



**Osseo Area
Schools**

Vision Card Update: Strategic Direction A & B

Tuesday, June 9, 2025

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Presentation Outcomes

- learn about and discuss the data measures for the high priority initiatives for Strategic Directions A and B; and
- explore the enhanced alignment between strategic priorities, system strategies, and the measures that show implementation fidelity and impact.

Vision Cards serve as critical data points toward the realization of the district's mission.



STRATEGIC PRIORITIES 2025-26

MISSION

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

VISION

Unleash and enhance the brilliance of our scholars to thrive and change the world.

CORE VALUES

HONOR AND
INTEGRITY

BELONGING

INCLUSION

INNOVATION AND

EXCELLENCE

TRANSPARENCY

INTRINSIC VALUE

Continuous Improvement Magnifier

A

Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.

A1

Implement the conditions that respect and value each and every scholars' race, culture and identity.

A2

Ensure secure learning environments that promote access and opportunity for equitable, innovative learning experiences across all district sites.

C

Promote inclusive participation of our communities and provide timely, relevant, and easily accessible communication.

C1

Standardize the use of communication tools for timely, accessible, accurate information.

C2

Foster inclusion for diverse community voices, engagement, and collaboration.

B

Build and nurture a culture of achievement by providing content rich, rigorous, equitable, and individualized pathways.

B1

Ensure and confirm each scholar has access to high quality core instruction and interventions across the system.

B2

Improve pathways for college and career readiness to unleash student agency.

D

Create a system of operational innovation, excellence, accountability, and sustainability.

D1

Refine district, department and site operation plans to serve as a tool to monitor the impact of continuous improvement efforts on student achievement.

D2

Ensure consistent system-wide implementation of evidence-based staff retention strategies.

3 Cs to align work

CONSISTENCY

- Our responsibilities
- Our behavior
- Understanding our biases
- Understanding expectations

CONNECTION

- Our relationships
- Our roles
- Our impact on others
- Build trust

COHERENCE

- The why
- Our decisions
- Our data
- Weight on the system

How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?

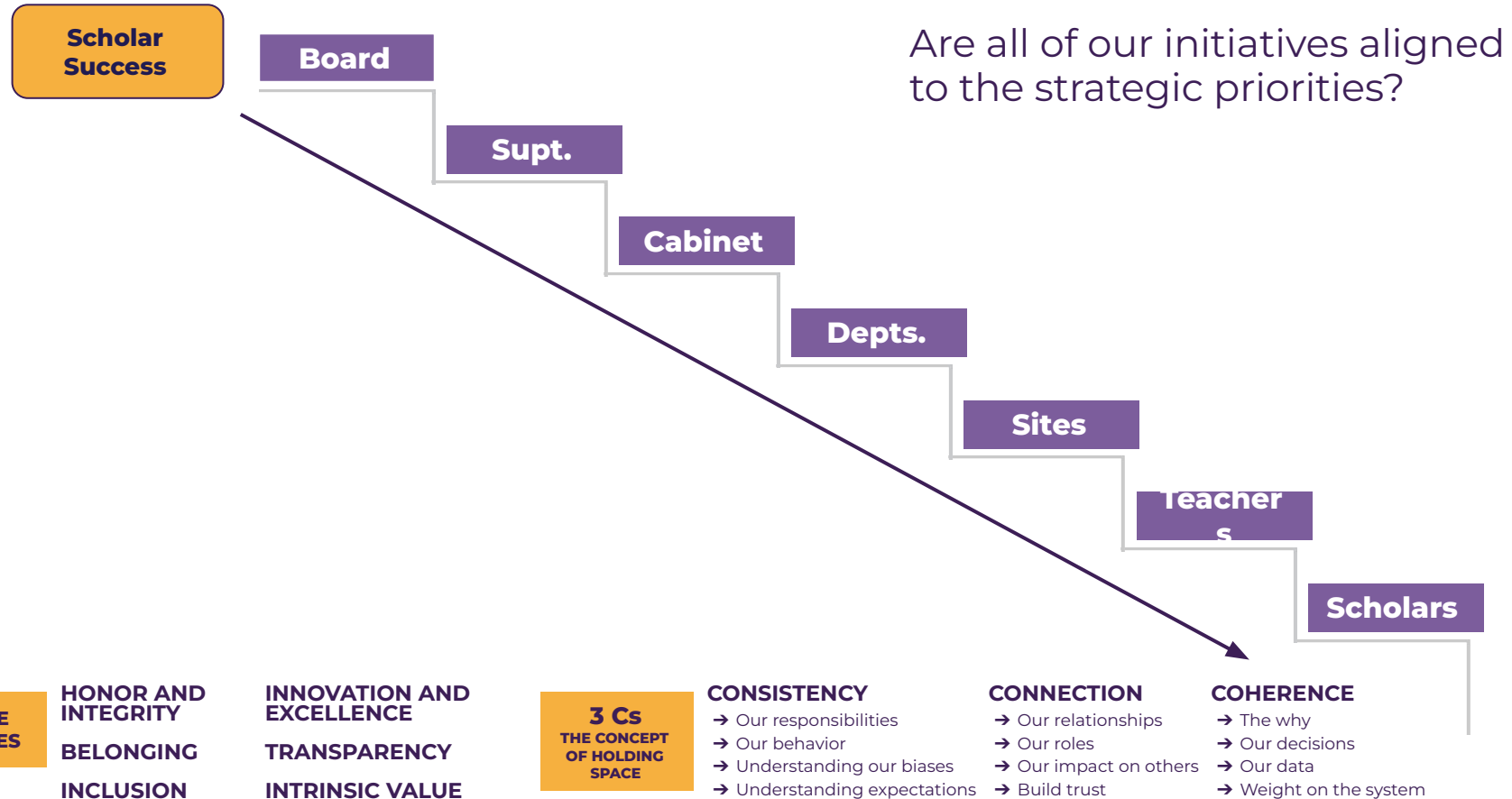
Continuous Improvement Magnifier

E1. What are the **ineffective procedures** which create disparities, barriers, and inequities?

E2. How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?



Alignment across the system



STRATEGIC DIRECTION

Goal: The aim we are trying to achieve.

Highest Priority

Focused Priority

Strategy: The main actions we will take to reach the goal.

Process Measures: Implementation Measures

Outcome Measures: Impact Measures



**Osseo Area
Schools**

Strategic Direction A

Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.

STRATEGIC DIRECTION A

Priority: Implement the conditions that respect and value each and every scholar's race, culture and identity.

Expected Outcome: Increase students' sense of safety, belonging, and inclusion

Strategy: PBIS

Process Measures: Tiered Fidelity Inventory

Outcome Measures: Increase in non-exclusionary disciplinary actions

Strategic Direction A, Goal 1

Increase every student's sense of belonging, safety, and respect across all school environments (culture and climate).

Strategies	Measure: Process	Measure: Outcome
MnMTSS - Strengthen Tier 1 culture systems (SEL, PBIS) to consistently model and reinforce belonging. - Deepen Tier 2–3 supports so students feel seen and supported before challenges escalate. Continuous Improvement Magnifier - Use the Equity Transformation Cycle to identify and reduce the use of exclusionary practices.	- Tier 1 fidelity checks completed each fall and spring - Intervention tracking system used consistently - Environmental scan at all sites - Coordinated Professional Development 100% of sites complete ETC cycle	- An increase to 90% of students report feeling respected and included from 73% in 2025. - A decrease in students reporting feeling bullied or harassed by a peer in the last thirty days from 20% in 2025 to 15% in 2028. 100% of Sites participate in May Reflection-Equity Challenge, Learning, and Action Presentations.

PBIS

- Moving from Standard work back to Implementation work.
- Integrating more fully with the MnMTSS Framework.



