

Progress *and* Priorities



2010-2011

STRATEGIC PLAN

*A report on progress made in 2009-2010
and priority work for 2010-2011*



UNITING COMMUNITIES OF EXCELLENCE



On behalf of the students, staff, and Board of Education of ISD 279-Osseo Area Schools, I am proud to share with you the progress made over the past year on our system's strategic objectives, along with the priorities we'll be tackling for 2010-2011.

Organizations work most effectively when clear priorities are identified from among the many wants and needs, allowing human and financial resources to be allocated strategically to accomplish the most important work. This document describes only a small portion of the work under way by dedicated employees every day, in every school, to meet the needs of every student.

Since the 2007-2008 school year, our system has set priorities, monitored progress, and reported to the School Board and community on accomplishments throughout the organization. A Core Planning Team composed of community members, students, school board members, and staff meets annually to review progress; advise the superintendent regarding any adjustments to the mission, core values, and strategic objectives; and recommend priorities for the following year.

Former Superintendent Susan Hintz, under whose leadership this work was accomplished, took all that input into consideration as she assessed the organization's capacity to deliver on continuing and new priorities. She and I then presented a recommendation to the School Board that outlines priority work that we believe will deliver the most value to the students we serve in ISD 279-Osseo Area Schools.

While certain factors — such as state and federal requirements, our financial condition, and organizational capacity — may affect our ability to implement this plan, our mission remains constant:

To inspire and prepare all students with the confidence, courage, and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

I invite you to read this document to learn more about our progress in 2009-2010 and our system's priorities for 2010-2011. We also provide regular progress reports to the School Board. You are invited to attend Board meetings; watch the live and/or recorded broadcasts on Channel 21; or watch meetings live or on demand on our Web site, www.district279.org.

A handwritten signature in dark ink that reads "Kate Maguire". The signature is fluid and cursive, with a large, sweeping "K" and "M".

Superintendent Kate Maguire
August 2010

A Snapshot of ISD 279-Osseo Area Schools

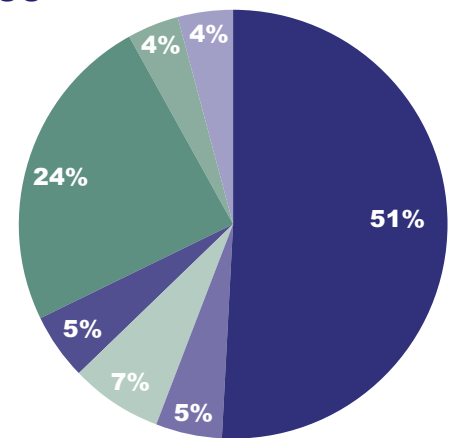
ISD 279-Osseo Area Schools is the fifth-largest school district in the state, serving approximately 21,000 students from early childhood through adult learners. The district has 17 elementary schools, four junior high schools, three high schools, two early childhood centers, an area learning center high school, three special program sites, and an Adult Basic Education/Enrollment Center. Our schools include International Baccalaureate schools, Magnet Schools of Excellence, and Magnet Schools of Distinction.

ISD 279 students reflect the global community, coming from families where more than 80 dialects and languages other than English are spoken at home.

10% are English Language Learners, 12% receive special education services, and 33% qualify for the federal free and reduced-price lunch program.

Staff (includes both full-time and part-time), FY2009

Total Employees	2,889	
Teachers	1,470	51%
Administrators	122	4%
Clerical	113	4%
Paraprofessionals/Laundry/WSI	687	24%
Food Service	152	5%
Other	195	7%
Custodians	150	5%



2009-2010 fast facts Student Demographics

Caucasian	55%
Students of Color	45%
--Black	23%
--Asian	15%
--Hispanic	7%
--American Indian	less than 1%

Enrollment

Gr. K-6	11,025
Gr. 7-12	9,569

Teacher Demographics

Hold a master's degree or higher	75%
More than 10 years of experience	63%

Source: District data

Academic Achievement

ACT (Class of 2009)	22.4
AP Scholars	62
National Merit Commended	16
National Merit Semi-finalists	1

MCA-II math, reading, and science proficiency rates generally reflect state results. There were several improvements over the previous year, including increased proficiency rates, more students performing at the highest level and fewer students performing at the lowest level.

