



Progress *and* Priorities

2011-2012

STRATEGIC PLAN

*A report on progress made in 2010-2011
and priority work for 2011-2012*





On behalf of the students, staff, and School Board 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 2011-2012.

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.

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.

As you will see throughout this document, our mission calls us to take action to improve student achievement so that all students will reach high standards. The actions we take to meet that challenge are intentional, thoughtful, and research-based.

I invite you to read this document to learn more about our progress in 2010-2011 and our system's priorities for 2011-2012. We also provide regular progress reports to the School Board. To stay in touch with Osseo Area Schools, you are invited to attend School Board meetings; watch the live and/or recorded broadcasts on Channel 21; watch meetings live or on demand on our website, www.district279.org; follow us on Facebook and Twitter; and sign up for our e-newsletter, *279Connect*.

A handwritten signature in dark ink that reads "Kate Maguire". The signature is written in a cursive, flowing style.

--Superintendent Kate Maguire
August 2011

A Snapshot of ISD 279-Osseo Area Schools

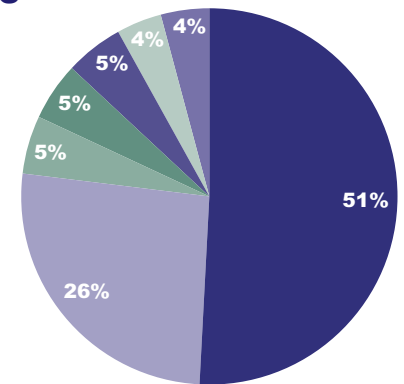
ISD 279-Osseo Area Schools is the fifth-largest school district in the state, serving approximately 21,000 students from early childhood through adult learners. The district has 17 elementary schools, four junior high schools, three high schools, two early childhood centers, an area learning center high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

Our schools include national Blue Ribbon Schools, International Baccalaureate schools, Minnesota School of Excellence, Magnet Schools of Excellence, and Magnet Schools of Distinction. Osseo Area Schools is the only K-12 school district in the world that has earned the Seal of Alignment from the International Society for Technology in Education; other organizations that have earned the Seal of Alignment include Intel, Adobe, and Johns Hopkins University. The district is also the only Minnesota school district to be honored among the nation's Best Communities for Music Education in each of the past three years.

ISD 279 students reflect the global community, coming from families where more than 80 dialects and languages other than English are spoken at home. Nearly ten percent are English Language Learners, 12% receive special education services, and 36% qualify for the federal free and reduced-price lunch program.

Staff (includes both full-time and part-time), FY2010

Total Employees	2,884	
Teachers	1,467	51%
Paraprofessionals/Laundry/WSI	742	26%
Food Service	146	5%
Custodians	145	5%
Other	144	5%
Administrators	129	4%
Clerical	111	4%



2010-2011 fast facts

Student Demographics

Caucasian	53%
Students of Color	47%
--Black	24%
--Asian	15%
--Hispanic	7%
--American Indian	1%

Enrollment

Gr. K-6	11,162
Gr. 7-12	9,208

Teacher Demographics

Hold a master's degree or higher	
Osseo	74%
Minnesota	53%
More than 10 years of experience	
Osseo	72%
Minnesota	64%

Source: District and Minnesota Dept. of Education data

Academic Achievement

ACT (Class of 2010)	22.4
AP Scholars	98
National Merit Commended	14
National Merit Semi-finalists	2

As this report went to press, the State of Minnesota had not yet determined a timeline for the release of 2011 MCA-II test results.

Upon release, the MCA results will be available at www.education.state.mn.us under "Academic Excellence-->School Report Cards."

Careful stewardship of taxpayer dollars

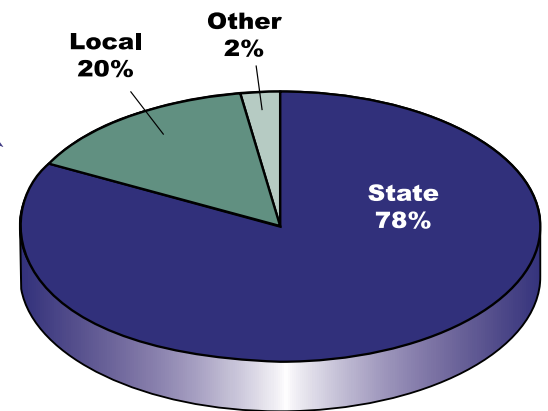
For the 21st consecutive year, ISD 279-Osseo Area Schools earned the **Certificate of Excellence in Financial Reporting** from the Association of School Business Officials (ASBO) International for demonstrating “quality and clarity in the preparation and issuance of [the district’s] comprehensive annual financial reports.”

