

Form A2 – School Improvement Plan

Principal: Kristen Hauge

Assistant Superintendent: Michael Lehan

School: Osseo Area Learning Center

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):

Far Below Basic Goal	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?

OALC Grads & Drops as of Fall 2021

Includes only students enrolled at OALC for at least 42 calendar days

Grad & Dropout Rate	10% + from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal
Color Coding						

High School Graduation Rate (Six-Year Rate)

	2017 Results	2018 Results	2019 Results	2020 Basic Goal	2020 Trans. Goal	2020 Results	2021 Basic Goal	2021 Trans. Goal
All Students	57%	51%	49%	55%	62%	44%	51%	58%
Am Ind								
Asian								
Black	63%	50%	58%	63%	69%	48%	55%	61%
Hispanic	45%	36%	65%	69%	74%	31%	40%	48%
White		77%	29%	38%	47%	50%	56%	63%
Multiracial*		30%						
EL	53%		57%	62%	68%	36%	44%	52%
Spec Ed								
F/R Lunch	54%	48%	49%	55%	62%	38%	46%	54%
Homeless*	54%	39%	40%	48%	55%	36%	44%	52%
Female	76%	59%	49%	55%	62%	63%	68%	72%
Male	42%	40%	49%	55%	62%	30%	39%	48%

* Reporting for these groups began in the 2018-19 SIP.

High School Dropout Rate (Six-Year Rate)

	2017 Results	2018 Results	2019 Results	2020 Basic Goal	2020 Trans. Goal	2020 Results	2020 Basic Goal	2020 Trans. Goal
All Students	34%	32%	36%	32%	27%	52%	46%	39%
Am Ind								
Asian								
Black	33%	33%	31%	27%	23%	45%	39%	34%
Hispanic	36%	36%	25%	22%	19%	69%	60%	52%
White			50%	44%	38%	50%	44%	38%
Multiracial*		50%						
EL	29%		29%	25%	22%	64%	56%	48%
Spec Ed								
F/R Lunch	35%	35%	35%	31%	26%	57%	50%	43%
Homeless*	38%	39%	40%	35%	30%	55%	48%	41%
Female	24%	26%	31%	27%	23%	33%	29%	25%
Male	42%	40%	40%	35%	30%	65%	57%	49%

* Reporting for these groups began in the 2018-19 SIP.

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Priority One: READING		Measure: MCA Proficiency (Index Rates)				
Column Header						
Results	10th grade index rate for students with 8th grade scores, enrolled on October 1 and tested in the spring.					
Fall Cohort	Index rate for students tested in 8th grade (for Fall 2020) or 7th grade (for Fall 2021) and enrolled in the fall of 10th grade.					
Basic Goal	Adding the fall cohort rate and the district average index rate change. This goal has a minimum of 25.					
Transformational (Trans.) Goal	The MDE index target (reduce non-proficiency by half in two years).					
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.						

Group	Spring 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2021 Basic Goal	2021 Trans. Goal	Spring 2021 Results	Fall 2021 Cohort	2022 Basic Goal	2022 Trans. Goal
Grade 10	*-Less than five students - too few to report.								
Amln/Haw									
Asian									
Black									
Hispanic									
White									
Multiracial									
EL									
Spec Ed									
F/R Lunch									
Female									
Male									
TAG									
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:
Continued practice of using Foundational Skills units as first ELA assignments for all scholars new to OALC	-ELA teachers will start all scholars with the foundational skills units -Teachers will assign additional skills units based off of scholar needs as shown by initial foundational units	English credit earned by scholars	ELA staff
ADSIS reading support and interventions for identified scholars	-Review of MTSS model to all staff during workshop week -MAP testing upon entry to OALC (in Skills for Success class), scores shared with ADSIS teacher to identify scholars for additional support	English credit earned by all scholars receiving targeted reading support, MAP scores	Tier 2 intervention team, ADSIS teacher
Continue to articulate high expectations for learning through alignment of all courses into 0.25 credit learning units with clearly defined outcomes and standards	-Learning targets articulated on course syllabi -Learning targets communicated by staff (verbal or written) for each lesson -Standards listed on course syllabi	Credit earned in all classes	All licensed staff
Increase responsiveness and focus on personalized instruction by continued reflection and adaptation of curriculum to make it relevant and meet <i>path</i> needs of scholars (including CLEAR framework/Culturally Responsive Pedagogy and alternative assessments)	-CLEAR Lesson planning reflection in Teacher Development/Evaluation (TDE) process -Staff Development and Assessment Specialist (SDAS) monthly professional development -CLEAR lesson plan sharing and feedback in staff meetings once per trimester -Alternative assessments for 0.25 credit learning units	Scholar perceived relevance of curriculum as measured by the Student Engagement Inventory	All licensed staff

