

Form A2 – School Improvement Plan

Principal: Kristen J Hauge

Assistant Superintendent: Patrick Smith

School: Osseo Area Learning Center

Date: 2019-20

The School Improvement Plan priorities focus on three areas: **reading, mathematics, and student behavior**. 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; and, if applicable, (4) a graduation rate goal.

Guidelines

- (1) The district will insert the baseline data prior to the scheduled site improvement meeting with the Research, Assessment and Accountability Department.
- (2) The district will insert the basic and transformational goals at the start of school using the 2019-2020 cohorts. Students enrolled for the 2019-2020 school year make up each cohort.
- (3) 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.
- (4) 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
---------------------------------	--------------------------	---------------------	-----------------------	-------------------	---------------------------------

- (5) 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)?

OALC Grads & Drops as of Fall 2019								
Includes only students enrolled at OALC for at least 42 calendar days								
Grad & Dropout Rate Color Coding	10% + from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal		
High School Graduation Rate (Six-Year Rate)								
	2015 Results	2016 Results	2017 Results	2018 Basic Goal	2018 Trans. Goal	2018 Results	2018 Basic Goal	2018 Trans. Goal
All Students	54%	46%	57%	63%	68%	51%	57%	63%
Am Ind								
Asian	66%							
Black	61%	65%	63%			50%		
Hispanic	53%	20%	45%			36%		
White	46%	39%				77%		
Multiracial*						30%		
EL	67%	55%	53%					
Spec Ed	57%	44%						
F/R Lunch	53%	51%	54%			48%		
Homeless*			54%			39%		
Female	55%	47%	76%			59%		
Male	54%	44%	42%			40%		
* Reporting for these groups began in the 2018-19 SIP.								

High School Dropout Rate (Six-Year Rate)								
	2015 Results	2016 Results	2017 Results	2018 Basic Goal	2018 Trans. Goal	2018 Results	2018 Basic Goal	2018 Trans. Goal
All Students	38.6%	53%	34%	30%	25%	32%	28%	24%
Am Ind								
Asian	33%							
Black	29%	32%	33%			33%		
Hispanic	33%	80%	36%			36%		
White	50%	61%						
Multiracial*						50%		
EL	33%	45%	29%					
Spec Ed	43%	56%						
F/R Lunch	37%	49%	35%			35%		
Homeless*			38%			39%		
Female	36%	53%	24%			26%		
Male	40%	53%	42%			40%		
* Reporting for these groups began in the 2018-19 SIP.								

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 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.									
Group	Spring 2017 Results	Spring 2018 Results	Fall 2018 Cohort	2019 Basic Goal	2019 Trans. Goal	Spring 2019 Results	Fall 2019 Cohort	2020 Basic Goal	2020 Trans. Goal
Grade 10			* - Less than five students - too few to report.						
AmIn									
Asian									
Black									
Hispanic									
White									
Multiracial									
EL									
Spec Ed									
F/R Lunch									
Female									
Male									

Priority One: Reading			
Reading 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 student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
Targeted reading skill support and interventions for identified students	<ul style="list-style-type: none"> -Identification of available Academic Supports to students at each tier of the Multi-Tiered System of Supports (MTSS) pyramid summer 2019 -Sharing of MTSS model to all staff during workshop week -Allocation of 0.5 Reading teacher for 2019/20 	English credit earned by all students receiving targeted reading support	Sara King, Tier 2 intervention team
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 creating and adapting curriculum to make it relevant and meet <i>path</i> needs of students (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 -Sharing an application of the SDAS monthly professional development once per trimester -CLEAR lesson plan sharing and feedback in staff meetings once per trimester -Alternative assessments for 0.25 credit learning units 	Student perceived relevance of curriculum as measured by the Student Engagement Inventory	All licensed staff