MN Student Survey

Priority	Data Source		Intervene	Concern	Baseline	Progress	Vision	2020	2021	2022	2023	2024	2025	2026
A1. Bullying, Harassment, & Student Safety	Minnesota Student Survey (report when available)	Bullying and Harassment*	≤ 6.7	6.8-7.2	7.3-7.7	7.8-7.9	8.0	NA	NA	7.6	NA	NA	7.6	NA
		Safety	≤ 4.4	4.5-4.9	5.0-5.4	5.5-7.4	7.5	NA	NA	5.4	NA	NA	NA	NA

Osseo Student Survey

Priority	Data Source		Intervene	Concern	Baseline	Progress	Vision	2020	2021	2022	2023	2024	2025	2026
A1. Belonging, Help & Trusting Adults	Student Stakeholder Survey	Belonging	≤ 58%	59-63%	64-68%	69-73%	≥ 74%	NA	NA	NA	NA	66%	68%	68%
		Help	≤ 66%	67-71%	72-76%	77-81%	≥ 82%	NA	NA	NA	NA	74%	74%	73%
		Trusting Adults	≤ 71%	72-76%	77-81%	82-86%	≥ 87%	NA	NA	NA	NA	79%	80%	77%



Student Survey Revisions Update

- Focus groups provided input throughout the year
- Item development will take place summer and fall
- Pilot in Winter with select grades
- Launch with Spring 2027 Administration



Student Survey Results

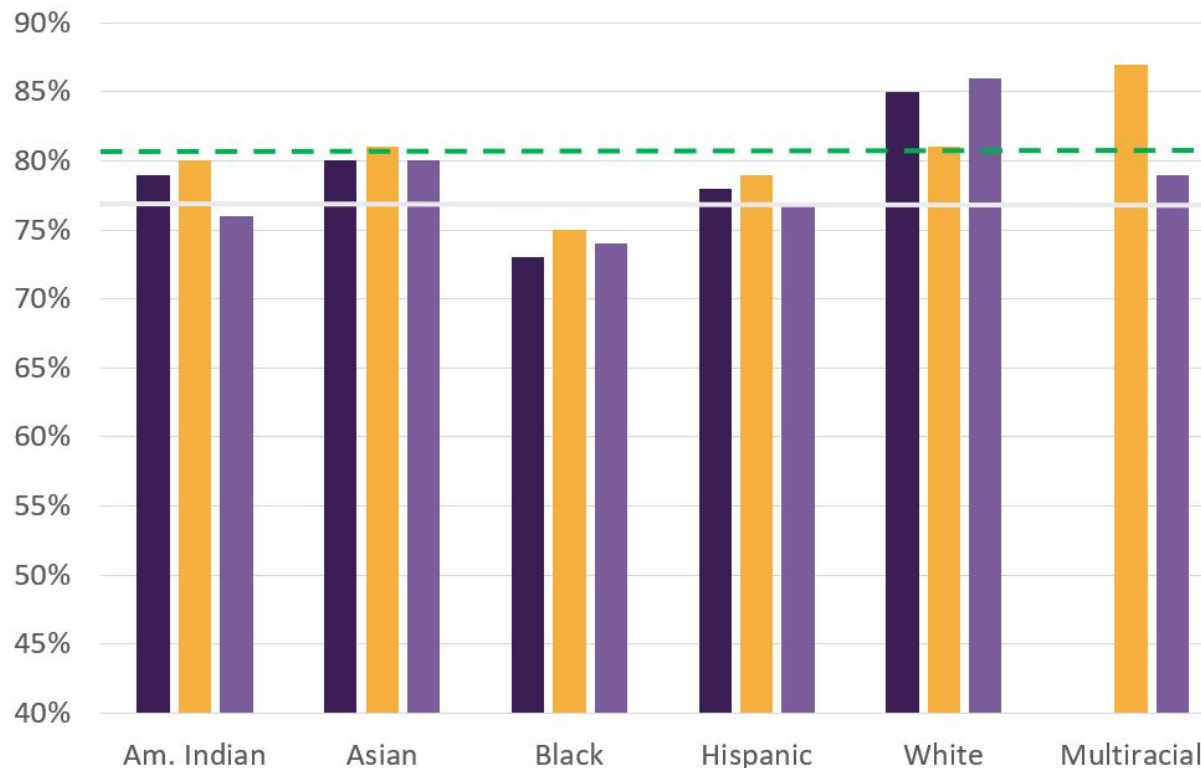


Scales and Questions	2024	2025	2026
Belonging	71%	73%	73%
At my school, teachers care about students.	85%	85%	85%
I am comfortable sharing my thoughts and ideas at school.	61%	63%	65%
I build friendships with other people.	75%	76%	76%
I feel like I belong at school.	69%	71%	71%
I feel respected at school.	68%	72%	72%
Help	76%	78%	76%
I have what I need to be successful at school.	86%	87%	86%
An adult at school has talked to me about how I am doing in my classes.	64%	66%	64%
If I have problems at school, the adults listen to me and help me.	78%	79%	78%
If I have a problem, I have at least one adult at school that I can turn to.	77%	78%	77%
Trust	81%	82%	80%
The school rules are fair.	69%	69%	65%
I can count on the adults at my school to help me learn and achieve.	82%	83%	82%
Adults treat me with respect.	83%	85%	84%
Adults in this school care about me.	81%	81%	81%
Adults in my school trust me.	82%	84%	83%
Adults in my school believe I can learn and will be successful.	87%	88%	87%

Student Survey-Trusting Adults

% responding positively

■ 2024 ■ 2025 ■ 2026



Family Survey

Priority	Data Source	Intervene	Concern	Baseline	Progress	Vision	2020	2021	2022	2023	2024	2025	2026
A1. Belonging, Help & Trusting Adults	Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments	≤ 69%	70-74%	75-79%	80-84%	≥ 85%	NA	NA	76%	NA	79%	NA	82%

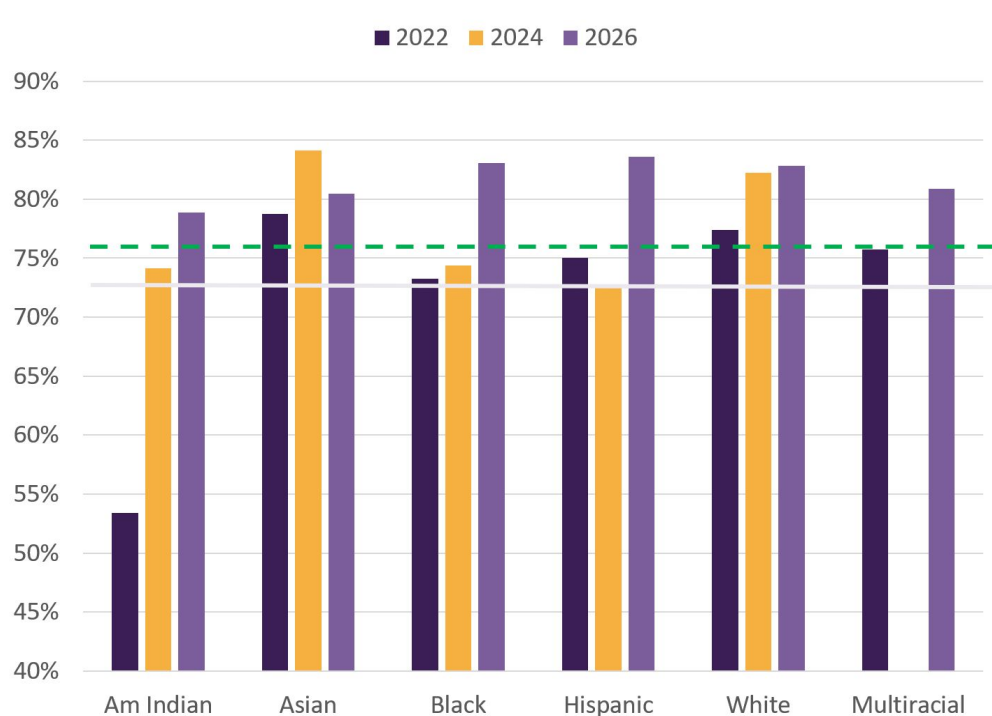
Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments

% responding positively

	2022	2024	2026
My scholar feels emotionally safe in the school environment.	80%	81%	85%
My scholar feels physically safe in the school environment.	82%	86%	88%
School staff treat my scholar with respect.	89%	92%	92%
My scholar experiences positive representation of their identity in their school environment.	83%	86%	88%
My scholar experiences positive representation of their culture in their school environment.	77%	79%	82%
My scholar's cultural history is represented accurately in the curriculum.	65%	70%	75%
My scholar has opportunities to influence their learning experience.	66%	74%	72%
My scholar sees how their learning connects to the real world.	65%	69%	73%