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

2010-2011 Expenditure Budget, All Funds

General/Transportation Fund	\$193,166,361
Food Service Fund	10,500,807
Community Service Fund	11,507,716
Capital Fund	12,374,127
Debt Service Fund	20,873,168

Revenue Sources, 2010-2011 General/Transportation Fund only



Uses of General/Transportation Funds, 2010-2011

Regular Instruction	\$71,270,232	36.9%
Special Education	33,203,100	17.2%
Pupil Support Services	19,463,039	10.1%
Instructional Support Services	7,528,279	3.9%
Career & Technical Instruction	2,436,920	1.3%
Fiscal and Other Fixed Costs	\$34,355,039	17.8%
Sites and Buildings	11,430,355	5.9%
District Support Services	5,103,591	2.6%
District-Level Administration	8,375,806	4.3%

Note: About \$13 million in ongoing expenditures that, on a one-time basis, had been paid out of the American Reinvestment and Recovery Act funds in FY 2010 were paid from the General/Transportation Fund in FY 2011. These were not new expenditures; the funding source simply changed.

* 2010-2011 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.
- Our employees understand and support our district's mission, core values, and strategic objectives.
- Our employee management practices and procedures are aligned with and support our mission and core values.

Current work

- Our employees serve as ambassadors for the mission by being prepared to tell others about the positive aspects of education in the Osseo Area Schools. *(New priority for 2011-2012)*

Future work

- A collaborative culture permeates our district to sustain our mission.
- To sustain our mission and core values, employees resolve personally or with assistance their workplace conflicts in a productive way.

Highlights from 2010-2011

- As measured by five indicators of success that were developed in 2010-2011, Osseo Area Schools employees understand and support the mission, core values, and strategic objectives.
- Employee contract negotiations now use a "mission-based bargaining" approach developed here in Osseo Area Schools.
- Professional Learning Communities (PLCs) are being used by teachers and principals across our school district to move our mission forward.
- Hiring and staffing processes are aligned with our mission and core values.
- Expanded new teacher and new employee orientations support employee understanding and support of our mission and core values.

Highlights *of* Progress

OVERCOME OBSTACLES

Status of progress in the Overcome Obstacles strategy

STRATEGY

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

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 understands the attributes of efficacious learners and is beginning to integrate them into classroom activities throughout the school.
- 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.
- 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. *(New for 2011-2012: Under this ongoing result, our school district will address long-range financial planning.)*

Current work

- Pre-K programming is accessible for all children who need it to ensure they develop the cognitive, social, and emotional skills essential to be successful learners.
- 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 leaders have identified current practice within individual sites and are creating a tiered positive behavior intervention framework to ensure a safe, respectful, and responsive environment which is aligned to the system behavior expectations. *(New priority for 2011-2012)*
- Our system is implementing standards-based grading practices that will focus on results attained after instruction and incorporates multiple opportunities and multiple ways for students to demonstrate their learning. *(New priority for 2011-2012)*

Future work

- 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.
- Attributes of efficacious learners are integrated into the district's non-classroom and co-curricular activities.

Highlights from 2010-2011

- Extensive data collected from teachers and instructional coaches show that teachers understand the Efficacious Learner Framework (ELF) and are integrating ELF into classroom activities and curriculum.
- Data from instructional coach observations show that teachers use multiple Key Instructional Strategies (KIS) in their lessons and interactions with students.
- Every elementary school across our system serving kindergarten students offers some type of all-day kindergarten programming.

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.

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 2010-2011

- A core group of students from three high schools met to develop ideas about how to engage our students in support of our mission and core values.
- Our system collaborates with many community partners, including:
 - Hennepin County and Community Emergency Action Program (Northwest Regional Family Services Center);
 - Cities of Brooklyn Park and Brooklyn Center, Hennepin Technical College, North Hennepin Community College, Brooklyn Center and Anoka-Hennepin School Districts (Brooklyn Bridge Alliance);
 - Joint Powers Agreements with Brooklyn Park, Maple Grove, and Osseo for athletic facilities and parkland.

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 the competencies in the system's Culturally Responsive Standards of Practice.
- Employees understand our system's Culturally Responsive Standards of Practice. *(New priority for 2011-2012)*

Future work

- 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 understand our system's Culturally Responsive Standards of Practice.
- All students have the opportunity to develop their leadership skills through district and community leadership programs to fulfill our mission and strategic objectives.
- Employees demonstrate our system's Culturally Responsive Standards of Practice.

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 2010-2011

- A group of school staff and parents developed a new "Framework for Collaboration" to ensure that future decisions are informed by diverse perspectives.
- Implemented a guided development process to build leadership capacity for intercultural competence.
- Leaders across our system are increasingly engaging staff members in the intercultural competence developmental process.
- Developed Culturally Responsive Standards of Practice to guide professional development that results in culturally responsive practices aligned with our mission and core values. The standards are: Assess Culture; Value Diversity; Manage the Dynamics of Difference; and Adapt to Diversity.

