

Form A2 – School Improvement Plan

Principal: Sara Vernig

Assistant Superintendent: Kelli Parpart

School: Osseo Senior High

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?

Graduation Rate Color Coding	10%+ from Basic	5 - 9% from Basic	1 - 4% from Basic	<1% from Basic	Met Basic Goal	Met Transformational Goal		
OSH								
Four-Year Graduation Rate - Goals and Results								
	Results 2018	Results 2019	Basic Goal 2020	Transform Goal 2020	Results 2020	Basic Goal 2020	Transform Goal 2020	Results 2021
All Students	90.5	87.6	89.2	90.7	87.3	88.9	90.5	
Am Ind*^								
Asian	95.7	97.4	97.7	98.1	94.3	95.0	95.7	
Black	81.4	85.4	87.2	89.1	80.5	82.9	85.3	
Hispanic	84.9	68.2	72.2	76.2	77.3	80.1	83.0	
White	97.8	91.6	92.7	93.7	91.8	92.8	93.8	
Multiracial ^	82.1	76.2	79.2	82.2	92.6	93.5	94.4	
EL	85.4	68.7	72.6	76.5	76.7	79.7	82.6	
Spec Ed	67.4	75	78.1	81.3	65.1	69.4	73.8	
F/R Lunch	86.0	82.7	84.9	87.0	81.2	83.6	85.9	
Homeless ^	57.1	62.5	67.2	71.9	54.5	60.2	65.9	
Female	93.4	90.4	91.6	92.8	92.3	93.3	94.2	
Male	87.4	84.6	86.5	88.5	82.2	84.5	86.7	
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		<i>Measure: MCA Proficiency (Index Rates)</i>					
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	74.1	75.7	67.6	70.9	75.7	71.5	59.0	64.3	69.2
Amln/Haw							65.0		
Asian	73.0	83.6					54.0		
Black	60.0	66.5					42.6		
Hispanic	63.3	56.6					59.2		
White	80.2	83.8					72.8		
Multiracial	91.7	75.0					54.7		
EL	23.3	20.0					13.0		
Spec Ed	32.4	25.9					9.2		
F/R Lunch	64.8	66.6					41.0		
Female	81.1	78.2					60.6		
Male	68.1	73.0					57.7		
TAG							82.2		
DLA							50.6		

Priority One: READING

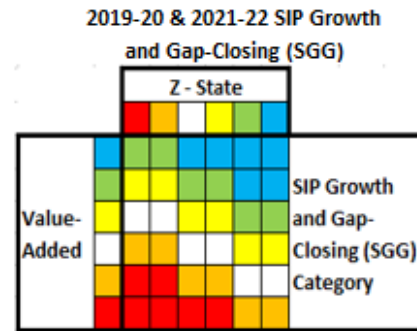
Measure: SIP Growth and Gap-Closing (SGG)

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

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

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



Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
Grade 10	0.13	0.11	0.23	0.24		0.28
Am Ind						
Asian	0.11	0.27	0.28	0.30		-0.08
Black	0.10	-0.04	0.27	0.14		0.48
Hispanic	0.03	-0.02	0.15	0.25		0.04
White	0.20	0.19	0.24	0.33		0.29
Multiracial	0.25	-0.03	0.02	0.01		0.43
EL	-0.36	-0.18	-0.15	-0.04		0.09
Spec Ed	-0.48	-0.48	-0.01	-0.19		0.07
F/R Lunch	0.04	-0.01	0.26	0.18		0.31
Female	0.14	0.10	0.22	0.24		0.41
Male	0.12	0.12	0.23	0.24		0.16
TAG						0.30
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:
<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 updates 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 teachers will document the examples.</p>	<p>Nichelle Chandler, Kate Egerman, Royce Winford, and AVID trained teachers</p>
<p>Engage all staff members in professional development aligned with the 2021-2022 areas of focus:</p> <ul style="list-style-type: none"> ● Strengthening PLT’s and their work 	<p>Staff members will:</p> <ul style="list-style-type: none"> ● complete the Equity Foundational Training (combination of 1.0 and 1.5) with DOEE 	<p>PLT student assessment data, mid-trimester and term grades, MCA scores, and 9th grade MAP reading scores (all</p>	<p>Licensed staff members, PLTs, Instructional Leadership Team,</p>