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Continue to increase responsiveness and focus on personalized instruction by meeting <i>pace</i> and <i>place</i> needs of scholars through continued improvements of the self-paced online curriculum option in all subject areas	<ul style="list-style-type: none"> -3 teachers in each of core subject areas -Master schedule allowing lab option in each core subject area each hour -Encourage staff to choose pathway in SDAS monthly professional development that will stretch and support their growth in this area 	Credit earned in all classes	All licensed staff
Professional Learning Team's (PLT's) focus on Scholar Engagement to increase success in school and life	<ul style="list-style-type: none"> -Team leads are assigned to each PLT and act as the facilitator in PLT meetings -Agendas for each monthly team leads meeting include PLT progress towards Student Learning Goal -Team leads creating monthly task lists for Professional Learning Teams (PLT's) and advisory meetings -PLT/data cycle process carried out each trimester using the Student Engagement Inventory (SEI) -Direct teaching of needed skills in advisory time and targeted intervention with identified individuals 	-Student Engagement Inventory (SEI) data	All licensed staff
Continue to build consciousness and commitment in all staff to identify and respond to the impact of race and culture in the classroom by elevating and aligning the work of the Equity team.	<ul style="list-style-type: none"> -Equity team meetings held monthly, allow all staff an opportunity to participate (no conflicting meetings) -Equity team will increase their own racial consciousness while reflecting on their commitment and conviction -Equity team will help lead building Professional Development days -Equity team members will participate in District Equity Cohorts -Principal and Equity Coordinator meet bi-weekly to check in and discuss 	<ul style="list-style-type: none"> -Scholar achievement data by race including credits earned and pre/post assessments of SEI from Professional Learning Teams -Student Survey data 	All licensed staff

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	progress towards Climate, Continuous Improvement, and Leadership & Governance		
Staff culture of being lifelong learners and growth mindset so practice improves and equitable scholar achievement occurs, including application of trauma informed practices in the classroom.	<ul style="list-style-type: none"> -3 teachers in each of core subject areas -Master schedule created to encourage co-teaching (with EL, Special Education) -Continued reflection in professional development on OALC's MTSS and processes -Trauma informed training through Catalyst (3 half-days) for all licensed staff -Team leads responsible for implementation of Site Improvement Plan (SIP) and the PLT process -Equity team taking leadership roles for building wide Professional Development -Alternative Teacher Professional Pay System (ATPPS) and Teacher Development and Evaluation processes implemented with fidelity 	<ul style="list-style-type: none"> -Scholar achievement data including credits earned, progress on common assessments and in alternative programming options -Scholar suspension and referral data 	All licensed staff

Credit Recovery Index

Due to the change in OALC credit record-keeping, a new method was developed to describe credit recovery, and it has been applied to the past three years and reported below. The Credit Recovery Index is the number of OALC credits earned, divided by credits needed minus credits earned elsewhere. This calculation allows reporting of student groups but not departments.

