

Form A2 – School Improvement Plan

Principal: Sara Vernig

Assistant Superintendent: Kelli Parpart

School: OSH

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
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- (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)*?

** 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.*

Revised 8.31.2020

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Graduation Rate Color Coding	10% + from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal
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OSH

Four-Year Graduation Rate - Goals and Results

	Results 2017	Results 2018	Basic Goal 2019	Transform Goal 2019	Results 2019	Basic Goal 2020	Transform Goal 2020	Results 2020
All Students	86.2	90.5	91.7	92.9	87.6	89.2	90.7	
Am Ind*^	80.0							
Asian	98.3	95.7	96.2	96.8	97.4	97.7	98.1	
Black	76.5	81.4	83.7	86.1	85.4	87.2	89.1	
Hispanic	71.9	84.9	86.7	88.6	68.2	72.2	76.2	
White	90.4	97.8	98.0	98.3	91.6	92.7	93.7	
Multiracial ^	81.8	82.1	84.4	86.6	76.2	79.2	82.2	
EL	65.7	85.4	87.2	89.1	68.7	72.6	76.5	
Spec Ed	63.3	67.4	71.5	75.5	75	78.1	81.3	
F/R Lunch	79.5	86.0	87.8	89.5	82.7	84.9	87.0	
Homeless ^	66.7	57.1	62.5	67.9	62.5	67.2	71.9	
Female	90.6	93.4	94.2	95.1	90.4	91.6	92.8	
Male	82.0	87.4	89.0	90.5	84.6	86.5	88.5	

Graduation Rate Basic goal = halfway to 100% in 4 years. Transformational = halfway to 100% in 2 years.

* Using federal race indicator (yes/no).

^ Results reported for the first time 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 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
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Notes: Student group goals are addressed under gap reduction. Also, when results are calculated, the cohort scores and goal scores are updated to reflect the students with pretest scores who were enrolled in the fall and took the test in the spring.

Group	Spring 2018 Results	Spring 2019 Results	Fall 2020 Cohort	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
Grade 10	74.1	75.7	57.0	62.9	67.8
Amln/Haw			26.9		
Asian	73.0	83.6	65.7		
Black	60.0	66.5	43.3		
Hispanic	63.3	56.6	47.3		
White	80.2	83.8	71.2		
Multiracial	91.7	75.0	60.0		
EL	23.3	20.0	8.6		
Spec Ed	32.4	25.9	27.5		
F/R Lunch	64.8	66.6	43.7		
Female	81.1	78.2	63.5		
Male	68.1	73.0	51.4		
TAG			87.2		
DLA			51.4		

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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	-.15 to -.29	-.14 to -.01	+.01 to +.14	+.15 to +.29	+.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.
 (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

2019-20 & 2020-21 SIP Growth and Gap-Closing (SGG)



Group	Baseline		2019 Results		
	2017	2018	Val-Add	Z - State	SGG
Grade 10	0.13	0.11	0.23	0.24	
Am Ind					
Asian	0.11	0.27	0.28	0.30	
Black	0.10	-0.04	0.27	0.14	
Hispanic	0.03	-0.02	0.15	0.25	
White	0.20	0.19	0.24	0.33	
Multiracial	0.25	-0.03	0.02	0.01	
EL	-0.36	-0.18	-0.15	-0.04	
Spec Ed	-0.48	-0.48	-0.01	-0.19	
F/R Lunch	0.04	-0.01	0.26	0.18	
Female	0.14	0.10	0.22	0.24	
Male	0.12	0.12	0.23	0.24	
TAG					
DLA					

