administration K-5 Staff PTO Booster Team |

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| | <p>character. DanceFit footage was shared in our monthly PBIS assembly video.</p> <p><i>Mr. Kuendig to live-stream sleeping in the courtyard on YouTube.</i></p> | | |
| Be a Piece of Oak View - community/family engagement event. | This all-virtual event hosted by Mr. Kuendig and his children featured Kahoot games, table games, reflection activities, and much more. | Attendance taken from videos watched. | Administration PTO |
| Carnival <i>This is a tentatively-planned event.</i> | Staff host games and activities for families. | Record of participation at events. Number of meals sold. | Volunteer Staff Administration PTO |
| Volunteering at Oak View <i>This is a tentatively-planned area.</i> | Guardian participation on field trips, in the lunchroom, and at community gatherings. | Monthly log of parent volunteering. | Volunteer Coordinator K-5 Staff Administration |
| Holiday Bingo | Mr. Kuendig will host an online bingo night for staff in December. | Number of bingo boards purchased (through a website). | Volunteer Coordinator K-5 Staff Administration PTO |
| 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 2020. Talking Points. | Administration Main Office Staff Interpreters |

Site Improvement Team

| Name | Position | Name | Position |
|-------------------|---------------------|-------------------|--------------|
| William Kuendig | Principal | Lance Fredrickson | Kindergarten |
| Stephanie Webster | Assistant Principal | Caley Paripovich | 1st Grade |
| Dave Warner | Counselor | Jodi Eungard | 2nd Grade |
| Ann Evenson | Academic Coach | Megan Somercik | 3rd Grade |
| Shana Kwatampora | Equity Teacher | Kristi Eckdahl | 4th Grade |
| Rolanda Deschild | Equity Specialist | Anne Kolden | 5th Grade |
| Michelle Kennedy | ATPPS Coach | Carly Lange | EL |

Form A2 – School Improvement Plan

School: Oak View Elementary

Date: 2020-2021

| | | | |
|-----------|------|-------------------|------|
| Amy Loken | SDAS | Ashley Steinbring | SPED |
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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: _____

Assistant Superintendent: _____ Date: _____