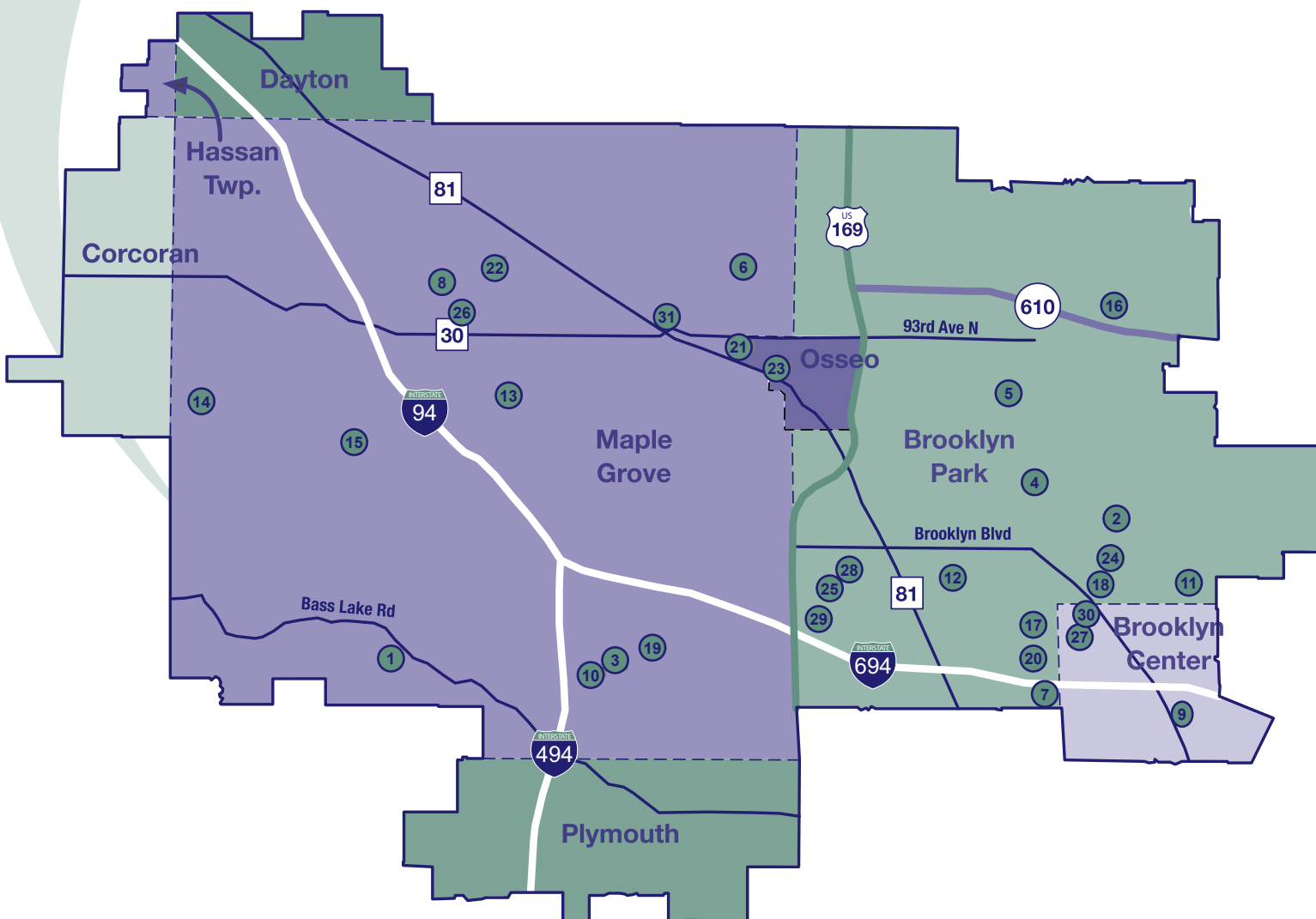
Measurement

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

Key work in 2011-2012 in the Measurement strategy

- Strategic objective rubrics have been developed for our graduates for each strategic objective.
- A Strategic Measurement Team of teachers, administrators, parents, and students is developing a plan to integrate our strategic objectives into the curriculum across grade levels and disciplines.