Over the past three years (2008-2010), Osseo's grade-level **proficiency rates have increased every single year** on 10 of the 14 MCA math and reading tests.

Visit www.district279.org/departments/RAA/StateMandatedTests.cfm for detailed test results.

Careful stewardship of taxpayer dollars

For the 20th consecutive year, ISD 279-Osseo Area Schools earned the **Certificate of Excellence in Financial Reporting** from the Association of School Business Officials (ASBO) International for demonstrating “quality and clarity in the preparation and issuance of [the district’s] comprehensive annual financial reports.”

For the fifth consecutive year, the district received the Minnesota Department of Education **School Finance Award**, recognizing “sound fiscal health and financial management policies and procedures.”

2009-2010 Expenditure Budget

General/Transportation Fund	\$180,180,250
Food Service Fund	9,952,801
Community Service Fund	11,212,590
Capital Fund	14,354,997
Debt Service Fund	20,543,879

2009-2010 Sources of Funds, General/Transportation Budget

State Sources	\$141,550,204	77%
Local Sources – Taxes	37,732,729	20%
Other Sources	4,639,962	3%

2009-2010 Uses of General/Transportation Funds

Regular Instruction	\$71,878,028	40.0%
Special Education	31,580,183	17.5%
Pupil Support Services	19,852,564	11.0%
Instructional Support Services	3,865,547	2.1%
Career & Technical Instruction	2,590,125	1.4%
Fiscal and Other Fixed Costs	\$33,756,528	18.7%
Sites and Buildings	11,504,320	6.4%
District Support Services	3,410,008	1.9%
District-Level Administration	1,742,947	1.0%

* 2009-2010 figures are from revised, unaudited budget, excluding grants

Our Mission

Our mission is to inspire and prepare all students with the confidence, courage, and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.



Our Core Values

We believe that –

- lifelong learning is essential for the individual and community to thrive;
- everyone has equal intrinsic value;
- trust is essential to sustaining successful relationships and to achieving results;
- better decisions emerge when diverse perspectives are intentionally included in a collaborative process;
- everyone benefits when cultural differences are acknowledged and understood, and individuals are treated respectfully and equitably; and
- everyone can learn more.

Strategic Objectives

By 2012, all students will –

- articulate, plan for, and progress toward their evolving dreams;
- choose to contribute to community in a mutually meaningful way; and
- demonstrate initiative and persistence to continually learn that which is important to them.

Strategies

We will –

- do whatever it takes to guarantee that all employees support, contribute to, and sustain the achievement of our mission and strategic objectives;
- identify and overcome all obstacles to ensure that each student has the competence to achieve the strategic objectives;
- leverage the assets of our system and community to optimize the results of our mission and strategic objectives; and
- develop leadership that will include diverse perspectives of the organization and community to ensure a sustained commitment to our mission and strategic objectives.

Highlights *of* Progress

STRATEGY

We will do whatever it takes to guarantee that all employees support, contribute to, and sustain the achievement of our mission and strategic objectives.



Status of progress in the All Employees strategy

Work that has become part of regular operations in our system

- To sustain the mission and core values, our district has clear and comprehensive internal communications.

Current work

- Our employees understand and support our district's mission, core values, and strategic objectives.
- A collaborative culture permeates our district to sustain our mission. *(New priority for 2010-2011)*
- Our employee management practices and procedures are aligned with and support our mission and core values.

Future work

- To sustain our mission and core values, employees resolve personally or with assistance their workplace conflicts in a productive way.

Highlights from 2009-2010

- When surveyed regarding how well their behavior aligns with our school district's core values, staff reported agreement levels ranging from 84% to 97%.
- "Walking our Talk," the third in a series of videos that examine our district's mission and core values, promoted employee understanding of what it looks like to live our system's core values.
- Several employee communication vehicles were created or revamped: employee e-newsletter; employee intranet; and live and on-demand video streaming technology.
- Costs were reduced for worker's compensation and employee absenteeism.
- Created first-ever comprehensive staff development plan for Educational Support Professionals, the school district's second-largest employee group, comprising nearly 700 professionals.