<p>Increase responsiveness and focus on personalized instruction by meeting <i>pace</i> and <i>place</i> needs of students through the streamlining and modification of a self-paced online curriculum option in all subject areas</p>	<ul style="list-style-type: none"> -3 teachers in each of core subject areas -English/Language Arts (ELA) and Social studies (SS) curriculum work summer 2019 -Master schedule allowing lab option each hour -SDAS monthly professional development -Sharing an application of the SDAS monthly professional development once per trimester 	<p>Credit earned in all classes</p>	<p>All licensed staff</p>
<p>Professional Learning Team’s (PLT’s) focus on Student Engagement to increase success in school and life</p>	<ul style="list-style-type: none"> -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 -3 staff members attending PLC’s at Work conference summer 2019 	<p>-Common Pre and Post assessments given by each teacher</p>	<p>All licensed Staff</p>
<p>Conduct monthly Equity team meetings and increase Equity team leadership opportunities in structured meetings and professional development throughout the year with the purpose to continue to build consciousness and commitment by identifying and responding to the impact of race and culture in the classroom</p>	<ul style="list-style-type: none"> -E-team Meeting format allows all staff have the opportunity to be on the equity team, all invited first 2 weeks of school -Equity team will increase their own racial consciousness while reflecting on their commitment and conviction -Equity team will provide leadership to the rest of the staff by leading Equity Foundational Training (EFT) 1.5 modules and additional professional development (PD) during staff meetings and system PD days. 	<ul style="list-style-type: none"> -Student achievement data by race including credits earned and pre/post assessments from Professional Learning Teams -Student Survey data 	<p>All licensed staff</p>

Form A2 – School Improvement Plan

School: Osseo Area Learning Center

Date: 2019-20

	<ul style="list-style-type: none"> -Equity team members will participate in District Equity Cohorts -Administration and Equity teacher/specialist meeting monthly 		
<p>Staff culture of being lifelong learners and growth mindset so practice improves and equitable student achievement occurs, including through opportunities to reduce repetition and integrate across curricular areas.</p>	<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, Reading), including Race and Culture class -Teacher identified opportunities for cross curricular units and/or assessments -Workshop week focused on MTSS and Asset Based Student Profiles -Team leads responsible for implementation of Site Improvement Plan (SIP) and the PLT process -Equity team taking additional responsibility and leadership roles for Professional Development -Alternative Teacher Professional Pay System (ATPPS) and Teacher Development and Evaluation processes implemented with fidelity 	<ul style="list-style-type: none"> -Student achievement data including credits earned, progress on common assessments and in alternative programming options -Student suspension and referral data 	<p>All licensed staff</p>

Percent of Credits Earned							
Due to a change in grading practices initiated in marking period 5 of the 2018-19 school year, the 2019 results only include results for marking periods 1-4.							
<i>Credits Earned</i>	10% + from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal	
<i>Color Coding</i>							

Percent of Credits Earned by Group							
	2017 Results	2018 Results	2019 Basic Goal	2019 Trans. Goal	2019 Results	2020 Basic Goal	2020 Trans. Goal
All Students	58.4%	51.3%	57.4%	63.5%	53.0%	58.9%	64.8%
Grade 9		20.9%	30.8%	40.7%			
Grade 10	65.3%	52.3%	58.2%	64.2%	50.0%	56.3%	62.5%
Grade 11	42.5%	48.4%	54.9%	61.3%	62.0%	66.8%	71.5%
Grade 12	63.0%	52.8%	58.7%	64.6%	50.0%	56.3%	62.5%
Am Ind		39.7%	57.4%	63.5%	37.0%		
Asian	30.1%	49.9%	56.2%	62.4%	58.0%	63.3%	68.5%
Black	63.2%	55.5%	61.1%	66.7%	51.0%	57.1%	63.3%
Hispanic	55.4%	52.3%	58.3%	64.3%	49.0%	55.4%	61.8%
White	61.7%	48.0%	54.5%	61.0%	56.0%	61.5%	67.0%
Multiracial*		39.7%	47.3%	54.8%	59.0%		
EL							
Spec Ed	55.7%	42.7%	49.8%	57.0%	51.0%	57.1%	63.3%
F/R Lunch	60.9%	51.7%	57.7%	63.8%	53.0%	58.9%	64.8%
Female	64.7%	55.6%	61.2%	66.7%	56.0%	61.5%	67.0%
Male	52.1%	47.1%	53.7%	60.3%	50.0%	56.3%	62.5%

* Reporting for this group began in 2017-18.