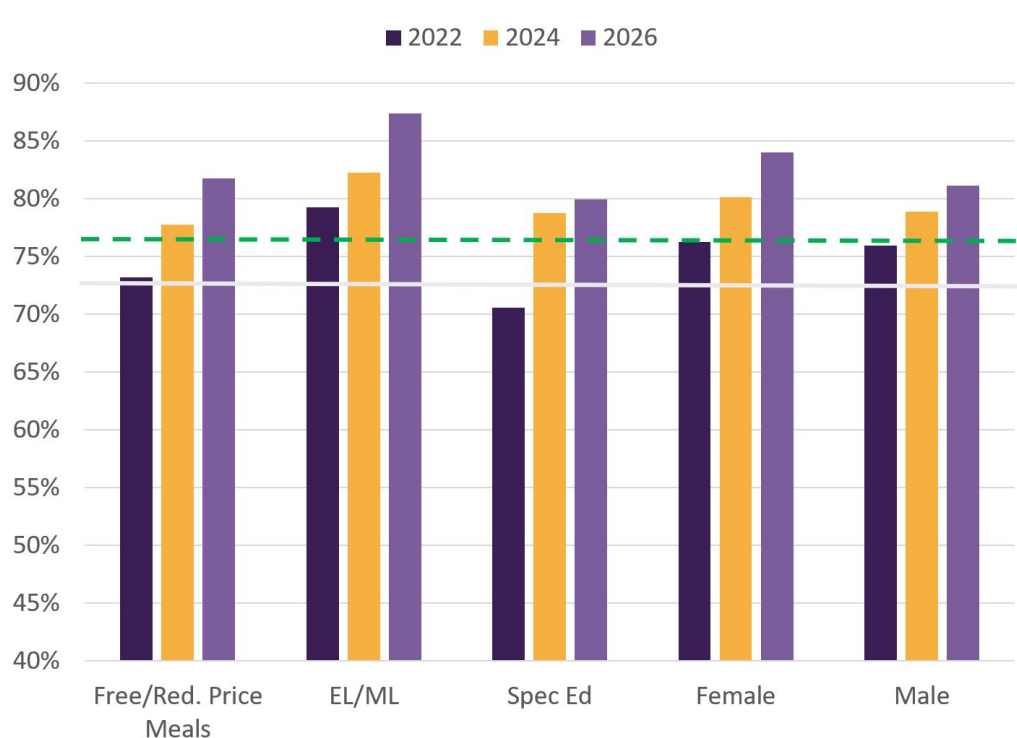
Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments

% responding positively



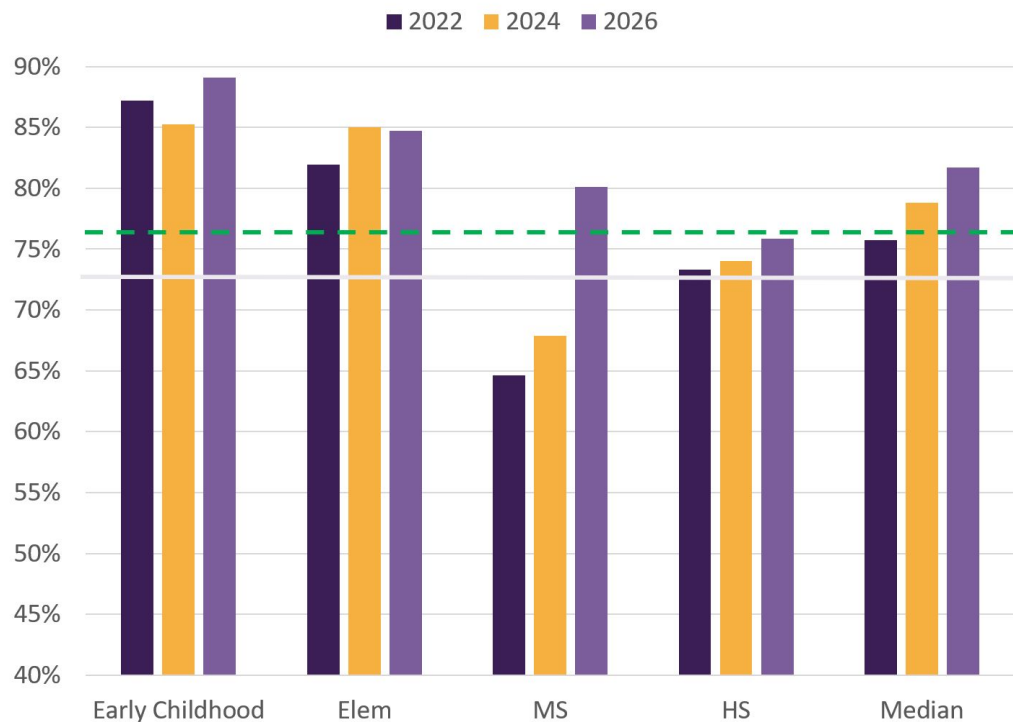
Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments

% responding positively



Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments

% responding positively



Continuous Improvement Magnifier

E-Team Seminar Focus
Equity Transformation Cycle in Action



Adapted from Safir and Dugan (2021)



Equity Transformation Cycle in Action-NVMS

- Focused on disproportionality who identify as black and receive special education services
 - Satellite
 - Street
- Listened
 - Empathy Interviews
- Uncovered
 - Peer Culture
 - Discipline Perception
 - Neurodiversity
- Reimagined: TBD
 - Student Voice
 - Composition of Equity Team
 - Caregiver Partnerships



Equity Transformation Cycle in Action-ECFE

ETC Focus - Holism = focusing on the whole child/family (emotional, spiritual, cognitive, physical)

We respond to our equity challenge by partnering with families through a holistic lens.

Small Group Work and Empathy Interviews

- Focusing on supporting our ML Families (our roadmap through the year, PD, and experiences)
- Supporting Transitions (home visits, classroom support, and a new summer transition class for preschool)
- Empathy Interview Learning



OSSIPEE AREA SCHOOLS
Community Ed
Early Childhood & Family Education



Pause and process

- Alignment Check
 - How well do the measures reflect the strategies and priorities in Strategic Direction A?
- Priorities in Action
 - Where are the measures strong in showing progress — and where could they better connect to our goals?
- Informing Board and Community
 - Do the measures clearly communicate our progress to the board and community?



**Osseo Area
Schools**

Strategic Direction B

**Build and nurture a culture of achievement
by providing content rich, rigorous,
equitable, and individualized pathways.**

STRATEGIC DIRECTION B

Priority: Ensure and confirm each scholar has access to high quality core instruction and interventions across the system.

Expected Outcome: 67% $\geq$ students (2-10) will achieve typical growth (50th pctl or higher) as measured by FastBridge aReading (Growth by Start Score) as an indicator of High Quality Core Instruction.

Strategy: PLTs

Strategy: High Quality Core Instruction

Process Measures: Learning Walks

Outcome Measures: aReading Screening Data

Strategic Direction B, Goal 1

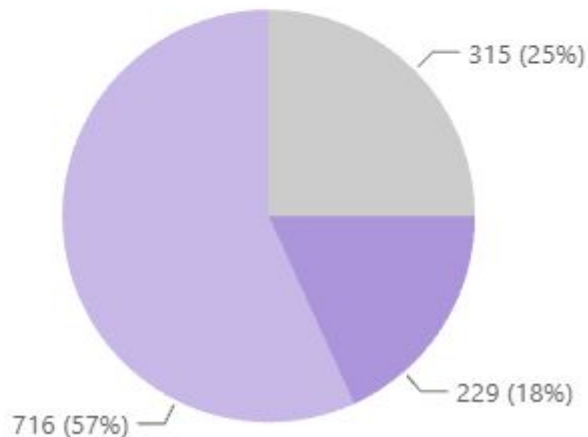
Strengthen high-quality, rigorous core instruction so all students experience rigorous learning with appropriate support.

Strategies	Measure: Process	Measure: Outcome
MnMTSS • Implement a coherent MTSS framework to ensure strong Tier 1 instruction and timely intervention. • Build leader capacity to observe, coach, and grow rigorous instructional practice through Instructional Leadership Academy (ILA) and learning walks.	• Professional Learning Team (PLT) goals • Accountability for Tier 1 effectiveness as measured in RTI (response to intervention) Stored • Leaders complete ILA phases • Learning walkthroughs	• Students in grades 2–10 who meet expected growth on aReading will increase from 40% to 43%. • Increased aggressive growth at the 75th percentile from 12% in 24-25 to 15% in 25-26.