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<ul style="list-style-type: none"> Standards-Based Grading and Instruction Culturally relevant curriculum Identifying essential standards 	<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 Learning Lab specific to credit recovery and essential standards 	disaggregated by race, gender and SpEd)	Equity Team
<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>	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.	Student grades: Mid-tri and trimester final grades	Morgan Ammermann, Johanna Beaupre, Anne Beckman, Katie Hondlik, Anne Schularick
<p>Staff Meeting ML/Equity Strategies: Building leaders will present strategies monthly at staff meetings to support literacy/reading interventions for marginalized populations.</p>	Every month we will present 30 minutes during our staff meeting to the entire staff.	We will have staff complete a google doc of which strategies they have incorporated into their class.	Amber Hegland, Shana Kwatampora, Sally Platt, Kate Egerman, Anne Schularick
<p>Tuesday Tutoring: Staff members will support students in reading proficiency geared towards gap reduction for underperforming groups.</p>	Staff members are available from 2:30-4:30 PM to support student learning.	Students’ attendance, trimester grades, increase in assignment completion in ELA	Jacqui Mitchell, Michaela McCoy, Amber Hegland, and Kim Berling
<p>Summer Enrichment: Forge Credit Recovery Program</p>	Teachers created pathways for students to learn the essential standards to recover the credit and learn	Success of earning credit (Osseo Forge) and demonstration of skill development.	Jacqui Mitchell, Mark Spurlin

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	the skills necessary for the class.		
Learning Labs/Pathway to Pass: Students are identified for LL or P2P based on previous academic performance from the courses they have failed in the past.	Curriculum (pathways) are identified and exist for all courses in ELA. LL teachers will monitor student progress.	Made-up credit completions from past courses. Successful completion of current course work.	Jacqui Mitchell
Reading Intervention Courses (ESSER funding): Licensed reading teacher provided for one year through ESSER funding to focus on interventions for 9 th grade students	Identification of struggling students in 8 th grade from the middle schools, FastBridge scores three times a year.	FastBridge scores, mid-term grades, final grades, MCA data	Tanya Heifort

Priority Two: MATHEMATICS		<i>Measure: MCA Proficiency (Index Rates)</i>					
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	<table border="1"> <tr> <td>10+ points below basic goal</td> <td>6-9 points below basic goal</td> <td>1.1 to 5.9 points below basic goal</td> <td>Within 1 index point of basic goal</td> <td>Met basic goal</td> <td>Met transformational goal</td> </tr> </table>	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
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	Basic Goal	2021 Trans. Goal	Spring 2021 Results	Fall 2021 Cohort	2022 Basic Goal	2022 Trans. Goal
Grade 11	54.2	53.3	67.6	47.6	75.7	46.8	54.9	34.9	66.2
Amln/Haw									
Asian	60.2	60.6				50.0	68.3		
Black	37.2	37.1				20.7	40.3		
Hispanic	28.3	40.4				40.5	45.3		
White	68.7	60.1				59.8	67.5		
Multiracial	50.0	50.0				53.8	45.5		
EL	2.2						15.5		
Spec Ed	14.6	18.4				15.0	23.5		
F/R Lunch	37.4	44.2				32.7	43.0		
Female	57.4	56.2				46.7	58.4		
Male	50.6	50.6				47.0	51.8		
TAG						73.5	83.7		
DLA							55.7		

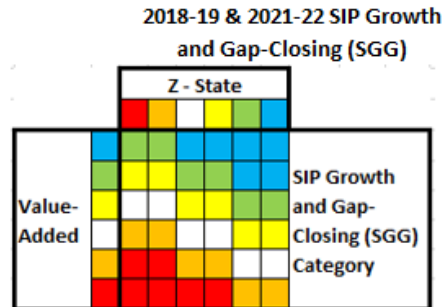
Priority Two: MATHEMATICS *Measure: SIP Growth and Gap-Closing (SGG)*

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

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Results reported for groups of 10 or more students. Any results for groups not reported in the previous year were color coded using the lowest basic and transformational goals. 2021 Z-State results not available due to COVID-19.

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



Group	Baseline		2019 Results			2021 Results
	2017	2018	Val-Add	Z - State	SGG	Val-Add
Grade 11	-0.07	0.20	0.20	-0.23		0.13
Am Ind						
Asian	-0.01	0.15	0.20	-0.33		0.16
Black	-0.40	0.07	0.30	-0.40		0.18
Hispanic	0.00	-0.05	0.37	-0.29		0.13
White	0.11	0.34	0.12	-0.13		0.09
Multiracial	-0.25	0.55	0.27	-0.13		0.11
EL	-0.32	-0.22				
Spec Ed	0.32	-0.24	0.46	-0.10		0.47
F/R Lunch	-0.26	0.04	0.32	-0.37		0.29
Female	-0.20	0.20	0.23	-0.25		0.11
Male	0.07	0.21	0.18	-0.21		0.15
TAG						0.20
DLA						