<i>Credit Recovery Rate Index Color Coding</i>	.10+ from Basic	.05 - .09 from Basic	.01 - .04 from Basic	<.01 from Basic	Met Basic Goal	Met Transformational Goal
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OALC Credit Recovery Index					
	2018-19 Results	2019-20 Results	2020-21 Results	2021-22 Basic Goal	2021-22 Trans. Goal
All Students	0.327	0.313	0.254	0.335	0.373
Grade 09					
Grade 10	0.312	0.194	0.142	0.335	0.373
Grade 11	0.383	0.267	0.113	0.335	0.373
Grade 12	0.385	0.358	0.295	0.335	0.373
Am Ind	0.445	0.306		0.335	0.373
Asian	0.421	0.309		0.335	0.373
Black	0.353	0.337	0.242	0.335	0.373
Hispanic	0.404	0.206	0.242	0.335	0.373
White	0.398	0.391	0.230	0.335	0.373
Multiracial	0.315	0.245	0.366	0.335	0.373
EL	0.413	0.194		0.335	0.373
Spec Ed	0.372	0.399	0.547	0.335	0.373
F/R Lunch	0.380	0.324	0.225	0.335	0.373
Homeless	0.298	0.292	0.216	0.335	0.373
Female	0.431	0.350	0.219	0.335	0.373
Male	0.331	0.300	0.303	0.335	0.373
DLA					
TAG					
Title 1					

Priority Two: Credit Recovery**Credit Recovery 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:
Continue to implement the Check and Connect Program with fidelity for identified scholars receiving special education services. All other scholars will be given the Student Engagement Inventory 4 times per year.	<ul style="list-style-type: none"> -6 trained mentors and one train-the-trainer mentor -Assistant Principal (AP) assigned to support completes Check & Connect training -Mentors meet with their mentees weekly -Monthly check-in meetings as OALC Check and Connect Team including district and AP support -Student Engagement Inventory (SEI) given 4 times per year. Data from this tool will be used as part of the PLT process to increase engagement in selected areas. 	<ul style="list-style-type: none"> -Scholar achievement data for mentees including check and connect weekly tracking reports -SEI data for all scholars 	OALC mentors and Elizabeth Xiong, all licensed staff
Continue to implement the complete Multi-Tiered System of supports at OALC while increasing focus and supports in levels 2 and 3 (especially Social/Emotional supports).	<ul style="list-style-type: none"> -DEN Expectations, MTSS programming and Tier 1 support systems reviewed with all staff during workshop week. -Continue having one PLT dedicated to Student Services so they can focus on Tier 2 interventions for identified scholars -Trauma informed training through Catalyst (3 half-days) for all licensed staff -Continued professional development surrounding MTSS and processes as needed (individual, group, or due to situation) 	<ul style="list-style-type: none"> -Credit earned by all scholars receiving targeted Tier 2 supports -Tier 1 data that includes effectiveness of interventions 	All staff

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	<ul style="list-style-type: none"> -Continued use of Student of Concern Form and tracking/sharing of data discussed at team leader meetings monthly and shared with all staff each trimester. -PLT's use Tier 1 and SEI documentation to determine additional interventions for individual scholars. -Continue to use Skills for Success B, C & D classes to provide Tier 2 supports related to behavior, academics and Social Emotional skills. -Complete the ISD 279's Tiered Fidelity Inventory each trimester 		
Continue to maintain focus and assistance in supporting scholars as they plan for their next steps after graduation.	<ul style="list-style-type: none"> -Strengthen partnerships with North Hennepin Community College and Hennepin Technical College to help rebuild Tomorrow's College Readiness (TCR) programming -Provide informational & registration meetings for scholars fall, winter and spring -Assistant Principal & counseling support assigned as liaison in order to increase chances of scholar success with first college experience -Continue to implement transitions course (exit/planning course to prepare scholars for their transition after high school and the globalized workforce) that began winter 2019 	<ul style="list-style-type: none"> -College credit earned through TCR -Graduation data 	All Staff