Percent of Credits Earned by Department							
	2017 Results	2018 Results	2019 Basic Goal	2019 Trans. Goal	2019 Results	2020 Basic Goal	2020 Trans. Goal
Art	51.1%	30.3%	39.0%	47.7%	37.0%	44.9%	52.8%
Career & Tech Ed*	51.4%	53.4%	59.2%	65.0%	42.0%	49.3%	56.5%
English	54.1%	53.0%	58.9%	64.8%	44.0%	51.0%	58.0%
English Learner**	100.0%	81.8%	90.0%	95.0%	87.0%	90.0%	90.0%
Math	60.6%	51.9%	57.9%	63.9%	54.0%	59.8%	65.5%
Music**	90.0%						
Phy Ed/Health	42.2%	52.6%	58.5%	64.4%	69.0%	72.9%	76.8%
Science	57.8%	49.0%	55.3%	61.7%	59.0%	64.1%	69.3%
Social Studies	65.2%	68.1%	72.1%	76.0%	56.0%	61.5%	67.0%
Special Education**	97.1%	55.1%	60.7%	66.3%	76.0%	81.0%	82.0%
World Languages							

* Includes departments BU, CP, MI. ** 2018 goals revised since 2017-18 SIP was generated to reflect max goals for basic (90) and transformational (95).

Priority Two: Percent of Credits Earned			
Percent of Credit Earned 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 student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
Check and Connect Program fully implemented to provide additional support to students receiving special education services, SEI implemented through advisory for all OALC students	<ul style="list-style-type: none"> -8 trained mentors and one train-the-trainer mentor -Mentors meet with their mentees weekly -Monthly check-in meetings as OALC Check and Connect Team -Participate in district SPDG Implementation Team meetings as scheduled -Student Engagement Inventory (SEI) 	<ul style="list-style-type: none"> -Student achievement data for mentees including check and connect weekly tracking reports -SEI data for all students 	OALC mentors and Elizabeth Xiong, all licensed staff
Define and implement a complete Multi-Tiered System of supports at OALC (including both RTI and PBIS systems)	<ul style="list-style-type: none"> -Identification of available Academic, Behavioral and SEM Supports to students at each tier of the MTSS pyramid summer 2019 -Re-fresh of PBIS DEN Expectations and programming -Sharing of MTSS model to all staff during workshop week -Development of a new TIER 2 referral process -Allocation of 0.5 Reading teacher for 2019/20 -Perfect credit earning and zero credit earning reviewed each grading period and addressed through PBIS/Tier 2 meetings 	<ul style="list-style-type: none"> -Credit earned by all students receiving targeted Tier 2 supports -PBIS student data 	Tier 2 intervention team
Increased focus and assistance planning for student’s next steps after graduation.	<ul style="list-style-type: none"> -Establish partnership with North Hennepin Community College as 	<ul style="list-style-type: none"> -College credit earned through TCR -Graduation data 	All Staff

	<p>part of Tomorrow’s College Readiness (TCR) programming -Continue to build relationship with Hennepin Technical College as part of TCR programming -Allocated staffing of 0.5FTE TCR Liaison at OALC to provide additional supports to increase chances of success with first college experience and liaison with NHCC/HTC staff -Create a transitions course (exit/planning course) summer 2019 -Implement system for identifying and scheduling students for the transitions course during the 2019-2020 school year -College Banners for staff hung in the hallways -Staff College/Major signs posted by classroom doors</p>		
<p>Clearly define and communicate programming options and deliverables of the comprehensive OALC programming so that students and families are identified and referred to the correct programming at the most appropriate time</p>	<p>-Create an MTSS diagram of supports provided to district 279 under the umbrella of OALC programming (i.e. targeted services, independent study, etc), as well as the OALC day program -Communicate programming options to counselors and SMS/AP’s at comprehensive high schools -Continue to use the OALC brand deliverables in communications with all stakeholders</p>	<p>Credit earned in all classes and umbrella programming</p>	<p>All licensed staff</p>

