

World’s Best Workforce Annual Report 2013-2014

The [Osseo Area Schools World’s Best Workforce/Strategic Plan](#) starts with the district’s bold mission for all students. Developed in 2007 with significant community engagement, our mission describes what we want for all students by the time they graduate. Three strategic objectives describe what we want for our students:

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.

In addition to our own bold mission for students, the State of Minnesota requires that all schools in the state meet [five state-determined goals](#). Those goals are incorporated into the district’s strategic planning process and are reflected in the priority work identified every year.

The World’s Best Workforce legislation also requires that the district align its budget to the World’s Best Workforce/Strategic Plan and engage the community in the development of local goals. Multiple advisory groups contribute perspectives to the development of local goals: the Core Planning/Strategic Planning Team; Financial Involvement School-Community Accountability Liaisons (FISCAL); District Equity Leadership Team; Mission Forward Task Force (convened in 2010); District Program Advisory Council (DPAC); and the Activities Program Advisory Council (APAC).

Performance Measures	Alignment/Information
<p>Measures to determine school district and school site progress in striving to create the world’s best workforce; specifically progress towards:</p>	
<p>1. Closing the identified achievement gap(s) in the district</p>	<p>We will narrow the achievement gap (as defined by the state) in math and reading by 50% by the year 2017. The specific goals for math and/or reading are included in the Osseo Area Schools Balanced Scorecard and the Achievement and Integration Plan.</p>

2. All students ready for kindergarten	We will increase the percent of kindergarten students who meet or exceed fall cut scores for Letter Naming Fluency (16) from 66.2% in Fall 2013 to 83.1% in Fall 2017. The Fall 2014 goal is 70.4%.
3. All students in third grade achieving grade-level literacy	We will increase the percent of students meeting spring state proficiency targets in third grade from 51.4% in 2013 to 75.7% in 2017. The 2014 goal is 57.5%.
4. All students attaining career and college readiness before graduating from high school	<p>We will improve college readiness in all subject areas for all students by increasing the ACT average composite score from 22.3 in 2013 to 22.4 in 2014. (In 2015, the ACT will be required for all students, so a new baseline will set.)</p> <p>We will increase the percent of seniors who, by the time they graduate, have taken at least one advanced course from 30.5% in 2013 to 50% in 2017. The 2014 goal is 35.4%.</p> <p>We will increase the percent of students entering post-secondary education in the fall after graduation from 76% in 2013 to 84% in 2017. The 2014 goal is 78%.</p>
5. All students graduating from high school	We will increase the percent of on-time graduation (within four years) for all students. We will increase the percent of students graduating on time within four years of starting from 83.6% in 2013 to 90% in 2017. The 2014 goal is 85.2%. (Actuals are not yet available)
Measures to assess progress must include at least:	Note: <i>In addition to using the measures cited above, the district monitors student achievement in a variety of other ways described in the school district's Assessment Plan.</i>
<ul style="list-style-type: none"> student performance on the National Association of Education Progress 	Districts do not receive specific results for districts or schools, so no district- or school-specific goals can be set.

<ul style="list-style-type: none"> the size of the academic achievement gap by student subgroup 	Included previously (50% reduction in gaps by 2017)
<ul style="list-style-type: none"> student performance on the Minnesota Comprehensive Assessments 	Included previously (achievement gap and 3 rd grade literacy by 2017); district balanced scorecard includes other MCA performance measures such as proficiency; percent that exceeds proficiency standards; percent making medium or high growth
<ul style="list-style-type: none"> high school graduation rates; and 	Included (4-year rate)
<ul style="list-style-type: none"> career and college readiness under section 120B.30, subdivision 1. 	Included (Explore, PLAN and ACT/SAT/AP)
<p>District Plan Components and Activities; Alignment to District World’s Best Workforce/Strategic Plan</p>	<p>Accomplishments and Supporting Data</p>
<p>Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.30, subdivision 3, paragraph (b), clause (2)</p> <p>District Plan alignment: We will create transformational system change to ensure equitable student achievement. Equitable student achievement has three components:</p> <ol style="list-style-type: none"> 1. Ensure high levels of achievement for all students 2. Accelerate achievement for students of color and other underperforming groups 3. Close the achievement gap for all students 	<p>World’s Best Workforce Plan (Strategic Plan) Osseo Area Schools Balanced Scorecard Local Literacy Plan Achievement and Integration Plan School Improvement Plans Department Continuous Improvement Plans</p>