Priority Two: Mathematics			
Mathematics Continuous Improvement Action Plan: (add steps as needed by using tab key)			
Strategies <i>What specific strategies will be implemented?</i>	Adult actions: <i>What adult actions will ensure the strategies are successful?</i>	Measure student progress: <i>What student data will be collected?</i>	Person(s) Responsible:
Engage all staff members in professional development aligned with the 2021-2022 areas of focus: <ul style="list-style-type: none"> • Strengthening PLT’s and their work • Standards-Based Grading and Instruction • Culturally relevant curriculum • Identifying essential standards 	Staff members will: <ul style="list-style-type: none"> • complete the Equity Foundational Training (combination of 1.0 and 1.5) with DOEE • 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 • Learning Lab specific to credit recovery and essential standards 	PLT student assessment data, mid-trimester and term grades, MCA scores, and 9th grade math FastBridge scores (all disaggregated by race, gender and SpEd)	Licensed staff members, PLTs, Instructional Leadership Team, Equity Team
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 outcomes.	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.	Student grades: Mid-tri and trimester final grades	Michelle Goetz, John Rundquist, Kevin Willey, Kirsten Kokemueller, Marcy TenHaken, Rachel O’Neil, Karen Nelson, Anne Schularick, Victoria Schaepe, Johanna Beaupre
Staff Meeting ML/Equity Strategies: Building leaders will present strategies monthly at staff	Every month we will present 30 minutes during our staff meeting to the entire staff.	We will have staff complete a Google doc of which strategies they have	Amber Hegland, Shana Kwatampora, Sally Platt, Kate

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meetings to support math interventions for marginalized populations.		incorporated into their class.	Egerman, Anne Schularick
Tuesday Tutoring: Staff members will support students in the area of mathematics towards gap reduction for underperforming groups.	Staff members are available from 2:30-4:30 PM to support student learning.	Student attendance, trimester grades, increase in assignment completion in Math classes	Amber Hegland, Jacqui Mitchell, Sarah Ryan
Learning Labs/Pathway to Pass: Students are identified for LL or P2P based on previous academic performance from the courses they have failed in the past.	Curriculum (pathways) are identified and exist for all courses in math. LL teachers will monitor student progress.	Made-up credit completions from past courses Successful completion of current course work.	Jacqui Mitchell, Sarah Ryan
Summer Enrichment: Forge Credit Recovery Program	Teachers created pathways for students to learn the essential standards to recover the credit and learn the skills necessary for the class.	Made-up credit completions from past courses.	Jacqui Mitchell, Amber Hegland, Marcy TenHenken, Royce Winford
New Math Curriculum: Implement CPM curriculum in appropriate courses (predominantly 9 th and 10 th grade courses)	Teachers will attend trainings and support PD provided throughout the year by the math SDAS. They will utilize the curriculum in their classrooms.	Successful completion of the CPM units by students.	Marcy TenHenken, Kelly Klecker, Karen Nelson, JT Noehre, Kirsten Kokemueller, Jen Moen, Michelle Goetz, Greg Nathe, Sarah Ryan, Victoria Schaepe, Craig Oliphant, Cindy Sandquist, Kim DeVries, John Davis
Math Identification for Interventions: Math teachers will utilize FastBridge to identify students for math intervention and ensure appropriate placement.	Teachers will give the FastBridge assessment once per trimester and analyze the scores.	Successful identification of students in appropriate courses. Place students in the math learning lab. Recommend students for Tuesday tutoring.	Marcy TenHenken, Kelly Klecker, Karen Nelson, JT Noehre, Kirsten Kokemueller, Jen Moen, Michelle Goetz, Greg Nathe,

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			Sarah Ryan, Victoria Schaepe, Craig Oliphant, Cindy Sandquist, Kim DeVries, John Davis
AVID Math Strategies: <ul style="list-style-type: none"> ● Focused Note taking ● Annotated notes ● Quick writes ● Collaborative study groups ● Graphic organizers ● Interactive notebook ● Essential Questions 	Teachers will model and teach AVID math strategies during instruction.	Evidence apparent during observations and walk-throughs	Royce Winford, Nichelle Chandler

Priority Three: Student Behavior	
Evidence of Need:	In 2018-2019, 9 th and 10 th grade black and brown students comprised 60% (129 of 215) of the total out-of-school suspensions (OSS). We will have a 10% decrease from 129 out-of-school suspensions in 2018-2019 to less than 116 OSS in the 2021-2022 school year.