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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:
<p>W – Writing</p> <ul style="list-style-type: none"> ● QuickWrites ● Marking the Text ● Peer Editing Process <p>I – Inquiry</p> <ul style="list-style-type: none"> ● Meetings of the Minds ● Vocabulary Awareness Chart ● Collaborative Study Groups ● Use of Essential Questions <p>C – Collaboration</p> <ul style="list-style-type: none"> ● Pair Share ● 30-second Expert <p>O – Organization</p> <ul style="list-style-type: none"> ● Problem-Solution Journal ● KWL Chart ● Graphic Organizers ● Dialectical Journals <p>R – Reading</p> <p>Close reading strategies:</p> <ul style="list-style-type: none"> ● Number the paragraphs ● Chunk the text. ● Underline and circle... with a purpose ● Left margin: What is the author SAYING? ● Right margin: Dig deeper into the text. ● Marking the Text 	<p>AVID department and site team will continue to provide monthly AVID newsletters with new and innovative strategies for content teachers to use/implement within their curriculum.</p> <p>AVID Coordinator will continue to communicate trainings for content area teachers throughout the school year/summer.</p>	<p>Scholar work samples through the AE/AVID certification process AND content teacher should document</p>	<p>Kate Egerman, Royce Winford, and AVID trained English teachers</p>
<p>Engage all staff members in professional development aligned with the 2019-20 Focus Areas utilizing the ISD 279 System Tools:</p>	<p>Staff members will:</p> <ul style="list-style-type: none"> ● complete the Equity Foundational Training 1.5 	<p>PLT student assessment data, mid-trimester and term grades, MCA</p>	<p>Licensed staff members, PLTs, Instructional Leadership Team,</p>

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<ul style="list-style-type: none"> ● Standards-Based Instruction and Grading ● Literacy ● Pathways to Learning <ul style="list-style-type: none"> - Routines, Processes and Procedures - Path, Place and Pace - Culturally Responsive Classrooms 	<ul style="list-style-type: none"> ● utilize the ISD 279 System Tools in their Professional Learning Teams (PLTs) and small groups ● align their instructional practices with ISD 279 Standards for Grading and Reporting ● implement content-specific literacy strategies ● build pathways to learning 	<p>scores, and 9th grade MAP Reading scores (all disaggregated by race, gender and SpEd)</p>	<p>Equity Team</p>
<p>Collaborative EL and SPED English courses: Courses will accelerate learning by providing students access and opportunity to grade level courses with a specialized teacher to support individual needs. Students will have exposure to culturally relevant material, tiered assessments, along with clearly articulated rubrics that align standards with outcomes.</p>	<p>Teachers will attend district training for collaborative teaching teams, use formative and summative assessments to drive instruction and monitor student progress through student check-ins and other ongoing assessment activities.</p>	<p>Student grades: Mid-tri and Trimester final grades</p>	<p>Jaquinetta Mitchell, Meta Swanson, Caroline Martinson, Lisa Wernecke, Ann Johnson, Johanna Beaupre, Shawn Johnson, Brent Evander, Leslise Schmeiser, Blake Jorgeson, Laura Binder, Edairra McCalister</p>
<p>Tuesday Tutoring: Staff members will support students in the area of reading towards gap reduction for underperforming groups.</p>	<p>Staff members are available from 2:30-4:30 PM to support student learning.</p>	<p>Students attendance, trimester grades, increase in assignment completion in ELA.</p>	<p>Joe Booher, Erica Barlow</p>
<p>Peer Tutoring: NHS and Student Senate will provide Friday tutoring to students during hybrid/distance learning.</p>	<p>NHS/Student Senate advisors will monitor virtual tutoring rooms and student volunteers.</p>	<p>Students attendance, trimester grades, increase in assignment</p>	<p>Megan Thompson, Katie Grivna</p>

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		completion in ELA.	
<p>Summer Enrichment: Forge Credit Recovery Program</p>	<p>Teachers will create/monitor standard based</p>	<p>Success of earning credit (Osseo Forge) and demonstration of skill development for bridge scholars.</p>	<p>Jacqui Mitchell, Royce Winford</p>
<p>Learning Labs/Pathway to Pass: Students are identified for LL or P2P based on previous academic performance with a focus on NGs from T3 from SY 19/20.</p>	<p>All teachers will provide standard based assignments for students to make up NGs.</p> <p>LL teachers will monitor student progress.</p>	<p>Made-up credit completions from T3.</p> <p>Successful completion of current course work.</p>	<p>Lenora Baldwin, Cassie Nelson, Royce Winford, Amber Hegland & Adam Woods</p>