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	<ul style="list-style-type: none"> -College Banners for staff hung in the hallways -Staff College/Major signs posted by classroom doors 		
Additional adaptations to credit recovery programming to align with Standards Based Grading, while partnering with Learning Lab and Homework Help opportunities to better serve the scholars of all ISD 279 High schools.	<ul style="list-style-type: none"> -Communication of plan to the comprehensive High School principals summer of 2021 -Communicate programming timeline to counselors at each high school -Reminders sent each trimester to other high schools to have staff fill out Standards Missing Form -Assistant Principal assigned to support the programming and liaison with other buildings -Hire OALC staff (Teacher of Record) for overage in core subject areas and set master schedule to support -Hire Learning Lab/Academic support teacher for on-site support of scholars -Ensure staff understand expectations for scholar enrollment and progress through teacher expectation meetings 	Credit earned, scholars enrolled in credit recovery programming, standards missing forms filled out	Kristen Hauge, Ben Karls, Credit Recovery staff
Continue to communicate programming options and deliverables of the comprehensive OALC programming so that scholars and families are identified and referred to the correct programming at the most appropriate time	<ul style="list-style-type: none"> -Provide bi-weekly updates to Assistant Superintendent to share with cabinet -Work with Learning & Achievement to design reports to collect accurate data of all scholars served by OALC programming and the impact on graduation 	Credit earned, number of scholars served in umbrella and day programming this year and historically	All staff

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	<ul style="list-style-type: none"> -Continue to provide spotlight articles/videos to share with stakeholders via 279Insider -Continued implementation of Middle Years Program using Check & Connect as Social Emotional group supports to identified 7th grade scholars at Northview Middle School -Invite all new SMS/AP's from comprehensive high schools, and board members, to tour OALC and use this opportunity to re-enforce available programming options and services we provide -Continue to use the OALC brand deliverables in communications with all stakeholders 		
Continue to articulate high expectations for learning through alignment of all courses into 0.25 credit learning units with clearly defined outcomes and standards	<ul style="list-style-type: none"> -Learning targets articulated on course syllabi -Learning targets communicated by staff (verbal or written) for each lesson -Standards listed on course syllabi 	Credit earned in all classes	All licensed staff
Increase responsiveness and focus on personalized instruction by continued reflection and adaptation of curriculum to make it relevant and meet <i>path</i> needs of scholars (including CLEAR framework/Culturally Responsive Pedagogy and alternative assessments)	<ul style="list-style-type: none"> -CLEAR Lesson planning reflection in Teacher Development/Evaluation (TDE) process -Staff Development and Assessment Specialist (SDAS) monthly professional development -CLEAR lesson plan sharing and feedback in staff meetings once per trimester -Alternative assessments for 0.25 credit learning units 	Scholar perceived relevance of curriculum as measured by the Student Engagement Inventory	All licensed staff

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Continue to increase responsiveness and focus on personalized instruction by meeting <i>pace</i> and <i>place</i> needs of scholars through continued improvements of the self-paced online curriculum option in all subject areas	<ul style="list-style-type: none"> -3 teachers in each of core subject areas -Master schedule allowing lab option in each core subject area each hour -Encourage staff to choose pathway in SDAS monthly professional development that will stretch and support their growth in this area 	Credit earned in all classes	All licensed staff
Professional Learning Team's (PLT's) focus on Scholar Engagement to increase success in school and life	<ul style="list-style-type: none"> -Team leads are assigned to each PLT and act as the facilitator in PLT meetings -Agendas for each monthly team leads meeting include PLT progress towards Student Learning Goal -Team leads creating monthly task lists for Professional Learning Teams (PLT's) and advisory meetings -PLT/data cycle process carried out each trimester using the Student Engagement Inventory (SEI) -Direct teaching of needed skills in advisory time and targeted intervention with identified individuals 	-Student Engagement Inventory (SEI) data	All licensed staff
Continue to build consciousness and commitment in all staff to identify and respond to the impact of race and culture in the classroom by elevating and aligning the work of the Equity team.	<ul style="list-style-type: none"> -Equity team meetings held monthly, allow all staff an opportunity to participate (no conflicting meetings) -Equity team will increase their own racial consciousness while reflecting on their commitment and conviction -Equity team will help lead building Professional Development days 	<ul style="list-style-type: none"> -Scholar achievement data by race including credits earned and pre/post assessments of SEI from Professional Learning Teams -Student Survey data 	All licensed staff