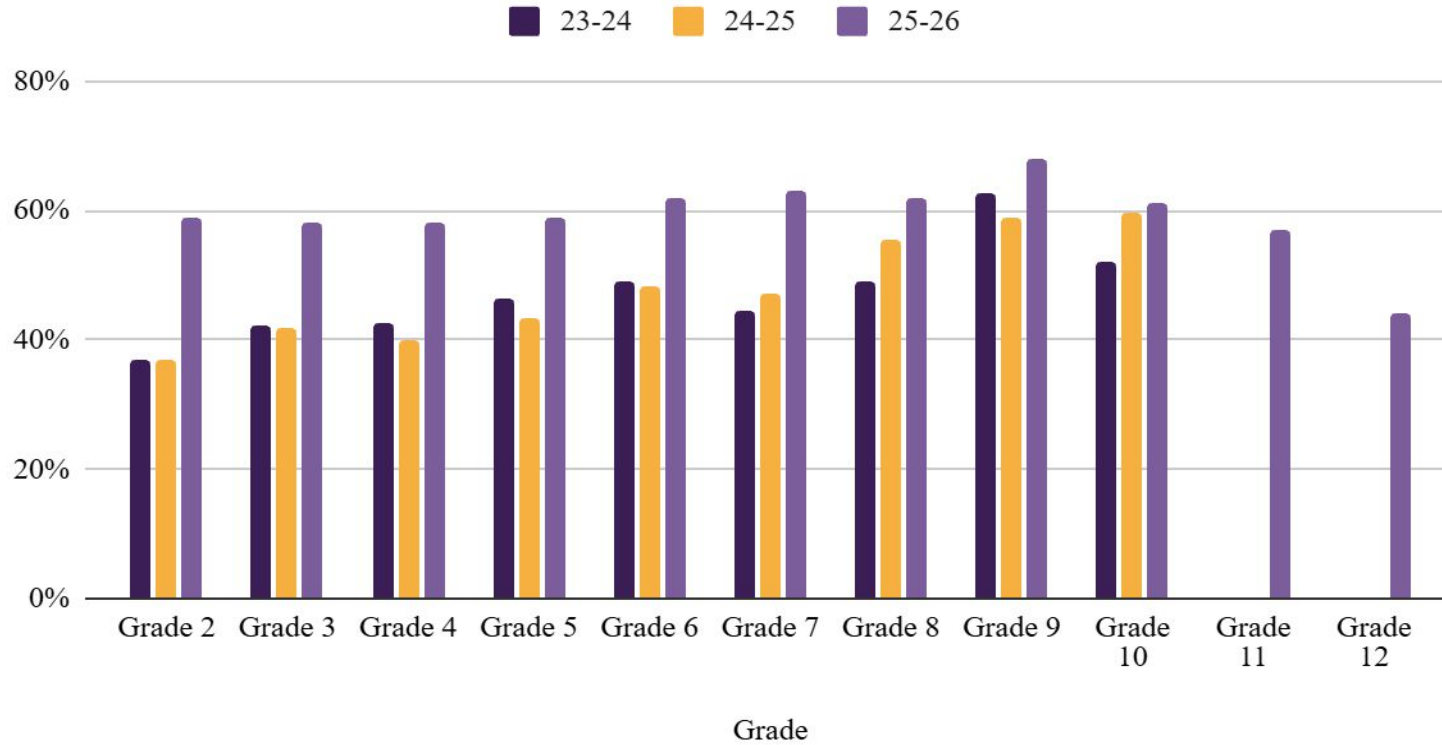
Leading Indicator-Kindergarten

Fall to Spring Word Segmenting Growth Category

1-49th pctl (Below) 50-74th pctl (Typical) 75th+ pctl (Agg)

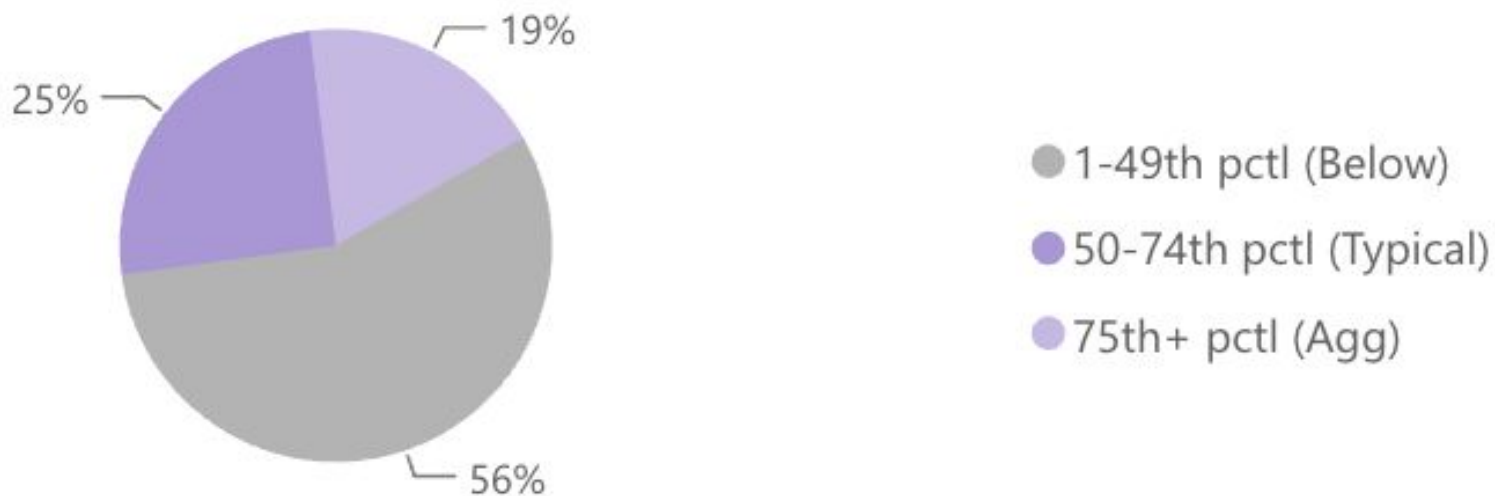


aReading Low and Very Low Risk



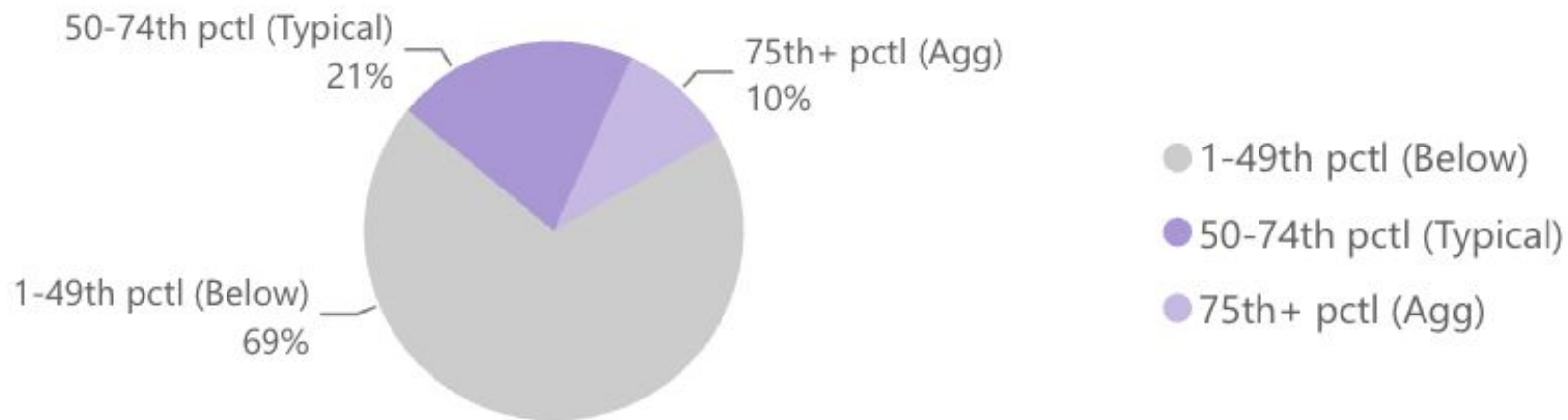
Fall to Winter Growth

Growth by Start Score (GbSS)