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Priority Two: MATHEMATICS		Measure: MCA Proficiency (Index Rates)				
Column Header						
Results	11th 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 and enrolled in the fall of 11th 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
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	2019-20 & 2020-21 Basic Goal	2019-20 & 2020-21 Trans. Goal
Grade 11	54.2	53.3	63.5	43.1	72.6
Amln/Haw			59.1		
Asian	60.2	60.6	76.7		
Black	37.2	37.1	45.6		
Hispanic	28.3	40.4	41.1		
White	68.7	60.1	80.8		
Multiracial	50.0	50.0	59.3		
EL	2.2		11.9		
Spec Ed	14.6	18.4	18.3		
F/R Lunch	37.4	44.2	49.0		
Female	57.4	56.2	70.1		
Male	50.6	50.6	57.0		
TAG			90.6		
DLA			56.1		

Priority Two: MATHEMATICS

Measure: SIP Growth and Gap-Closing (SGG)

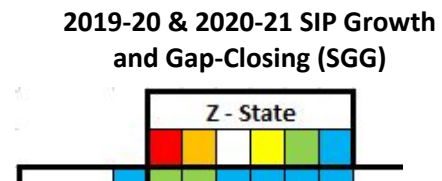
2019 Color Coding for MCA Value-Added and Z-State Results

-0.30 or below	-0.15 to -0.29	-0.14 to -0.01	+0.01 to +0.14	+0.15 to +0.29	+0.30 and up
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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals.

(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
Grade 11	-0.07	0.20	0.20	-0.23	
Am Ind					
Asian	-0.01	0.15	0.20	-0.33	
Black	-0.40	0.07	0.30	-0.40	
Hispanic	0.00	-0.05	0.37	-0.29	
White	0.11	0.34	0.12	-0.13	
Multiracial	-0.25	0.55	0.27	-0.13	
EL	-0.32	-0.22			
Spec Ed	0.32	-0.24	0.46	-0.10	
F/R Lunch	-0.26	0.04	0.32	-0.37	
Female	-0.20	0.20	0.23	-0.25	
Male	0.07	0.21	0.18	-0.21	
TAG					
DLA					

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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:
<p>Engage all staff members in professional development aligned with the 2019-20 Focus Areas utilizing the ISD 279 System Tools:</p> <ul style="list-style-type: none"> ● Standards-Based Instruction and Grading ● Literacy ● Pathways to Learning <ul style="list-style-type: none"> - Routines, Processes and Procedures - Path, Place and Pace - Culturally Responsive Classrooms 	<p>Staff members will:</p> <ul style="list-style-type: none"> ● complete the Equity Foundational Training 1.5 ● utilize the ISD 279 System Tools in their Professional Learning Teams (PLTs) and small groups ● align their instructional practices with ISD 279 Standards for Grading and Reporting ● implement content-specific literacy strategies ● build pathways to learning 	<p>PLT student assessment data, mid-trimester and term grades, MCA scores, and 9th grade MAP Reading scores (all disaggregated by race, gender and SpEd)</p>	<p>Licensed staff members, PLTs, Instructional Leadership Team, Equity Team</p>
<p>Collaborative EL and SPED Math courses: Courses will accelerate learning by providing students access and opportunity to grade level courses with a specialized teacher to support individual needs. Students will have exposure to culturally relevant material, tiered assessments, along with clearly articulated rubrics that align standards with</p>	<p>Teachers will attend district training for collaborative teaching teams, use formative and summative assessments to drive instruction and monitor student progress through student check-ins and other ongoing assessment activities.</p>	<p>Student grades: Mid-tri and Trimester final grades</p>	<p>Marcy TenHaken, Brian Shreve, JT Noehre, Kevin Willey, Karen Nelson, Anne Jolivette Schularick, Kelly Klecker</p>