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	<ul style="list-style-type: none"> -Equity team members will participate in District Equity Cohorts -Principal and Equity Coordinator meet bi-weekly to check in and discuss progress towards Climate, Continuous Improvement, and Leadership & Governance 		
Staff culture of being lifelong learners and growth mindset so practice improves and equitable scholar achievement occurs, including application of trauma informed practices in the classroom.	<ul style="list-style-type: none"> -3 teachers in each of core subject areas -Master schedule created to encourage co-teaching (with EL, Special Education) -Continued reflection in professional development on OALC's MTSS and processes -Trauma informed training through Catalyst (3 half-days) for all licensed staff -Team leads responsible for implementation of Site Improvement Plan (SIP) and the PLT process -Equity team taking leadership roles for building wide Professional Development -Alternative Teacher Professional Pay System (ATPPS) and Teacher Development and Evaluation processes implemented with fidelity 	<ul style="list-style-type: none"> -Scholar achievement data including credits earned, progress on common assessments and in alternative programming options -Scholar suspension and referral data 	All licensed staff

Priority Three: Student Behavior

Evidence of Need:	<p>During the 2020-2021 school year, there were no behavioral incidents reported at OALC. This is primarily due to the movement between models (hybrid, distance, "full" in-person) during the school year, and the COVID plan requirements for distancing, masks, etc. Despite this, as a system the disproportionality in behavioral infractions reported amongst scholars of color and those receiving Special Education Services remains. For that reason, data from the past 3 years is being reported to show trends.</p>
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	<p>Of the 263 scholars enrolled in the 2019-2020 school year, 208 were scholars of color (79.1%), 55 were white (20.9%), and 18 received Special Education Services (6.8%). Due to COVID-19 and a switch to distance learning during trimester 3, all behavior data was from the first 2 trimesters of the 19-20 school year.</p> <p>During those 2 trimesters time, there were 6 documented suspensions that totaled 30 days out of school. Of those suspensions, 2 of them (totaling 20 days out of school), carried school disciplinary consequences but did not happen at OALC (terroristic threat towards another school, look-alike weapon brought to a basketball game at another school). Due to only having two trimesters of data, and the majority of days out of school result from these 2 incidents, it is hard to compare 2019-2020 to prior years. However, if an average pace/days out of school were maintained, this would potentially have resulted in 6 in-school incidents and 15 total days out of school as a result for the 2019-2020 school year. This is exactly the same as the 2018-2019 school year (which was one suspension less than 17/18 and a decrease in total days out of school by 8).</p> <p>Of the 6 total suspensions in 2019-2020, there were 5 scholars suspended (one scholar had 2 suspensions). Of the 5 scholars, 1 scholar was white (20%) and 4 were scholars of color (80%). This is proportionate to the racial make-up of the school. If the 2 out-of-school incidents are removed, there were 4 different scholars for the 4 suspensions. 1 of these scholars was white (25%) and 3 were scholars of color (75%). The suspension for the white scholar accounted for 5 of the 10 days, or 50% of the days out of school. However, 2 of the 4 suspensions were scholars who receive special education services (50%) and make up 2 of the 10 days out of school (20%), which is disproportionate from scholars receiving special education services only making up 6.8% of the school population.</p> <p>There were 20 behavioral infractions, excluding infractions for truancy, in the 2019-2020 school year (through trimester 2), which is an increase from the 14 total behavioral infractions of the 2018-2019 school year. With COVID-19 creating a different learning environment for trimester 3, we are unable to compare like-samples. However, if an average pace of incidents were maintained, this would potentially have resulted in 30 behavioral infractions for the 2019-2020 school year, which is an increase from the two years prior. Of the 18 scholars making up the 20 infractions, 16 identified as scholars of color (89%) and 2 identified as white (11%), disproportionate to the makeup of the school population.</p>
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
	**Due to COVID-19, 3 years of baseline data is being used to set goals	
Suspensions	2020-2021 suspension incidents= 0 2019-2020 2-trimester, in-school, suspension incidents= 4	Maintain 6 or fewer, in-school, suspension incidents; Decrease the % of suspensions of scholars of color and of scholars receiving special education services so both are proportionate to the school population.

