

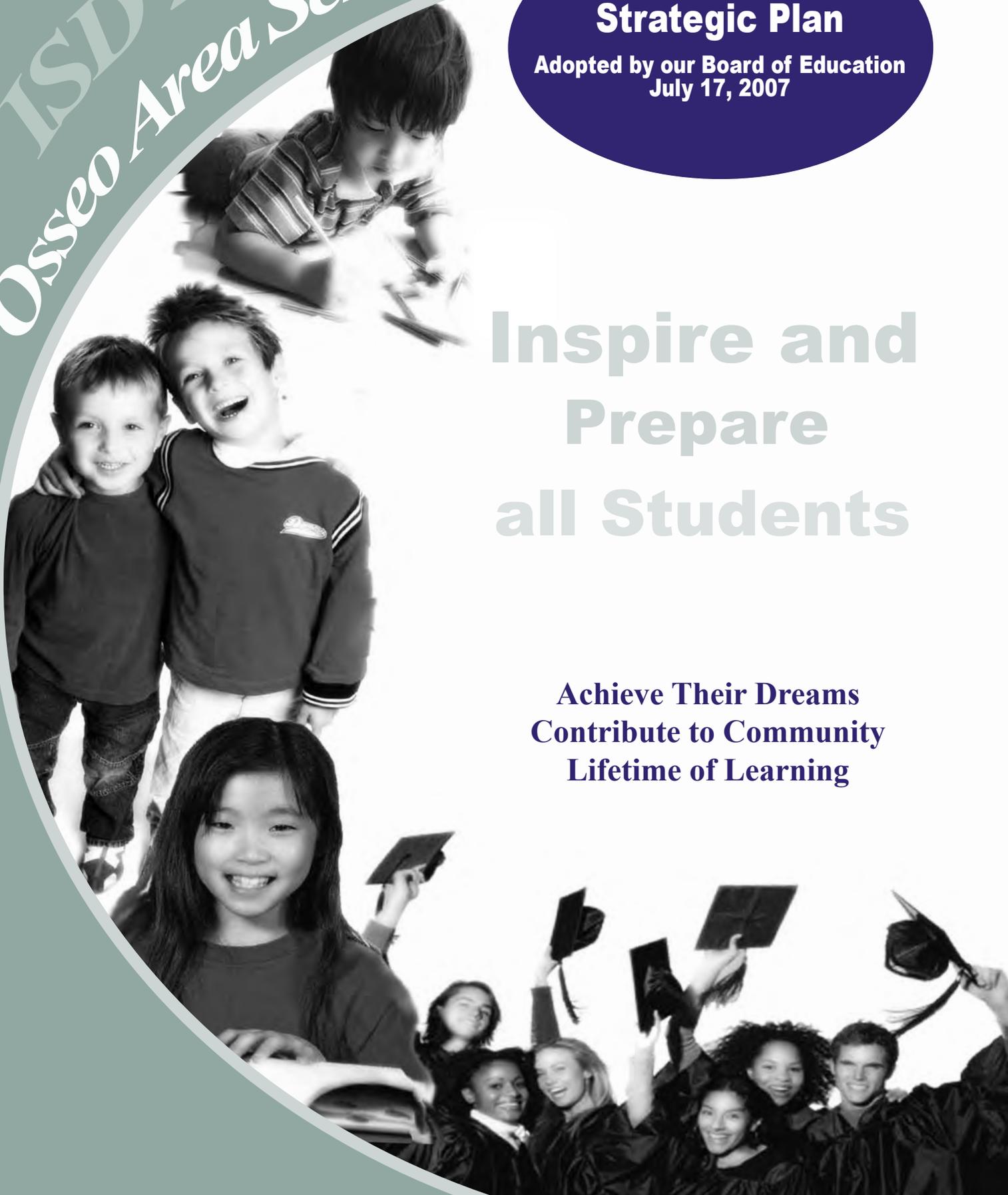
ISD 279
Osseo Area Schools

Strategic Plan

Adopted by our Board of Education
July 17, 2007

Inspire and
Prepare
all Students

Achieve Their Dreams
Contribute to Community
Lifetime of Learning



Core Planning Team

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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.

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.

STRATEGY DELIMITERS

We will not –

- adopt any new program or service unless it
 - o is consistent with and contributes to our mission, and
 - o 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.