Fall to Spring Growth

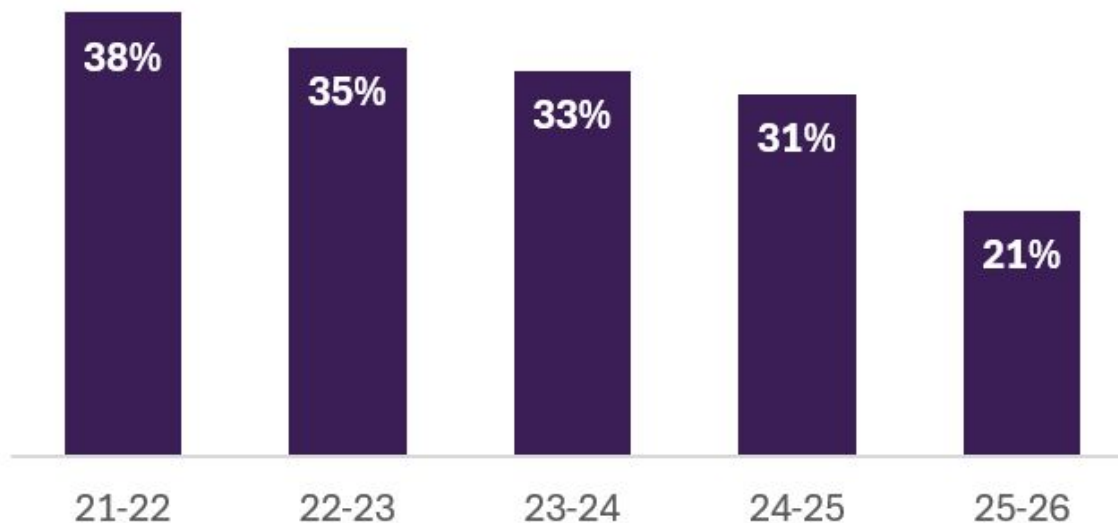
Growth by Start Score (GbSS)



aReading Typical Growth (Fall to Spring Growth)

Percent Making Typical Growth (50+
Percentile)

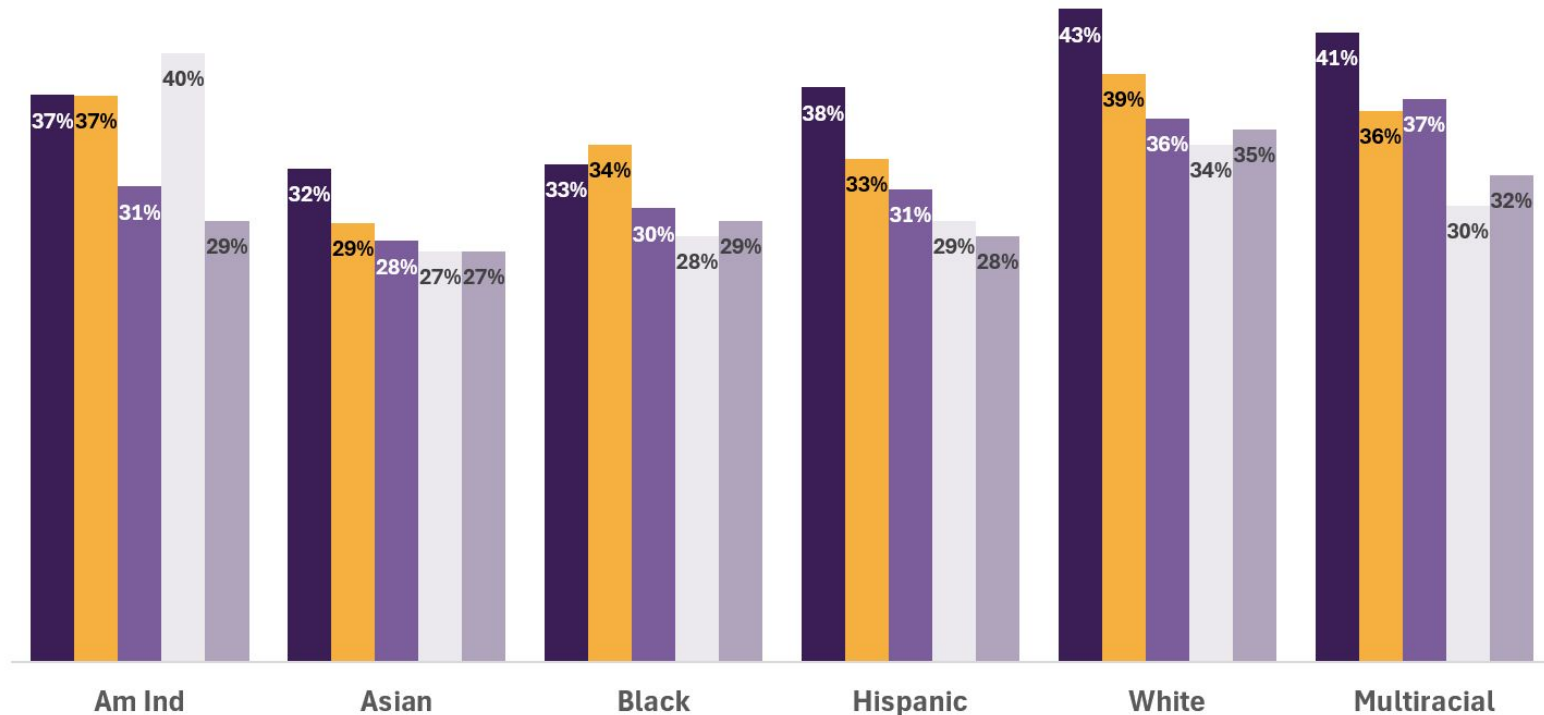
Growth by Start Score



aReading Typical Growth (50+ pctl)