Form A2 – School Improvement Plan

School: Osseo Area Learning Center

Date: 2019-20

<p>Continue to articulate high expectations for learning through alignment of all courses into 0.25 credit learning units with clearly defined outcomes and standards</p>	<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 	<p>Credit earned in all classes</p>	<p>All licensed staff</p>
<p>Increase responsiveness and focus on personalized instruction by creating and adapting curriculum to make it relevant and meet <i>path</i> needs of students (including CLEAR framework/Culturally Responsive Pedagogy and alternative assessments)</p>	<ul style="list-style-type: none"> -CLEAR Lesson planning reflection in TDE process -SDAS monthly professional development -Sharing an application of the SDAS monthly professional development once per trimester -CLEAR lesson plan sharing and feedback in staff meetings once per trimester -Alternative assessments for 0.25 credit learning units 	<p>Student perceived relevance of curriculum as measured by the Student Engagement Inventory (SEI)</p>	<p>All licensed staff</p>
<p>Increase responsiveness and focus on personalized instruction by meeting <i>pace</i> and <i>place</i> needs of students through the streamlining and modification of a self-paced online curriculum option in all subject areas</p>	<ul style="list-style-type: none"> -3 teachers in each of core subject areas -ELA and SS curriculum work summer 2019 -Master schedule allowing lab option each hour -SDAS monthly professional development -Sharing an application of the SDAS monthly professional development once per trimester 	<p>Credit earned in all classes</p>	<p>All licensed staff</p>
<p>Professional Learning Team’s (PLT’s) focus on Student Engagement to increase success in school and life</p>	<ul style="list-style-type: none"> -Team leads creating monthly task lists for PLT’s and advisory meetings -PLT/data cycle process carried out each trimester using the SEI -Direct teaching of needed skills in advisory time and targeted intervention with identified individuals 	<p>-Common Pre and Post assessments given by each teacher</p>	<p>All licensed Staff</p>

	-3 staff members attending PLC’s at Work conference summer 2019		
Conduct monthly Equity team meetings and increase Equity team leadership opportunities in structured meetings and professional development throughout the year with the purpose to continue to build consciousness and commitment by identifying and responding to the impact of race and culture in the classroom	<ul style="list-style-type: none"> -E-team Meeting format allows all staff have the opportunity to be on the equity team, all invited first 2 weeks of school -Equity team will increase their own racial consciousness while reflecting on their commitment and conviction -Equity team will provide leadership to the rest of the staff by leading EFT 1.5 modules and additional PD during staff meetings and system PD days. -Equity team members will participate in District Equity Cohorts -Administration and Equity teacher/specialist meeting monthly 	<ul style="list-style-type: none"> -Student achievement data by race including credits earned and pre/post assessments from Professional Learning Teams -Student Survey data 	All licensed staff
Staff culture of being lifelong learners and growth mindset so practice improves and equitable student achievement occurs, including through opportunities to reduce repetition and integrate across curricular areas.	<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, Reading), including Race and Culture class -Teacher identified opportunities for cross curricular units and/or assessments -Workshop week focused on MTSS and Asset Based Student Profiles -Team leads responsible for implementation of SIP and the PLT process -Equity team taking additional responsibility 	<ul style="list-style-type: none"> -Student achievement data including credits earned, progress on common assessments and in alternative programming options -Student suspension and referral data 	All licensed staff

School: Osseo Area Learning Center

Date: 2019-20

	and leadership roles for Professional Development -ATPPS and Teacher Development and Evaluation processes implemented with fidelity		
--	---	--	--