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	2018-2019 Suspension Incidents= 6	
Behavioral Infractions (not including truancy related)	2020-2021 Behavioral Infractions= 0 2019-2020 2-trimester, Behavioral Infractions= 20 2018-2019 Behavioral Infractions = 14 2017-2018 Behavioral Infractions = 23	Maintain 2017-2018 levels of 23 or fewer behavioral infractions (not including 3 or 5 day absence letters)
Days of Suspension	2020-2021 days of suspension = 0 2019-2020, 2 trimesters, days of suspension for all incidents = 30 2 trimester, In-school incidents= 10 days 2018-2019 days of suspension = 15	Maintain 15 or fewer days of suspension due to in-school incidents

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:
Behavior data shared (overall and by race) with licensed and non-licensed staff each trimester	-Behavior data collected and organized by race and compared with data from prior years -Behavior data analysis scheduled into staff meetings each trimester, including time for personal reflection and processing -Behavior data shared as part of Tier 2 intervention team meetings	-Scholar behavior data (referrals, suspensions)	Administrative team
Continue to implement the complete Multi-Tiered System of supports at OALC while increasing focus and supports in levels 2 and 3	-DEN Expectations, MTSS programming and Tier 1 support systems reviewed with all staff during workshop week.	-Credit earned by all scholars receiving targeted Tier 2 supports	All staff

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(especially Social/Emotional supports).	<ul style="list-style-type: none"> -Continue having one PLT dedicated to Student Services so they can focus on Tier 2 interventions for identified scholars -Trauma informed training through Catalyst (3 half-days) for all licensed staff -Continued professional development surrounding MTSS and processes as needed (individual, group, or due to situation) -Continued use of Student of Concern Form and tracking/sharing of data discussed at team leader meetings monthly and shared with all staff each trimester. -PLT's use Tier 1 and SEI documentation to determine additional interventions for individual scholars. -Continue to use Skills for Success B, C & D classes to provide Tier 2 supports related to behavior, academics and Social Emotional skills. -Complete the ISD 279's Tiered Fidelity Inventory each trimester 	-Tier 1 data that includes effectiveness of interventions	
Continue to follow district protocol for out of school suspensions being for unsafe behaviors only	<ul style="list-style-type: none"> -Administrative and Tier 2 Intervention Team meeting conversations surrounding suspensions -Continue use of Alternative To Suspension options (alternative programming) -Behavior data presented to staff each trimester -Use of restorative practices by administration in re-entry meetings 	-Suspension data	Administrative team

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Staff culture of being lifelong learners and growth mindset so practice improves and equitable scholar achievement occurs, including application of trauma informed practices in the classroom.	<ul style="list-style-type: none"> -3 teachers in each of core subject areas -Master schedule created to encourage co-teaching (with EL, Special Education) -Continued reflection in professional development on OALC's MTSS and processes -Trauma informed training through Catalyst (3 half-days) for all licensed staff -Team leads responsible for implementation of Site Improvement Plan (SIP) and the PLT process -Equity team taking leadership roles for building wide Professional Development -Alternative Teacher Professional Pay System (ATPPS) and Teacher 	<ul style="list-style-type: none"> -Scholar achievement data including credits earned, progress on common assessments and in alternative programming options -Scholar suspension and referral data 	All licensed staff

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	Development and Evaluation processes implemented with fidelity		
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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:	Increase opportunities to engage families at OALC through strengthening of existing practice and exploration of additional opportunities for students to connect with the OALC and larger community.

Family Engagement Continuous Improvement Action Plan:

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:
Creation and distribution of the OALC Outreach newsletter via smore bi-weekly	<ul style="list-style-type: none"> -Gather input on newsletter items from scholars, staff & families -Create/update newsletter bi-weekly -Exploration of elective course to elicit scholar work/input into the newsletter 	-OALC Outreach readership, attendance at engagement events, student engagement inventory	All staff
Ensure basic needs and resource supports are provided for all scholars and families	<ul style="list-style-type: none"> -General education Social Work time bought up -Additional counseling support bought up -Counseling & Social Worker aware of available community resources to share with families -Partnerships with local community to stock food shelf -Mobile food pantry option once/month -Friday/weekend food bags 	-Student Engagement Inventory (Peer support at school- PSS)	Student services staff and administrative team