Student Behavior (Example: office referrals, suspensions, etc.)	Baseline data by target group (Example: ethnicity, socioeconomic, grade level, etc.)	Goal
Out-of-school suspensions	Black and brown 9 th and 10 th grade students	116 or less out-of-school suspensions

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:
Reinforcement 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.	Adam Woods, Kate Egerman, Michelle Peterson, Dre Mills, Bob Ritchie
Advisory: All students will participate in grade level advisory lessons.	The advisory program will continue to focus on college and career readiness.	Final trimester grades	Michelle Mazanec, all advisory teachers, counselors, Amber Hegland
Restorative practices:	Participation in restorative practices	Student Services will maintain a “student	Kate Egerman, Dre Mills, Bob Ritchie, Michelle Peterson

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<p>New student management specialists will be trained in restorative practices.</p>	<p>training during the 2021-2022 school year.</p>	<p>concern” spreadsheet and discuss data at department meetings.</p>	
<p>Staff Meeting ML/Equity Strategies: Building leaders will present strategies monthly at staff meetings to support interventions for marginalized populations.</p>	<p>Every month we will present 30 minutes during our staff meeting to the entire staff.</p>	<p>We will have staff complete a Google doc of which strategies they have incorporated into their class.</p>	<p>Amber Hegland, Shana Kwatampora, Sally Platt, Kate Egerman, Anne Schularick</p>
<p>2-person teams: Partnership with SMS and counselors to support students regarding attendance and grades.</p>	<p>SMS’s and counselors will meet weekly and bring applicable data to support interventions for students struggling to meet academic and attendance expectations.</p>	<p>Examine students’ grades and attendance weekly.</p>	<p>Ritchie/Morton Peterson/Holton Mills/Schlorf Egerman/Burns/Trzynka/Xiong</p>
<p>Student Assistance Team: Staff will meet bi-weekly 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>Hall sweeps: Random frequent hall sweeps each week</p>	<p>Admin, SMS, and hallway ESP’s will conduct them to enforce timeliness while minimizing behavior in hallways.</p>	<p>Examine number of frequent students who are in the hallways and create an intervention (i.e. no passing time, phone calls home, etc.)</p>	<p>Admin, SMS’s, hallway ESP’s</p>

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:	Staff, students, and families will create partnerships utilizing multiple avenues to ensure that 90% of families will indicate on the parent stakeholder survey that OSH keeps them informed about school improvement, events/activities and other important information.

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:
Weekly Family Communication: Emails from administration Smore Newsletter	Admin will use weekly emails to communicate upcoming events or changes to schedule. A weekly newsletter has been created to highlight events, interventions including PBIS, and highlights happening at OSH	School Messenger and Talking Points track the families who have received the information Smore tracks the number of people who read the OSH newsletter	Sara Vernig, Kim Berling, Amber Hegland, Adam Woods Michelle Peterson, Adam Woods
Multilingual Family Support: Talking Points Google Translator	Staff trained to use Talking Points. Staff will utilize this when sending communication to families. Staff trained to use Google translator. Staff will utilize this when communicating with students and families.	Talking Points log Teacher contact log	Sara Vernig, Adam Woods, Kim Berling, Amber Hegland, all licensed staff
Interventions with students	Teachers create interventions by partnering with families.	Admin and support teams will monitor student attendance and grades.	Sara Vernig, Kim Berling, Adam Woods, Amber

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			Hegland, all licensed staff
Weekly parent contact	Teachers will contact families of students each week for the last three weeks of the trimester and notify them of the current grade status, as well as upcoming opportunities for the remainder of the trimester	Teachers will keep a log, which shares who they have contacted and how often they have contacted them.	Sara Vernig, Kim Berling, Amber Hegland, Adam Woods
Updated grades weekly	Teachers will update grades bi-weekly during the trimester, and weekly for the last three weeks of the trimester.	Shared communication from teachers	Sara Vernig, Kim Berling, Amber Hegland, Adam Woods
Awards Ceremony/Osseo Acts: Celebrates student achievement in various departments and activities.	Identify students to receive department awards. Pull data for honor/high honor students.	Virtual awards program	Kim Berling

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Site Improvement Team

Name	Position	Name	Position
1. Sara Vernig	Principal	5. Karen Nelson	Math Teacher
2. Adam Woods	Asst Principal	6. Brian Shreve	SEBC
3. Amber Hegland	Asst Principal	7. Leslie Schmeisser	English Teacher
4. Kim Berling	Asst Principal	8. Heather Casella	English Teacher
5. Marcy TenHaken	Math Teacher	6. Johanna Beaupre	Math Teacher
7. Kate Egerman	SMS	8. Meg Holton	Counselor
1. Jacqui Mitchell	English Teacher	2. Anne Schularick	EL Teacher
3. Ellie Bengston	Curriculum Integration Coordinator	4. Amanda Tegels	Regional Center of Excellence

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: _____