<p>Specific information on a process for assessing and evaluating each student’s progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting student’s progress and growth toward career and college readiness and leading to the world’s best workforce.</p> <p>District Plan alignment:</p> <ul style="list-style-type: none"> ● The district uses a comprehensive system to measure and report progress on equitable gains and to plan for continuous improvement. ● Standards-based instruction and grading are used in all classrooms to ensure equitable achievement. 	<p>Comprehensive Data System (e.g., SchoolView, iCue, SWIS, Minnesota Career Information System) Problem Solving Teams Multi-tiered systems of support Data Teams/Collaborative Teams Local Literacy Plan Standards-Based Instruction and Reporting Total Special Education System</p>
<p>Description of a system to periodically review and evaluate the effectiveness of all instruction and practices, student outcomes, school principal evaluations and teacher evaluations</p> <p>District Plan alignment:</p> <ul style="list-style-type: none"> ● The district uses a comprehensive system to measure and report progress on equitable gains and to plan for continuous improvement. ● We will leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives. 	<p>Core Planning (strategic planning) Team District Balanced Scorecard Stakeholder surveys District Planning Advisory Council Program Improvement Process Periodic program evaluation School Improvement Plans Department Continuous Improvement Plans Professional Development/Data Workshops Teacher Evaluation System Alternative Teacher Professional Pay System Classroom Walkthroughs Data Teams/Collaborative Teams Principal Evaluation System Monthly school board work sessions Regular reports at school board meetings Monthly learning leader meetings</p>

<p>Specific information on strategies for improving instruction, curriculum, and student achievement</p> <p>District Plan alignment:</p> <ul style="list-style-type: none"> ● We will create transformational system change to ensure equitable student achievement. ● Standards-based instruction and grading are used in all classrooms to ensure equitable achievement. ● All sites have implemented research-based positive behavior intervention practices that promote equitable student achievement. ● A plan has been implemented to interrupt the pattern of racial disproportionality in special education. ● The first phase of the digital learning plan focusing on increased access to mobile devices, digitized curriculum, and expanded online learning options has been accomplished. ● Employees identify and respond to the influence of race and culture on learning. 	<p>School Improvement Plans Department Continuous Improvement Plans Achievement and Integration Plan Local Literacy Plan Site and District Staff Development Plans Professional development aligned to site and district priorities Collaborative decision making matrix Data Teams/Collaborative Teams District and School Equity Teams Program Improvement Process Advisory committees High school advisory classes Digital devices to staff and students Web-based resources and curriculum SAMR model Online courses Innovation grants Title I Plan Transition plan to post-secondary education and careers English Learner services Gifted Education Special Education (including Early Childhood Special Education) Targeted Services Multi-Tiered Systems of Support Arts, STEM, STEAM and International Baccalaureate Schools Early childhood programming</p>
--	--