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outcomes.			
<p>Tuesday Tutoring: Staff members will support students in the area of mathematics towards gap reduction for underperforming groups.</p>	<p>Staff members are available from 2:30-4:30 PM to support student learning.</p>	<p>Students attendance, trimester grades, increase in assignment completion in Math classes.</p>	<p>Joe Booher, Erica Barlow</p>
<p>Peer Tutoring: NHS and Student Senate will provide Friday tutoring to students during hybrid/distance learning.</p>	<p>NHS/Student Senate advisors will monitor virtual tutoring rooms and student volunteers.</p>	<p>Students attendance, trimester grades, increase in assignment completion in Math.</p>	<p>Megan Thompson, Katie Grivna</p>
<p>Learning Labs/Pathway to Pass: Students are identified for LL or P2P based on previous academic performance with a focus on NGs from T3 from SY 19/20.</p>	<p>All teachers will provide standard based assignments for students to make up NGs. LL teachers will monitor student progress.</p>	<p>Made-up credit completions from T3. Successful completion of current course work.</p>	<p>Lenora Baldwin, Cassie Nelson, Royce Winford, Amber Hegland & Adam Woods</p>
<p>Summer Enrichment: Forge Credit Recovery Program</p>	<p>Teachers will create/monitor standard based</p>	<p>Success of earning credit (Osseo Forge) and demonstration of skill development for bridge scholars.</p>	<p>Jacqui Mitchell, Royce Winford</p>
<p>Curriculum Audit: Compare CPM curriculum with current curriculum in NonLinear, Geometry & Algebra 2, including co-taught courses.</p>	<p>Teachers will attend trainings (when available) and utilize the piloted curriculum.</p>	<p>Teachers will examine success/struggles students encounter with new, student centered curriculum.</p>	<p>Michelle Goetz, Kelly Klecker, Victoria Schaepe, Craig Oliphant, Brett Frayseth, Karen Nelson, Greg Nathe, JT Noehre, Kirsten Kokemueller,</p>

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			Craig Oliphant, Marcy Ten Haken
<p>AVID Math Strategies:</p> <ul style="list-style-type: none"> ● Focused Note taking ● Annotated notes ● Quick writes ● Cornell notes ● Collaborative study groups ● LENSES activities ● Graphic organizers ● Interactive notebook ● Essential Questions 	Teachers will model and teach AVID math strategies during instruction.	Scholar work samples through the AE/AVID certification process AND content teacher should document	Kate Egerman, Royce Winford and AVID trained teachers
Literacy in Mathematics	Teachers are increasing mathematical literacy through quick writes, reflections, and academic language.	Students will write out explanations/justification, increase conversations around math topics	Which math classroom Teachers? or PLTs?

Priority Three: Student Behavior

Evidence of Need:	During the 2019-2020 school year, Osseo Senior High experienced approximately 1,190 total referrals, a 16% decrease from SY 18/19 and a 4.3% increase from SY 17/18. There is evidence of need to further disrupt inequities in behavior referrals and responses that reinforce racially predictable outcomes.
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Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Referrals out of class for disruptive behavior and insubordination.	304 total incidents of disruptive behavior	For the SY 20/21, OSH will reduce total referrals for disruptive behavior and insubordination by a minimum of 10%.

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:
Determination of minor vs. major behaviors: Student Services will utilize restorative practices.	OSH administration will utilize restorative and one-to-one conversations to address low-level behavior including disruptive behavior, insubordination and inappropriate language.	Referral data will be pulled and analyzed at mid-trimester and end-trimester.	Cleveland McCoy, Michelle Peterson, Taneisha Smith, Ryan Wynn & Adam Woods

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<p>Advisory: All students will participate in grade level advisory lessons.</p>	<p>The advisory program will continue to focus on college and career readiness.</p>	<p>Final trimester grades.</p>	<p>Michelle Mazanec, all advisory teachers, counselors & Amber Hegland</p>
<p>Restorative practices professional development: Staff will continue to implement Responsibility-Centered Discipline and Give ‘em Five conversations.</p>	<p>Review of protocols and methods for restorative conversations during staff workshop week. Ongoing professional development and recognition of successful practice will be utilized as methods for staff reflection and continual growth.</p>	<p>Student Services will maintain a “student concern” spreadsheet and discuss data at department meetings.</p>	<p>Cleveland McCoy, Michelle Peterson, Taneisha Smith, Ryan Wynn & Adam Woods</p>
<p>3-person teams: Partnership with SMS, counselor and ESP to support students regarding attendance and grades.</p>	<p>SMSs and counselors will meet weekly and bring applicable data to support interventions for students struggling to meet academic and attendance expectations. SMSs will coordinate with ESPs on what students to target.</p>	<p>Examine students’ grades and attendance weekly.</p>	<p>Seldon/McCoy (A-E) Trzynka/Wynn (F-L) Holton/Peterson (M-Sa) Schlorf/Smith (Sc-Z)</p>