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	<ul style="list-style-type: none"> -Maintenance of clothing closet for scholars -Partnership with KOPP foundation 		
Continue established practices for engaging families and scholars at intakes and conferences with flexible timing and additional services	<ul style="list-style-type: none"> -Continue options for online paperwork and virtual intake meetings options for families to better meet their schedules and needs -Food will be provided at all conferences, and interpreters/interpreting services available -Personal phone calls/emails from advisory teachers -Robo-call sent home to communicate options for Parent/Teacher conferences (offered all day to be more responsive to parent/family needs, google meets option available) -Conference tasks divided amongst entire staff using the task lists/signup process 	<ul style="list-style-type: none"> -Attendance at conferences -Stakeholder survey -Student Engagement Inventory 	All staff
Further explore ways to involve scholars in the larger community (i.e. career fairs, service learning, etc) and OALC community (i.e. clubs, groups, celebrations, field trips, in-house competitions)	<ul style="list-style-type: none"> -Addition of a contact/interest survey to Skills for Success class in order to have best modes of communication, especially if needed for distance learning -Communication with the Family and Community Engagement department in the fall -American Indian Education programming monthly -Gender and Sexuality Alliance (GSA) meetings set up weekly -Minnesota Association of Alternative Programs 	<ul style="list-style-type: none"> -SLT participation -MAAP STARS participation -Student Engagement Inventory 	All staff

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	(MAAP) STARS postings in early September so scholars can be prepared for fall conference -Student Leadership Team (SLT) positions posted in early September so the leadership team is established early and able to plan throughout the year -PLT teams establish advisory groups and engagement activities as determined by the SEI		
Continue to maintain focus and assistance in supporting scholars as they plan for their next steps after graduation.	-Strengthen partnerships with North Hennepin Community College and Hennepin Technical College to help rebuild Tomorrow's College Readiness (TCR) programming -Provide informational & registration meetings for scholars fall, winter and spring -Assistant Principal & counseling support assigned as liaison in order to increase chances of scholar success with first college experience -Continue to implement transitions course (exit/planning course to prepare scholars for their transition after high school and the globalized workforce) that began winter 2019 -College Banners for staff hung in the hallways -Staff College/Major signs posted by classroom doors	-College credit earned through TCR -Graduation data	All Staff
Continue to communicate programming options and	-Provide bi-weekly updates to Assistant	Credit earned, number of scholars served in	All staff

Form A2 – School Improvement Plan

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<p>deliverables of the comprehensive OALC programming so that scholars and families are identified and referred to the correct programming at the most appropriate time</p>	<p>Superintendent to share with cabinet -Work with Learning & Achievement to design reports to collect accurate data of all scholars served by OALC programming and the impact on graduation -Continue to provide spotlight articles/videos to share with stakeholders via 279Insider -Continued implementation of Middle Years Program using Check & Connect as Social Emotional group supports to identified 7th grade scholars at Northview Middle School -Invite all new SMS/AP's from comprehensive high schools, and board members, to tour OALC and use this opportunity to re-enforce available programming options and services we provide -Continue to use the OALC brand deliverables in communications with all stakeholders</p>	<p>umbrella and day programming this year and historically</p>	
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Site Improvement Team

Name	Position	Name	Position
1. Kelly Armstrong	SDAS	10. Erik Jorgenson	Instructional Coach
2. Zac Bair	Teacher	11. Ben Karls	Assistant Principal
3. Phil Bernards	Teacher	12. Paul Kroshus	EL SDAS
4. Ryan Bisson	Assistant Principal	13. Michelle Munkholm	Assistant Principal
5. Emily Bollinger	Teacher	14. Amanda Tegels	RCE Support
6. Chris Buerman	Teacher	15. Ann Vue	Teacher
7. Mercedes Clark	Equity Coordinator	16. Tom Watkins	Data & Assessment
8. PC Clymer	Sp. Ed Coordinator	17. Rachel Wilkerson	Teacher
9. Kristen Hauge	Principal		

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: _____