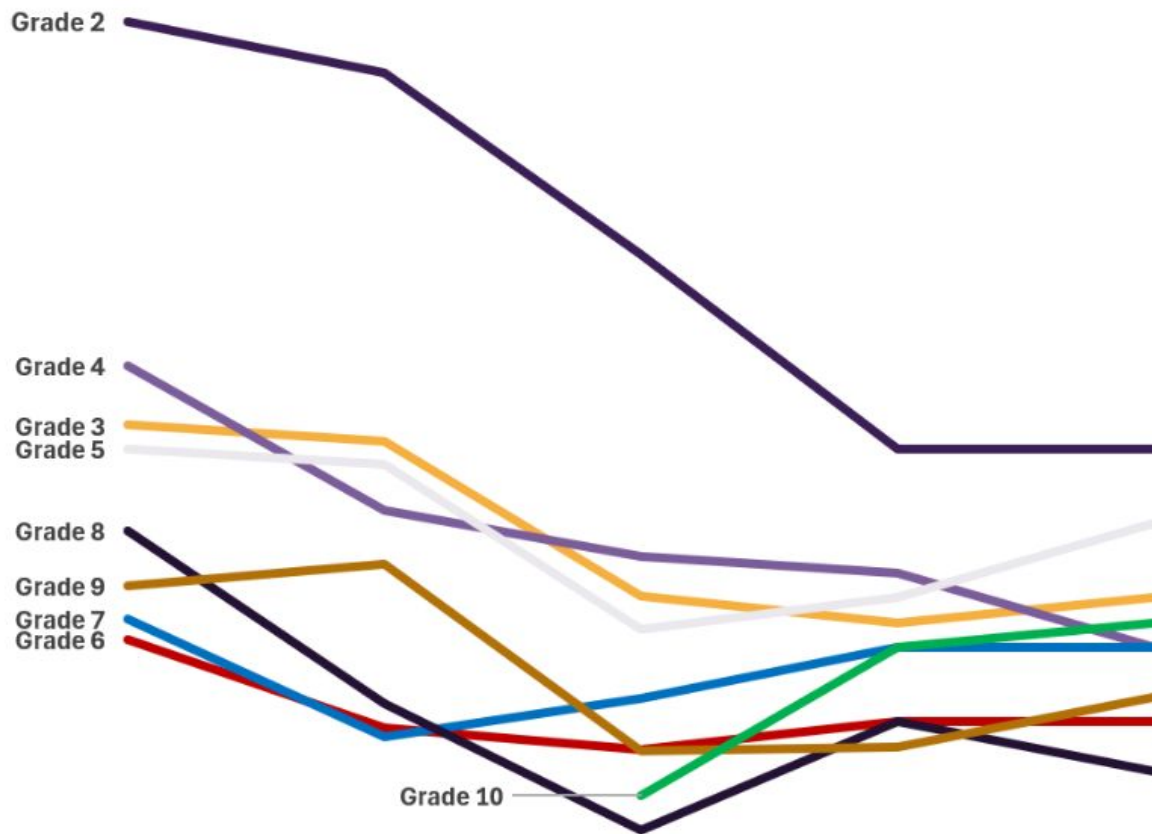
Growth by Start Score

21-22 22-23 23-24 24-25 25-26



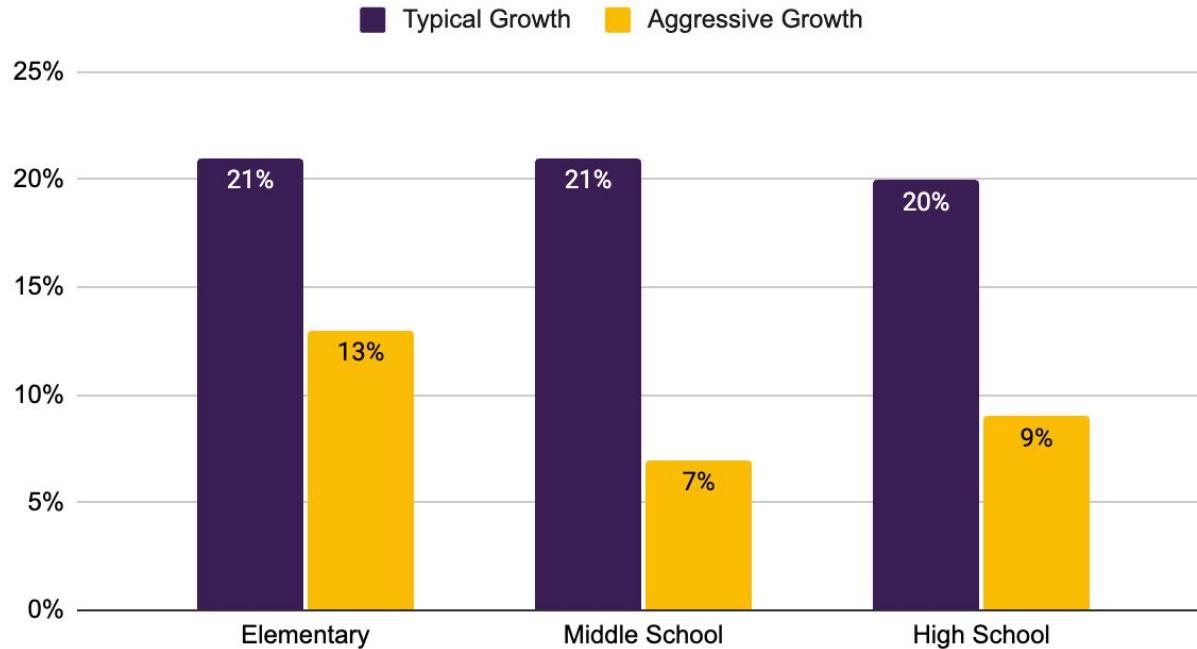
aReading Typical Growth (50+ pctl)