Highlights *of* Progress

OVERCOME OBSTACLES

Status of progress in the Overcome Obstacles strategy

Work that has become part of regular operations in our system

- Our system has identified the means to integrate the attributes of an efficacious learner (skilled communicator, problem solver, responsible, self-directed, resourceful) into our interactions with all students.
- Our system is continually reviewing site and system policies, procedures, practices, and proposals to ensure our mission is achieved.
- Our system continually assesses facilities, resources, and allocation of time and people to ensure our mission is achieved.

Current work

- All-day kindergarten is accessible for children who need it to ensure they develop the cognitive, social, and emotional skills essential to be successful learners.
- Our system understands the attributes of efficacious learners and is beginning to integrate them into classroom activities throughout the school. *(New priority for 2010-2011)*
- The attributes of efficacious learners are integrated into the district's curriculum and practices.
- Our staff is using instructional strategies and other practices that ensure students will be able to meet the strategic objectives.

Future work

- Preschool is accessible for all children who need it to ensure they develop the cognitive, social, and emotional skills essential to be successful learners.
- Children from birth through kindergarten entry are socially, cognitively, and emotionally ready for school.
- Parents/guardians understand the attributes of efficacious learners.
- The broader community understands the attributes of efficacious learners and reinforces their importance within the community setting.
- Attributes of efficacious learners are integrated into the district's non-classroom and co-curricular activities.

STRATEGY

We will identify and overcome all obstacles in order to ensure that each student has the competence to achieve the strategic objectives.

Highlights from 2009-2010

- Every elementary school serving kindergartners has some type of all-day programming for kindergarten students (Full Day Kindergarten, Kindergarten Extra, and/or Kindergarten Kidstop).
- The "Efficacious Learner Framework" (ELF) was developed and launched. Teachers received comprehensive staff training, and all newly designed curriculum units incorporate the framework.
- "Key Instructional Strategies" were defined and incorporated into all curriculum work. All instructional coaches use the strategies to guide their work with classroom teachers.
- All elementary teachers received training in "differentiation," which means adjusting the delivery of instruction to meet individual student learning needs.

Highlights *of* Progress

STRATEGY

We will leverage the assets of our system and community to optimize the results of our mission and strategic objectives.



Status of progress in the Leverage Assets strategy

Work that has become part of regular operations in our system

- Our organizational structure, as it relates to accountability, optimizes the results of our mission and strategic objectives.
- Our organizational structure, as it relates to processes, optimizes the results of our mission and strategic objectives.
- Using multiple modalities, we communicate with stakeholders and the greater community on matters of common interest and to deepen our mutual understanding of our mission and core values.
- Community partnerships are developed and sustained to support our district mission and strategic objectives.

Current work

- Students are willing and knowledgeable advocates for our mission and core values. *(New priority for 2010-2011)*

Future work

- A plan to achieve racial and socio-economic balance is being implemented.
- Staff intentionally creates personal connections with students and families.
- We have developed a model(s) that will connect student learning with the community.

Highlights from 2009-2010

- Community collaborations include partnerships with the Brooklyn Bridge Alliance, Northwest Hennepin Regional Family Services Center, North Hennepin Area Chamber of Commerce, Northwest Suburban Integration School District, Community Emergency Assistance Program (CEAP), General Mills, Boston Scientific, Target, Prudential, local faith communities, and others.
- Facilities partnerships with the City of Brooklyn Park and the City of Maple Grove have resulted in improved outdoor facilities at Edinbrook Elementary, Zanewood Elementary, and Maple Grove Senior High.
- School Board meetings are more accessible to community members due to several improvements. Meetings are now cablecast live on Channel 21; web streamed live on the district Web site; and available for on-demand viewing on the district Web site.

Highlights *of* Progress

DEVELOP LEADERSHIP

Status of progress in the Develop Leadership strategy

Work that has become part of regular operations in our system

- Our district utilizes a systematic plan for recruitment, selection, orientation, and retention of a diverse employee base to develop leaders with diverse backgrounds and perspectives to achieve our mission and strategic objectives.

