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.

Strategic Objectives

By 2015, 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—

- create transformational system change to ensure equitable student achievement.
- develop understanding and support of our district's mission and core values among members of our community.
- engage students and families as partners to achieve our mission and strategic objectives.
- leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

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.

Osseo Area Schools

ISD 279

Result statements by strategy

Result statements in color are priority results for 2012-2013

We will create transformational system change to ensure equitable student achievement*.

- Standards-based grading is used in all classrooms to ensure equitable achievement gains and to support standards-based instruction.
- The district uses a comprehensive system to measure and report progress on equitable gains and to plan for continuous improvement.
- Departments and sites use equitable student achievement gain data to create and implement high quality improvement plans.
- Extended learning opportunities have expanded to provide more K-12 interventions for students who need them.
- Preschool opportunities have expanded to provide more pre-K interventions for students who need them.
- All sites have implemented research-based positive behavior intervention practices that promote equitable student achievement.

* Equitable student achievement has three components:
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.

We will develop understanding and support of our district's mission and core values among members of our community.

- Community members and students are engaged in collaborative activities that result in mutual benefit.
- Community members have increased trust in the school district.

We will engage students and families as partners to achieve our mission and strategic objectives.

- Communications between home and school regarding school programs and student progress are differentiated to meet student and family needs.
- Families and students feel welcome at school and respected and trusted by school staff.
- Families have the knowledge and skills to navigate the school system and effectively engage in their student's education.
- Resources and services are coordinated, communicated and accessible to students and families.
- Volunteer initiatives contribute to student learning and support schools and families.

We will leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

- Employees understand our system's Culturally Responsive Standards of Practice.
- Staff managers demonstrate core competencies of standards of management practice.
- A long-range financial planning model is being implemented to align system resources with our mission and strategic objectives.

Strategic Delimiters

We will not—

- adopt any new program or service unless it is consistent with and contributes to our mission, and is accompanied by the staff development needed for effective implementation;
- accept any behavior that demeans the worth of any person; and
- allow past practice to interfere with the consideration of new ideas.