Growth by Start Score



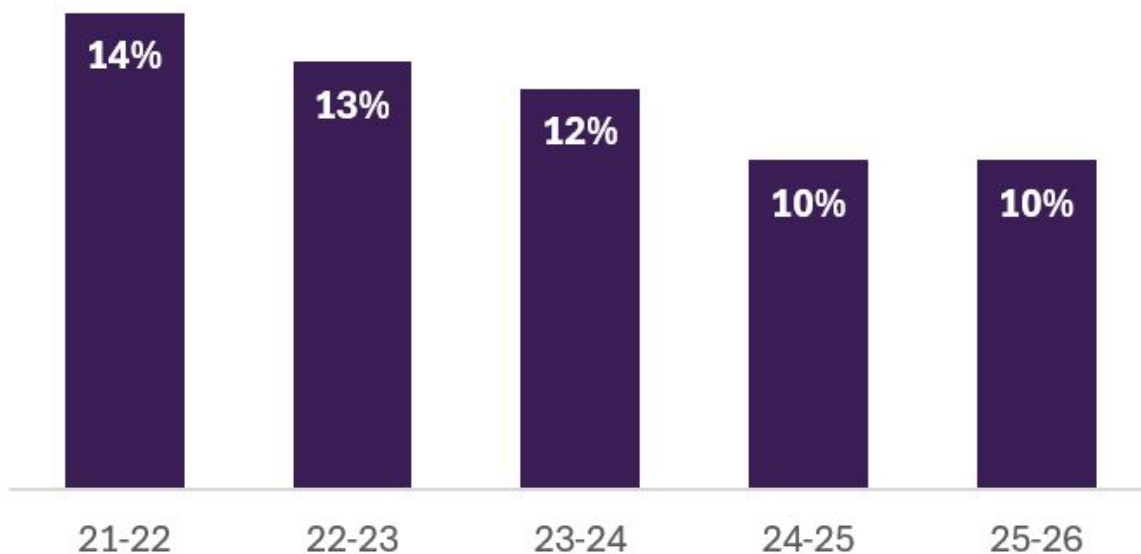
Growth by Level

Typical Growth and Aggressive Growth



aReading Aggressive Growth

Percent Making Aggr. Growth (75+ Percentile)
Growth by Start Score

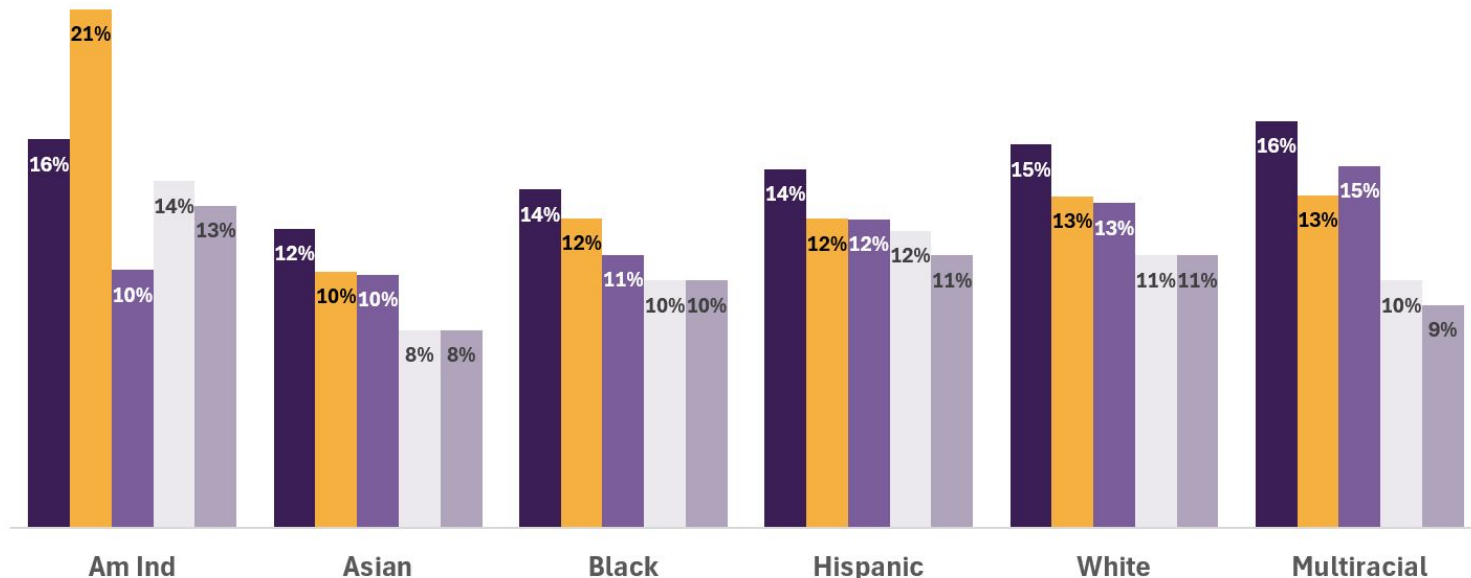


aReading Aggressive Growth

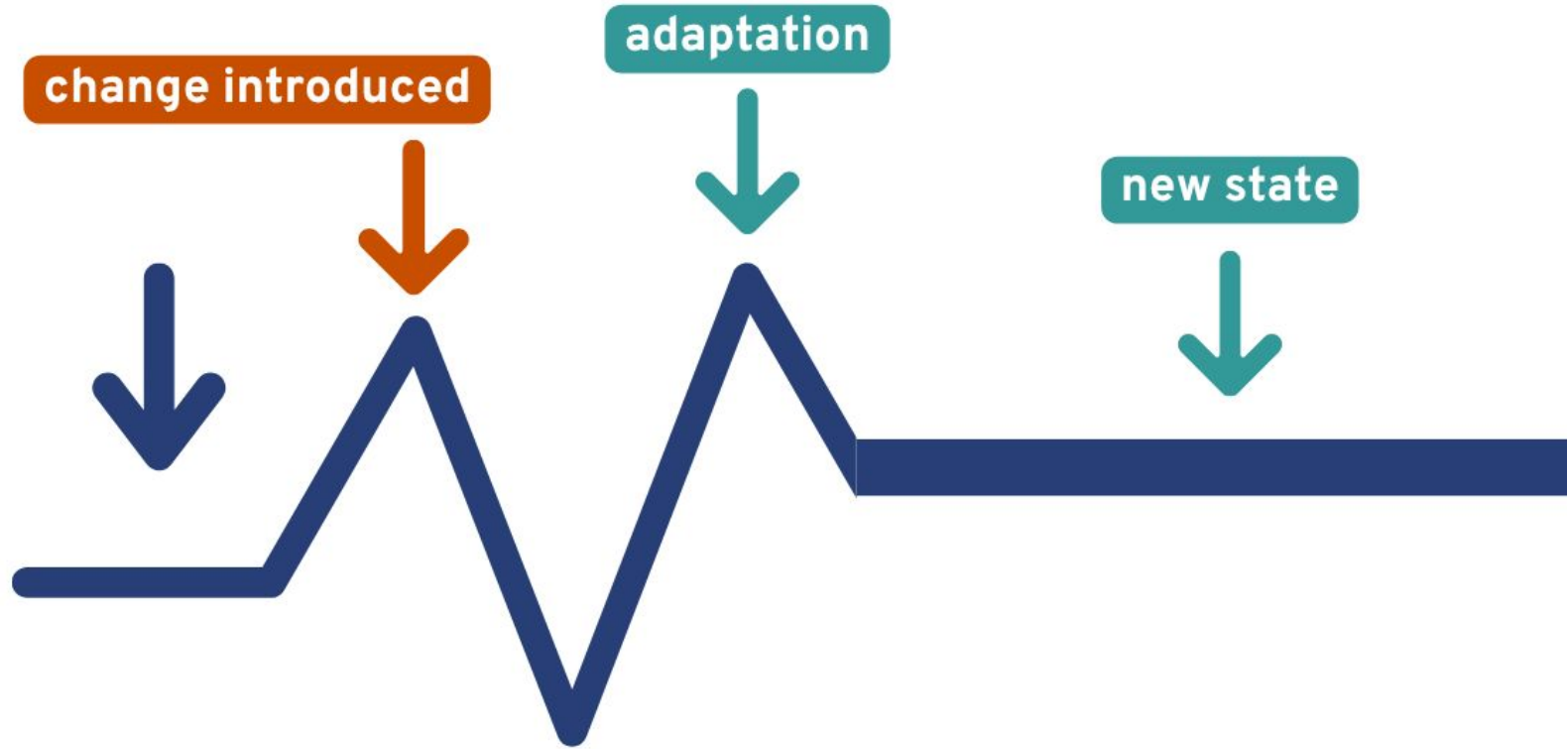
aReading Aggressive Growth (75+ pctl)

Growth by Start Score

■ 21-22 ■ 22-23 ■ 23-24 ■ 24-25 ■ 25-26



Implementation Dip





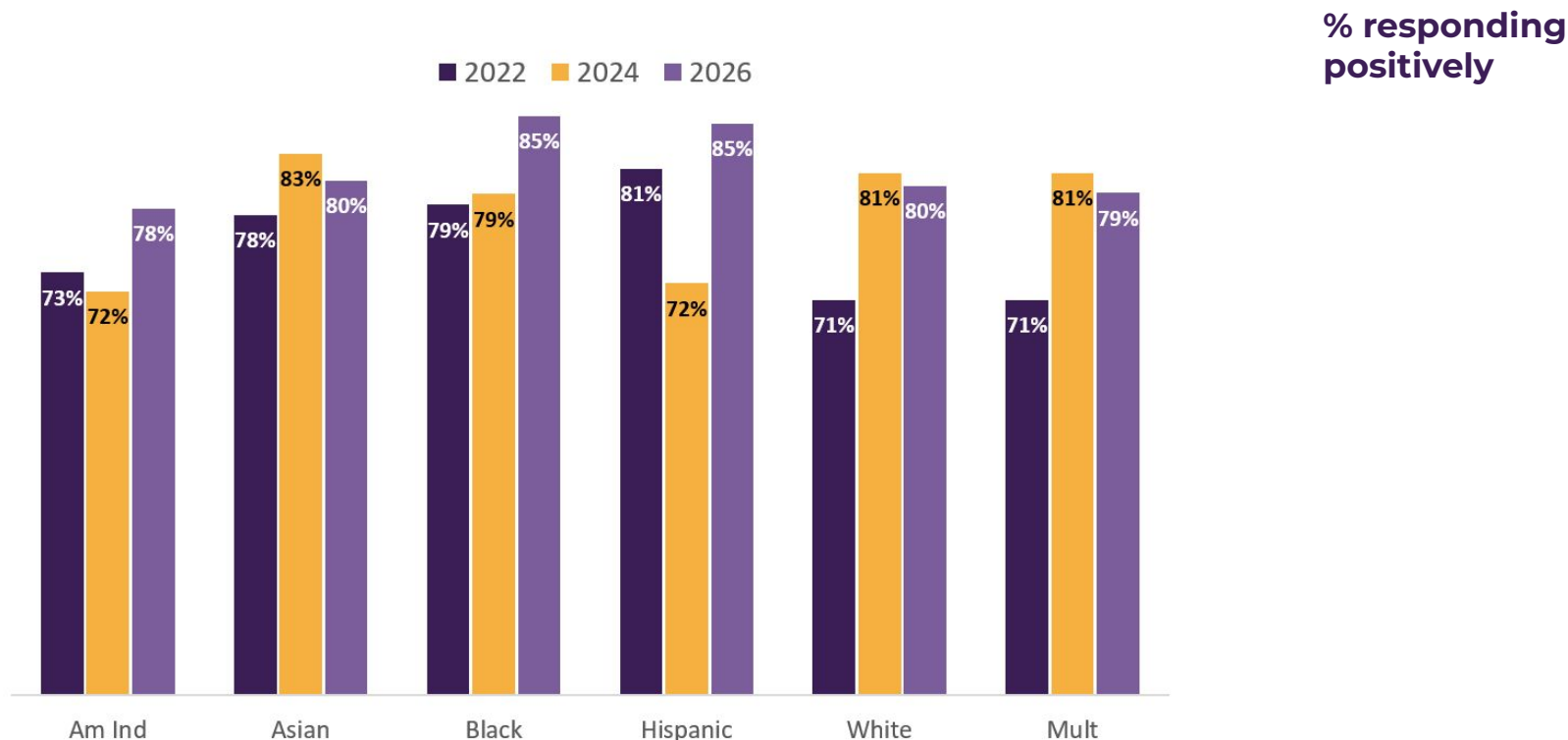
Strategies for Bridging Dip

- Classroom walkthroughs to verify curriculum pacing
- Learning walks to determine professional learning needs
- Monitor completion of Screenings
- Monitor Core Plans in RtI Stored for PLT documentation
- Achievement of growth measures established at fall data digs in winter and spring
- Use High Leverage Moves sheet with ILTs to determine monthly action steps