Priority Three: Student Behavior

<p>Evidence of Need:</p>	<p>Of the 310 students enrolled in the 2018-2019 school year, 240 were students of color (77.4%), 70 were white (22.6%), and 36 received Special Education Services (11.6%). There were 6 documented suspensions in the 2018-2019 school year that totaled 15 days out of school. Though only one suspension less than the 2017-2018 school year, there was a decrease in total days out of school (down 8 days from the 23 missed in 17/18). Of these suspensions, all suspended students were students of color. Though the decrease in total days out of school and total number of suspensions indicates progress, 100% of suspensions being for students of color is disproportionate to 77.4% of the student body identified as students of color.</p> <p>1/6 suspension incidents were for a student who receive special education services (16.6% of suspensions). This is a 12% decrease from the 2017-2018 school year. This suspension accounted for 1/15 days (6.6% of days). Again, this was a decrease of 23.8% (down from 30.4% of the days out of school during the 2017-2018 school year). Again, while less overall suspensions indicates progress, this suspension accounting for 16.6% of the total suspension still indicates a slight disproportionality compared to 11.6% of the student body receiving special education services.</p> <p>There were 14 behavioral infractions in the 2018-2019 school year, excluding infractions for truancy. Even with the increased enrollment numbers during the 2018-2019 school year, this is a decrease from the 23 infractions during the 2017-2018 school year, 120 infractions during the 2016-2017 school year and from 125 infractions during the 2015-2016 school year. Of the 12 students making up these 14 infractions, all students identified as either black (78.6% of referrals compared to 41.3% of the student body) or two or more races (21.4% of referrals compared to 10% of the student body). Though a significant decrease in infractions, these numbers remain disproportionate to that of the student body as a whole.</p>
---------------------------------	--

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Suspensions	2018-2019 Suspension Incidents= 6	Maintain 6 or fewer suspension incidents; Decrease the % of suspensions of students of color so it is proportionate to the student body
Behavioral Infractions (not including truancy related)	2018-2019 Behavioral Infractions = 14	Maintain 14 or fewer behavioral infractions (not including 3 or 5 day absence letters)

Days of Suspension	2018-2019 days of suspension = 15	Maintain 15 or fewer days of suspension
--------------------	-----------------------------------	---

Student Behavior 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 student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
Behavior data shared (overall and by race) with licensed staff each trimester	<ul style="list-style-type: none"> -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 	-Student behavior data (referrals, suspensions)	Kristen Hauge, Randy Carter
Define and implement a complete Multi-Tiered System of supports at OALC (including both RTI and PBIS systems)	<ul style="list-style-type: none"> -Identification of available Academic, Behavioral and SEM Supports to students at each tier of the MTSS pyramid summer 2019 -Re-fresh of PBIS DEN Expectations and programming -Sharing of MTSS model to all staff during workshop week -Development of a new TIER 2 referral process -Reteaching of DEN expectations in each class each trimester -4 staff to MTSS workshop summer 2019 	<ul style="list-style-type: none"> -Behavior data on all students receiving targeted Tier 2 supports -PBIS student data 	Tier 2 intervention team
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 	-Suspension data	Kristen Hauge, Randy Carter

	<p>options (alternative programming) -Behavior data presented to staff each trimester -Use of restorative practices by administration in re-entry meetings</p>		
<p>Conduct monthly Equity team meetings and increase Equity team leadership opportunities in structured meetings and professional development throughout the year with the purpose to continue to build consciousness and commitment by identifying and responding to the impact of race and culture in the classroom</p>	<p>-E-team Meeting format allows all staff have the opportunity to be on the equity team, all invited first 2 weeks of school -Equity team will increase their own racial consciousness while reflecting on their commitment and conviction -Equity team will provide leadership to the rest of the staff by leading EFT 1.5 modules and additional PD during staff meetings and system PD days. -Equity team members will participate in District Equity Cohorts -Administration and Equity teacher/specialist meeting monthly</p>	<p>-Student achievement data by race including credits earned and pre/post assessments from Professional Learning Teams -Student Survey data</p>	<p>All licensed staff</p>
<p>Staff culture of being lifelong learners and growth mindset so practice improves and equitable student achievement occurs, including through opportunities to reduce repetition and integrate across curricular areas.</p>	<p>-3 teachers in each of core subject areas -Master schedule created to encourage co-teaching (with EL, Special Education, Reading), including Race and Culture class -Teacher identified opportunities for cross curricular units and/or assessments -Workshop week focused on MTSS and Asset Based Student Profiles</p>	<p>-Student achievement data including credits earned, progress on common assessments and in alternative programming options -Student suspension and referral data</p>	<p>All licensed staff</p>