Current work

- District and site leadership assure that diverse backgrounds and perspectives of staff, families, and community are included in the decision-making process to achieve our mission and strategic objectives.
- System leaders model intercultural competence that supports all students achieving our mission and strategic objectives.

Future work

- All employees recognize and understand the importance of intercultural competence in their relationships, interactions, and practices to support our mission and strategic objectives.
- Employees and community members with leadership potential from diverse backgrounds and perspectives are further developed to become leaders to support our mission and strategic objectives.
- Parents and community members who hold leadership positions in our schools or in the district will recognize the importance of intercultural competence in their relationships, interactions, and practices to support our mission and strategic objectives.
- All students have the opportunity to develop their leadership skills through district and community leadership programs to fulfill our mission and strategic objectives.
- All employees demonstrate intercultural competence in their relationships, interactions, and practices to support our mission and strategic objectives.

STRATEGY

We will develop leadership that will include diverse perspectives of the organization and community to ensure a sustained commitment to our mission and strategic objectives.

Highlights from 2009-2010

- Hundreds of employees were trained in our system's norms for collaboration, including developing the skills, knowledge and tools that are most needed to increase the capacity to work effectively.
- The Mission Forward Task Force, a group composed of 75% community members and 25% ISD 279 employees, met for more than 800 cumulative hours to identify issues facing our school district; assess the implications of potential action in those areas; and recommend adjustments to the Superintendent and School Board.
- System leaders worked to increase their intercultural responsiveness by meeting in small groups for study and discussion.

Measurement

We will effectively measure student attainment of the strategic objectives and use the data to improve the results.

Key challenge in 2010-2011 in the Measurement strategy

While significant work has taken place in the collection and use of student achievement data, a key challenge in 2010-2011 will be to refine how the school district will measure student attainment of the strategic objectives.

Points of Pride

Achieving Results

For the second consecutive year, ISD 279-Osseo Area Schools has been selected as one of the nation's Best Communities for Music Education by the National Association of Music Merchants Foundation.

In recognition of their outstanding achievement on Advanced Placement exams, 62 students were named AP Scholars by the College Board.

Seventeen ISD 279 students were named National Merit Commended Students or Semifinalists.

ACT average composite scores have remained steady over the past ten years. The 2009 ACT average composite score was 22.4.

Osseo Senior High's 10HP English class set a record for the number of student works recognized and published in a single year in professional publications and through contests.

Eleven Osseo Area Learning Center students earned "Workplace Readiness" certificates by completing required curriculum and activities in the College & Career Readiness Seminar and/or a work-based learning experience such as a community internship.

Fair Oaks Elementary hosted two successful Family Literacy Night events for students and their families. Every Fair Oaks family participated in sessions where they learned activities they can do at home to promote reading and writing.

Three ISD 279 schools received Magnet Schools of America's highest honor, "Magnet Schools of Excellence": Birch Grove Elementary School for the Arts, North View Junior High IB World School, and Park Center IB World School. Weaver Lake Elementary: A Science,

Math and Technology School earned a "Magnet School of Distinction" award.

For the third consecutive year, Brooklyn Junior High was awarded the "Wellness by Design" award from Hennepin County, recognizing the school for going above and beyond in creating a healthy environment for staff and students.

Garden City students wrote more than 350 letters to crew members of the USS Miami in hopes of developing a pen pal relationship to learn more about life aboard a submarine.

The Maple Grove Senior High Model United Nations team earned 15 separate honors at the state conference hosted by Macalester College.

In only its second full year, Park Center's IB Programme has almost doubled the number of students seeking the full IB Diploma.

The Minnesota Bar Association honored Park Center's Mock Trial team by giving it the 2010 Team Professionalism Performance Award.

In regional competition, the Palmer Lake Future Problem Solvers team won the coveted 2-6 Award, took first place in the written competition and first place in the oral presentation, which earned them a spot in the state competition.

In concert with monarch studies on the space shuttle Atlantis, Weaver Lake Elementary conducted a space chamber simulation and antigravity investigations in the classroom.

Woodland Elementary is one of four schools in the state to earn the Family-Friendly Schools award.

At a year-end tea party, Park Brook students shared stories written in their school's Writers Workshop.

Students at Cedar Island Elementary celebrated the words they learned this year by dressing up to demonstrate the meaning of their assigned word.