Schools and Educational Centers *(see list next page)*



Schools and Educational Centers

- 1 Basswood Elementary
15425 Bass Lake Road
Maple Grove
763-494-3858
Dennis Palm, Principal
- 2 Birch Grove Elementary
School for the Arts
4690 Brookdale Drive
Brooklyn Park
763-561-1374
Jeff Zastrow, Principal
- 3 Cedar Island Elementary Gr.
PK-3
6777 Hemlock Lane
Maple Grove
763-425-5855
Dan Wald, Principal
- 4 Crest View Elementary
8200 Zane Avenue N.
Brooklyn Park
763-561-5165
Suzette Erickson, Principal
- 5 Edinbrook Elementary
8925 Zane Avenue N.
Brooklyn Park
763-493-4737
Tony Hudson, Principal
- 6 Elm Creek Elementary
9830 Revere Lane N.
Maple Grove
763-425-0577
Jim Meyer, Principal
- 7 Fair Oaks Elementary Gr. PK-3
5600 – 65th Avenue N.
Brooklyn Park
763-533-2246
Phil Sadler, Principal
- 8 Fernbrook Elementary
9661 Fernbrook Lane
Maple Grove
763-420-8888
Wendy Biallas-Odell, Principal
- 9 Garden City Elementary
3501 – 65th Avenue N.
Brooklyn Center
763-561-9768
Todd Tischer, Principal
- 10 Oak View Elementary
6710 East Fish Lake Road
Maple Grove
763-425-1881
Ann Mock, Principal
- 11 Palmer Lake Elementary
7300 W. Palmer Lake Dr.
Brooklyn Park
763-561-1930
Tim Brown, Principal
- 12 Park Brook Elementary
7400 Hampshire Avenue N.
Brooklyn Park
763-561-6870
Scott Taylor, Principal
- 13 Rice Lake Elementary
13755 – 89th Avenue N.
Maple Grove
763-420-4220
Mark French, Principal
- 14 Rush Creek Elementary
8801 County Road 101
Maple Grove
763-494-4549
Don Johnson, Principal
- 15 Weaver Lake Elementary:
A Science, Math, & Technology School
15900 Weaver Lake Rd.
Maple Grove
763-420-3337
Gretchen Peel, Principal
- 16 Woodland Elementary
4501 Oak Grove Pkwy.
Brooklyn Park
763-315-6400
Linda Perdaems, Principal
- 17 Zanewood Community School
7000 Zane Avenue N.
Brooklyn Park
763-561-9077
Carol Rowan, Principal
- 18 Brooklyn Junior High
7377 Noble Avenue N.
Brooklyn Park
763-569-7700
Rob Mendolia, Principal
- 19 Maple Grove Junior High
7000 Hemlock Lane N.
Maple Grove
763-315-7600
Laurel Anderson, Principal
- 20 North View Junior International
Baccalaureate World School
5869 69th Avenue N.
Brooklyn Park
763-585-7200
John Groenke, Principal
- 21 Osseo Junior High
10223 93rd Avenue N.
Osseo
763-391-8800
Brian Chance, Principal
- 22 Maple Grove Senior High
9800 Fernbrook Lane N.
Maple Grove
763-391-8700
Sara Vernig, Principal
- 23 Osseo Senior High
317 2nd Avenue NW
Osseo
763-391-8500
Robert Perdaems, Principal
- 24 Park Center Senior International
Baccalaureate World School
7300 Brooklyn Boulevard
Brooklyn Park
763-569-7600
Kelli Parpart, Principal
- 25 Osseo Area Learning Center
7300 Boone Avenue N.
Brooklyn Park
763-391-8890
James Hill, Principal
- 26 Arbor View Early Childhood Center
9401 Fernbrook Lane N.
Maple Grove
763-391-8777
Sally Nault-Maurer, ECFE
Coordinator
- 27 Willow Lane Early Childhood Center
7020 Perry Avenue N.
Brooklyn Center
763-585-7330
John Norlander, ECSE Coordinator
- 28 ACHIEVE
7600 Boone Avenue N., Suite 72
Brooklyn Park
763-315-9760
Theresa Brunette, Coordinator
- 29 Osseo Secondary Transition Center
7105 Northland Terrace, Suite 102
Brooklyn Park
753-315-7470
Joy Fredrickson, Coordinator
- 30 Adult Basic Education
7051 Brooklyn Boulevard
Brooklyn Center
763-566-5452
Julie Pierce, Coordinator
- 30 Enrollment Center
7051 Brooklyn Boulevard
Brooklyn Center
763-585-7350
Christian Olson, Coordinator
- 31 Educational Service Center
11200 93rd Avenue N.
Maple Grove
763-391-7000

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.

2011 Board of Education

Dean Henke, Chair
Kim Green, Vice Chair
Laura Cottington, Clerk
Jim Burgett, Treasurer
Tammie Epley, Director
Teresa Lunt, Director

Kate Maguire, Ed.D.
Superintendent of Schools

ISD 279-Osseo Area Schools
11200 93rd Avenue North
Maple Grove MN 55369
763.391.7000
www.district279.org



UNITING COMMUNITIES OF EXCELLENCE