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<p>Intervention Tracking through IM4: Identify needs for interventions and to monitor fidelity of implementation.</p>	<p>IM4 will be utilized by administration, school social workers, and school counselors to record and monitor intervention strategies.</p>	<p>Record what intervention strategy is being implemented.</p>	<p>Cleveland McCoy, Michelle Peterson, Taneisha Smith, Ryan Wynn, Amber Hegland & Adam Woods</p>
<p>Student Assistance Team: Staff will meet biweekly to discuss intervention planning for individual students.</p>	<p>SAT team will be responsible for dissemination of intervention plans as well as monitoring student progress.</p>	<p>Positive change in identified area of need: academic, attendance and/or behavior.</p>	<p>OSH Admin, Counselors, Social Workers, School Psychologists, Teachers</p>

<p>Priority Four: Family Engagement</p>	
<p>Evidence of Need:</p>	<p>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.</p>
<p>Goal:</p>	<p>Staff, scholars, and families will engage in continuous partnership and dialogue in order to create a school environment in which all family members feel welcomed, heard, and valued. 90% of families will indicate on the parent stakeholder survey that OSH keeps them informed about school improvement, events/activities and other important information.</p>

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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:
Hybrid & Distance Learning: <ul style="list-style-type: none"> Interventions for students 	Teachers create individual or small group opportunities	Admin and support teams will monitor student attendance and grades.	Sara Vernig, Erica Barlow, Amber Hegland & Adam Woods
Hybrid & Distance Learning: <ul style="list-style-type: none"> Weekly parent contact 	Teachers call families of students with D's or F's	Teachers will keep a log, which shares who they have contacted and how often.	Sara Vernig, Erica Barlow, Amber Hegland & Adam Woods
Hybrid & Distance Learning: <ul style="list-style-type: none"> Updated grades weekly 	Teachers update gradebook weekly		Sara Vernig, Erica Barlow, Amber Hegland & Adam Woods

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<p>Multilingual Family Support: Talking Points</p> <p>Google Translator</p>	<p>Staff trained to use Talking Points. Staff will utilize this when sending communication to families.</p> <p>Staff trained to use google translator. Staff will utilize this when communicating with students and families.</p>	<p>Talking Points log</p> <p>Teacher contact log</p>	<p>Sara Vernig, Erica Barlow, Amber Hegland & Adam Woods</p>
<p>Weekly Family Communication: Emails from administration</p> <p>Smore Newsletter</p> <p>Osseo Experience</p>	<p>Admin will use weekly emails to communicate upcoming events or changes to schedule.</p> <p>A weekly newsletter has been created to highlight events, interventions including PBIS, and highlights happening at OSH</p> <p>Connecting Osseo families and students to OSH through personalized communication and creation of websites/materials</p>	<p>Smore tracks the number of people who read the OSH newsletter</p> <p>Data log that we check of that we connect with every single family</p>	<p>Sara Vernig, Erica Barlow, Amber Hegland & Adam Woods</p> <p>Michelle Peterson</p> <p>Elie Bengston and Amber Hegland</p>

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<p>Awards Ceremony/Osseo Acts: Celebrates student achievement in various departments and activities.</p>	<p>Identify students to receive department awards. Pull data for Honor/High Honor students.</p>	<p>Virtual awards program celebrating the actions & excellence of our students.</p>	<p>Erica Barlow</p>
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Site Improvement Team

Name	Position	Name	Position
Sara Vernig	Principal	Brett Frayseth	ML/EL Department Lead & Teacher
Erica Barlow	Assistant Principal	Michelle Goetz	Math Teacher
Amber Hegland	Assistant Principal	Anne Jolivette-Schularick	ML/EL Department Lead & Teacher
Adam Woods	Assistant Principal	Cindy Loftsgard	SPED Coordinator
Elise Bengston	Magnet Coordinator	Karen Nelson	Co Math Department Lead & Teacher
Heather Casella	Co ELA Department Lead & Teacher	Leslie Schmeisser	Co ELA Department Lead & Teacher
Kate Egerman	AVID Coordinator & Teacher		

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: _____