Confidence, Courage and Competence

The Park Center Fastpitch Softball team won the State 2AA Softball Tournament, and Coach Steve Ericson was named "Section Coach of the Year."

The Maple Grove Senior High Girls Softball team won the Section 5AAA title and placed 4th at the state tournament.

Osseo Senior High's super-star pitcher Becca Girvan was featured in the Star Tribune for achieving the rare feat of 1000 strikeouts in her career.

The ninth-grade Model United Nations team at North View Junior High participated in a senior-level simulation of a United Nations conference at Hamline University. The team earned accolades for best position paper, best delegation, and honorable mention.

The Osseo Boys Cross Country team was named Northwest Suburban Conference champions, with three team members receiving all-conference honors.

Julia Winkelman, sixth-grader at Garden City Elementary, was awarded the Dennis Winfield Award at the Brooklyn Center Annual Police and Citizens Awards Ceremony.

Rush Creek students read 303,342 minutes during February as part of "I Love to Read Month," surpassing their school goal of 201,000 minutes.

52 ISD 279 high school students were honored as Star Students by the North Hennepin Area Chamber of Commerce Business Education Partnership Committee.

The Maple Grove Senior High Dance Team won first place in the High Kick division and second place in the Jazz Funk portion of the Class AAA state competition.

The Osseo Volleyball Team tied for first place in the Northwest Suburban Conference.

The Maple Grove Senior High Girls Basketball team was Northwest Suburban Conference Champion for the first time in school history.

Contributing to Community

Basswood Elementary students contributed 2,624 food items to the annual Minnesota FoodShare campaign which benefited CEAP.

Students from the Osseo Area Learning Center's student leadership team visited the Berkshire assisted living home and participated in a bowling activity with residents.

Maple Grove Senior students raised \$10,200, more than twice the original goal, in their "Hope for Haiti" campaign.

Led by head building engineer Steve Ericson, Crest View Elementary's Green Team collects all classroom recyclables and helps keep the outside grounds clean.

Fernbrook Elementary students raised \$10,824 in the school's 2010 Walk for the Cure.

Rice Lake Elementary students collected trash as part of a project teaching kids how to care for their community.

Sixth-graders from Elm Creek Elementary volunteered at Feed My Starving Children and packaged a total of 202 boxes of food, providing approximately 71,344 meals for the hungry.

Birch Grove Elementary School for the Arts show choirs performed for residents at Maranatha Care Center in Brooklyn Center.

A group of Early Childhood Family Education and Special Education staff, family and friends packaged more than 1,600 meals at Feed My Starving Children.

Leveraging Assets

For the 20th consecutive year, Osseo Area Schools was awarded the Association of School Business Officials International's Certificate of Excellence in Financial Reporting.

For the fifth consecutive year, ISD 279 received the Minnesota Department of Education School Finance Award.

ISD 279 was the only school district in Minnesota to be awarded the 2010 Minnesota Safety Council's Governor's Safety Award for superior performance in workplace safety and health.

Osseo Junior High unveiled a student-designed ceramic mosaic that interprets the Bill of Rights, patriotism, and the rights and responsibilities of U.S. citizens.

At Zanewood's Math/Bingo night, parents and students played bingo to win backpacks full of school supplies and gift cards, all donated by staff members.

Woodland Elementary partnered with General Mills and Hands-on Twin Cities to clean up the Woodland Environmental Trail, or WET lab.

Oak View fifth-graders participated in a music and physical education residency with the Titambe Dance Company.

The Watch DOGS program at Edinbrook Elementary has brought more than 100 fathers and father figures into the school as volunteers.

This strategic plan represents the work of a broad range of individuals. Hundreds of people provided input that helped form the first plan in 2007-2008; many others have provided advice, expertise, and insights for the subsequent updates to that original plan. Active participants range from those who serve on the Core Planning and Results Teams to those who are working to implement the priority results in their classrooms and sites. We extend our sincere thanks to all who contribute their input, follow our progress, and provide feedback on our accomplishments.

For more information on the ISD 279-Osseo Area Schools Strategic Plan, please visit www.district279.org or call the Superintendent's Office, 763.391.7003.

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