MEASUREMENT

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.*

RESULTS STATEMENTS

1. Staff understands the strategic objectives, and the purpose of rubrics and processes for assessing student growth/performance.
2. Strategic objective rubrics relevant to all student grade levels have been developed.
3. The knowledge, skills and attitudes reflected in the strategic objectives have been integrated into the district's curriculum across grades and content areas.
4. Students and parents understand the strategic objectives, rubrics and processes for assessing student growth/performance.
5. The rubrics have been piloted at each level for the purpose of collecting and assessing student evidence.
6. Electronic systems for tracking progress on the strategic objectives are being used.
7. Staff is skilled in assessing student performance relative to the strategic objectives accurately, consistently and reliably.
8. Baseline data on the strategic objectives are available for all grade levels, and the results are being used for continuous improvement.

Definition:

rubric — *a scoring guide with an established set of quality criteria and standards for scoring student work. It provides both students and teachers with information and practical definitions for different levels of performance (beginning, developing, proficient and exemplary).*

Measurement Team

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Action Team
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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.

RESULTS STATEMENTS

1. Our employees understand and support our district’s strategic plan.
2. To sustain the strategic plan, our district has clear and comprehensive communications.
3. A collaborative culture permeates our district to sustain our mission.
4. Our employee management practices and procedures are aligned with and support the strategic plan.
5. To sustain our mission, employees resolve personally or with assistance their operational needs in a productive way.
6. To sustain our mission, employees resolve personally or with assistance their workplace conflicts in a productive way.



STRATEGY

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

RESULTS STATEMENTS

1. Pre-school experiences are accessible for all children to ensure they develop the cognitive, social and emotional skills essential to be successful learners.
2. 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.
3. Local agencies and organizations that provide support to children from birth through kindergarten entry are beginning to work together to provide coordinated support to children and families, ensuring that young children develop strong social, cognitive and emotional readiness for school.
4. Our system and community understand the skills, attitudes, behaviors, and environments that develop and nurture students through the following: resiliency, academic self-regulation, and acquisition of 21st century skills. Our system and community have also identified the means to integrate those elements into our interactions with all students.
5. The skills, attitudes, and behaviors that contribute to student resiliency, self regulation, and the acquisition of 21st century skills are being integrated into the district's curriculum and practices.
6. Our staff is using instructional strategies and other practices that ensure student resilience, self-regulation and the acquisition of 21st century skills.
7. Our system is continually reviewing school and district level policies, procedures, practices and proposals, and is ensuring they actively support the development of all students' resiliency, self-regulation and the acquisition of 21st century skills.
8. Our system continually assesses facilities, resources, allocation of time and people to ensure they adequately support the development of all students' acquisition of 21st century skills.

Definitions:

resiliency — *the set of attributes that provides people with the strength and fortitude to confront the overwhelming obstacles that they are bound to face in life*

academic self-regulation — *self-generated thought, feeling, and actions intended to attain specific educational goals, such as analyzing a reading assignment, preparing to take a test, or writing a paper*

acquisition of 21st century skills — *apply, transfer and generate new knowledge and demonstrate competence in traditional academic areas; students are creative, adaptable, self-directed; they have strong interpersonal and collaborative skills, and a sense of personal, social and civic responsibility*

Action Team “Overcome Obstacles”

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STRATEGY

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

Action Team “Leverage Assets”

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RESULTS STATEMENTS

1. Our organizational structure, as it relates to accountability, optimizes the results of our mission and strategic objectives.
2. Our organizational structure, as it relates to processes, optimizes the results of our mission and strategic objectives.
3. Our plan to achieve racial and socio-economic balance is being implemented.
4. We will use multiple modalities to communicate with stakeholders and the greater community on all matters of mutual interest.
5. Families make significant and measurable contributions to all students achieving the mission and strategic objectives.
6. Community partnerships are developed and sustained to support our district mission and strategic objectives.
7. We have developed a model(s) that will connect student learning with the community.



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.

RESULTS STATEMENTS

1. District and site leadership assure that diverse backgrounds and perspectives of staff, family, and community are included in the decision making process to achieve our mission and strategic objectives.
2. Our district leaders model intercultural competence that supports all students achieving our mission and strategic objectives.
3. 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.
4. All employees recognize the importance of intercultural competence in their relationships, interactions, and practices to support our mission and strategic objectives.
5. 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.
6. 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.
7. All students have the opportunity to develop their leadership skills through district and community leadership programs to fulfill our mission and strategic objectives.
8. All employees continue to develop intercultural competence in their relationships, interactions, and practices to support our mission and strategic objectives.

Action Team “Develop Leadership”

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Joni Mack
Hasmita Malone
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Cookie Rison-Onaiwu
Karla Traut*

**Confidence
Courage
Competence**



UNITING COMMUNITIES OF EXCELLENCE

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Printing Donated by
Nystrom Publishing Company, Inc.
Maple Grove, MN
763-425-7900

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