	<ul style="list-style-type: none"> -Team leads responsible for implementation of SIP and the PLT process -Equity team taking additional responsibility and leadership roles for Professional Development -ATPPS and Teacher Development and Evaluation processes implemented with fidelity 		
--	---	--	--

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:
Continue established practices for engaging families and students at conferences with flexible timing and additional services	<ul style="list-style-type: none"> -Parent/Teacher conferences offered all day to be more responsive to parent/family needs -Food will be provided at all conferences, interpreters available -Personal phone calls/emails from advisory teachers -Robo-call sent home -Conference tasks divided amongst entire staff using the task lists/signup designed in 2018/19 	<ul style="list-style-type: none"> -Attendance at conferences -Stakeholder survey -Student Engagement Inventory 	All staff
Explore ways to involve students in the larger community (i.e. career fairs, service learning, etc) and OALC	<ul style="list-style-type: none"> -Minnesota Association of Alternative Programs (MAAP) STARS postings in 	<ul style="list-style-type: none"> -SLT participation -MAAP STARS participation 	All staff

Form A2 – School Improvement Plan

School: Osseo Area Learning Center

Date: 2019-20

<p>community (i.e. clubs, groups, celebrations, field trips, in-house competitions)</p>	<p>early September so students 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</p>	<p>-Student Engagement Inventory</p>	
<p>Increased focus and assistance planning for student’s next steps after graduation.</p>	<p>-Establish partnership with North Hennepin Community College as part of Tomorrow’s College Readiness (TCR) programming -Continue to build relationship with Hennepin Technical College as part of TCR programming -Allocated staffing of 0.5FTE TCR Liaison at OALC to provide additional supports to increase chances of success with first college experience and liaison with NHCC/HTC staff -Create a transitions course (exit/planning course to prepare students for their transition after high school and the globalized workforce) summer 2019 -Implement system for identifying and scheduling students for the transitions course during the 2019-2020 school year -College Banners for staff hung in the hallways</p>	<p>-College credit earned through TCR -Graduation data</p>	<p>All Staff</p>

Form A2 – School Improvement Plan

School: Osseo Area Learning Center

Date: 2019-20

	-Staff College/Major signs posted by classroom doors		
Clearly define and communicate programming options and deliverables of the comprehensive OALC programming so that students and families are identified and referred to the correct programming at the most appropriate time	-Create an MTSS diagram of supports provided to district 279 under the umbrella of OALC programming (i.e. targeted services, independent study, etc), as well as the OALC day program -Communicate programming options to counselors and Student Management Specialists/Assistant Principals at the comprehensive high schools -Continue to use the OALC brand deliverables in communications with all stakeholders	Credit earned in all classes and umbrella programming	All licensed staff

Site Improvement Team

Name	Position	Name	Position
1. Maura Nelson	Teacher	10. Tim Cichoski	Teacher
2. Emily Bollinger	Teacher	11. Erik Jorgenson	Instructional Coach
3. Chris Buerman	Teacher	12. Amy Benzi	Instructional Coach
4. Robert Alm	Teacher	13. Sara King	Teacher
5. Phil Bernards	Teacher	14. Holly Spanier	Teacher
6. Zac Bair	Teacher	15. Kim Wingrove	RCE Advocate
7. Christine Weatherman	Staff Development Specialist	16. PC Clymer	Special Education Coordinator
8. Stacy Olstadt	Admin Intern	17. Kristen Hauge	Principal
9. Gwen Anderson	RCE Advocate		

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: _____