<p>Description of education effectiveness practices that integrate a high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that develops and supports teacher quality, performance and effectiveness</p> <p>District Plan alignment:</p> <ul style="list-style-type: none"> Standards-based instruction and grading are used in all classrooms to ensure equitable achievement. We will leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives. 	<p>Department Continuous Improvement Plans School Improvement Plans Program Improvement Process Site and District Staff Development Plans Professional development aligned to site and district priorities Collaborative teams (e.g., equity teams, data teams) Learning Leader meetings Systemic equity training <u>Digital Learning for All</u> Teacher Development and Evaluation Alternative Teacher Professional Pay System New teacher workshops Principal Growth and Evaluation</p>
<p>An annual budget for sustaining implementation of the district plan</p>	<p>District <u>Long-range Financial Planning Framework</u></p> <p>Strategic plan for Division of Leadership, Teaching and Learning</p>
District Reporting Requirements	
<p>The school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website</p>	<p>2014: November</p> <p>2015 and beyond: October</p>
<p>The school board shall hold an annual public meeting to:</p>	
<ul style="list-style-type: none"> Review and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction 	<p>Information about goals, outcomes, plans, strategies, and improvement practices are shared on a regular basis throughout the year at public School Board work sessions and regular meetings. Regular meetings are cablecast live, live webstreamed, and available as video archives on the district website; work session audio recordings are available as archives on the district website.</p>

<ul style="list-style-type: none"> Review district success in achieving the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world’s best workforce 	<p>Information about success in achieving goals/related benchmarks and improvement plans is shared on a regular basis throughout the year at public School Board Work Sessions and Regular Meetings. Regular meetings are cablecast live, live webstreamed and available as video archives on the district website; work session audio recordings are available as archives on the district website. Each May, the board approves a World’s Best Workforce (Strategic) Plan including priority work for the following year.</p>
<p>The school board must transmit an electronic summary of its report to the Commissioner of the Minnesota Department of Education each fall.</p>	<p>For 2014: during November For 2015 and beyond: during October</p>
<p>Each school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The district shall include results of these surveys in the summary report.</p> <p>District Plan alignment:</p> <ul style="list-style-type: none"> We will develop understanding and support of our district’s mission and core values among members of our community. We will engage students and families as partners to achieve our mission and strategic objectives. 	<p>Formal district stakeholder (students, parents, staff) surveys</p> <p>Informal feedback gathered through multiple channels.</p>

<p>Committees and Roles (District committee and School Site Teams)</p>	
<p>Each school board shall establish a District Advisory Committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards.</p>	

<p>The district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include teachers, parents, support staff, students and other community residents.</p> <p>Wherever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.</p> <p>District Plan alignment:</p> <ul style="list-style-type: none"> ● We will engage students and families as partners to achieve our mission and strategic objectives. ● We will create transformational system change to ensure equitable student achievement. 	<p>District Planning Advisory Council, which consists of at least two-thirds parents and other community residents.</p> <p>In addition to the District Planning Advisory Council, other advisory groups contribute input and feedback that is considered during the annual strategic planning process:</p> <ul style="list-style-type: none"> ● Core Planning (strategic planning) Committee ● Equity teams (district and site) ● Financial Involvement School-Community Accountability Liaisons (FISCAL); ● District Equity Leadership Team; ● Mission Forward Task Force (convened in 2010); ● District Program Advisory Council (DPAC); and ● Activities Program Advisory Council (APAC)
<p>The district advisory committee shall provide recommendations to the school board regarding rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.022, subdivision 1, paragraphs (b) and (c), and 120B.35, district assessments, program evaluations.</p> <p>District Plan alignment:</p> <ul style="list-style-type: none"> ● We will create transformational system change to ensure equitable student achievement. 	<p>District Planning Advisory Council recommendations are presented to the School Board every April.</p>

<p>The district may establish school site teams as subcommittees of the district advisory committee.</p>	<p>n/a</p>
<p>A school may establish a school site team to develop and implement strategies and evidence-based practices to improve instructions, curriculum, and student achievement at the school site.</p>	<p>School advisory groups, as determined by each site</p>
<p>The school site team may advise the board and the district advisory committee about developing the annual budget and revising the school site improvement plan that aligns curriculum, assessment of student progress and growth in meeting state and local academic standards and instruction.</p>	<p>School advisory groups, as determined by each site</p>