Family Stakeholder Survey

Culture of Achievement Scale		Overall Pct (%)		
Survey Items		2022	2024	2026
Staff effectively communicate with my scholar.		81%	85%	86%
Staff know my scholar's interests.		63%	69%	74%
Staff address the needs (i.e. behavior, special education, language, social-emotional) of my scholar.		72%	79%	81%
My scholar has been able to use their strengths.		72%	77%	78%
Staff believe my scholar can succeed.		87%	89%	90%
Staff provide an appropriate level of challenge for my scholar.		76%	80%	80%

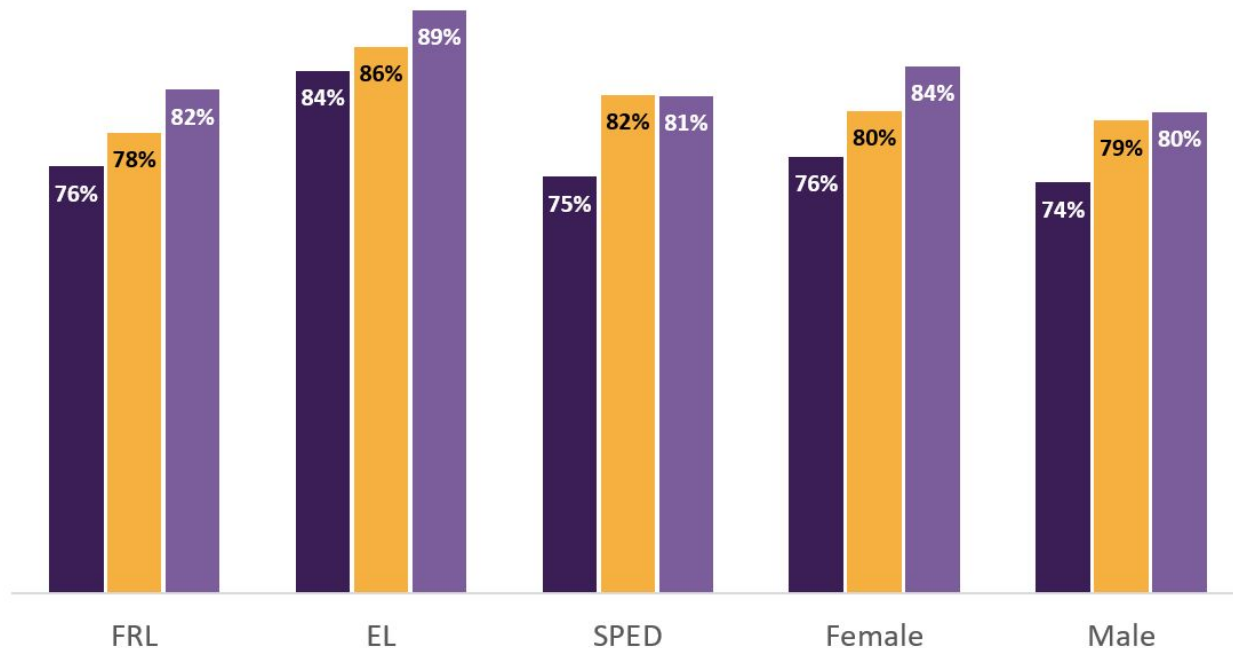
Culture of Achievement-Family Survey



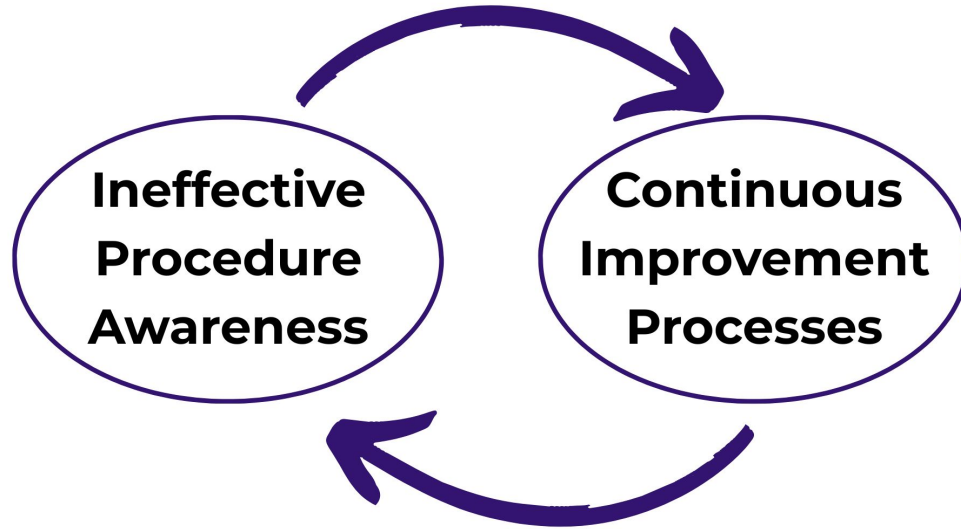
Culture of Achievement-Family Survey

% responding
positively

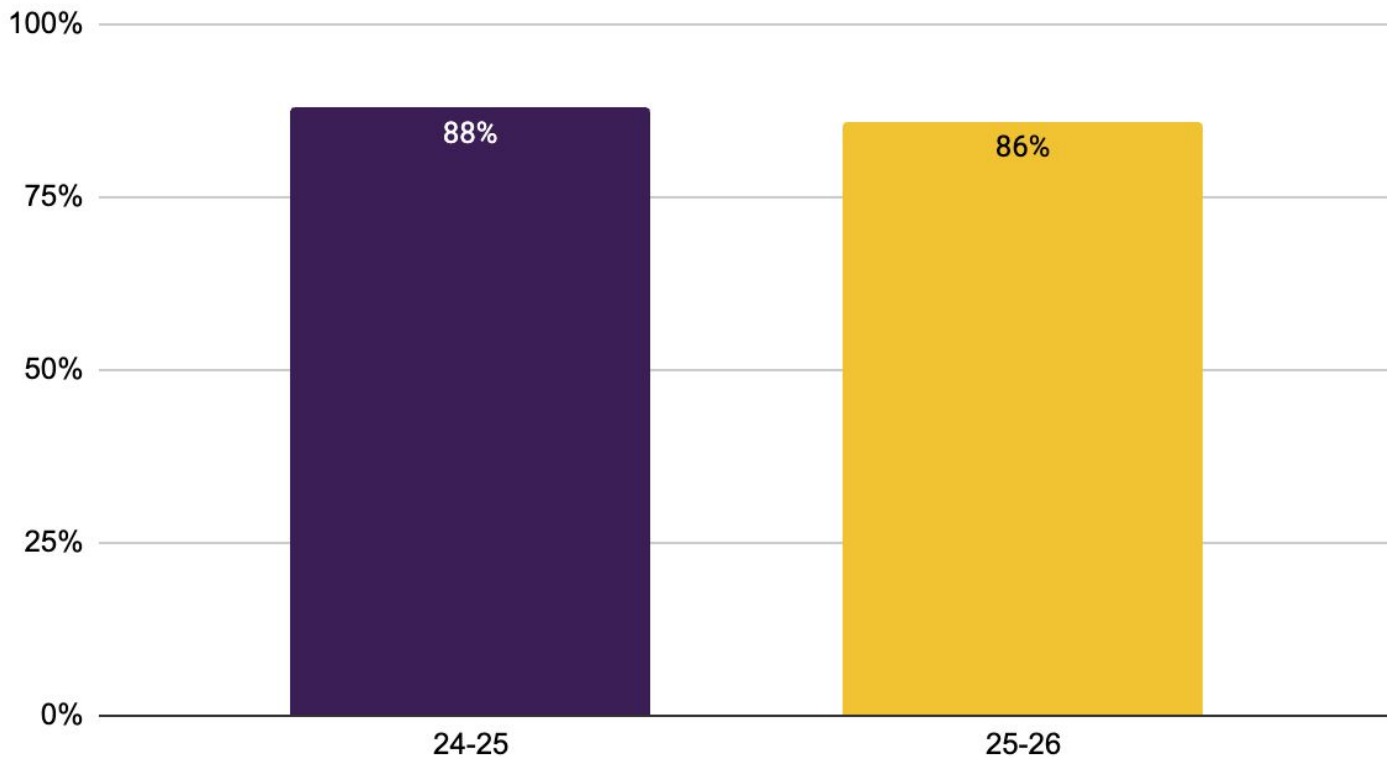
■ 2022 ■ 2024 ■ 2026



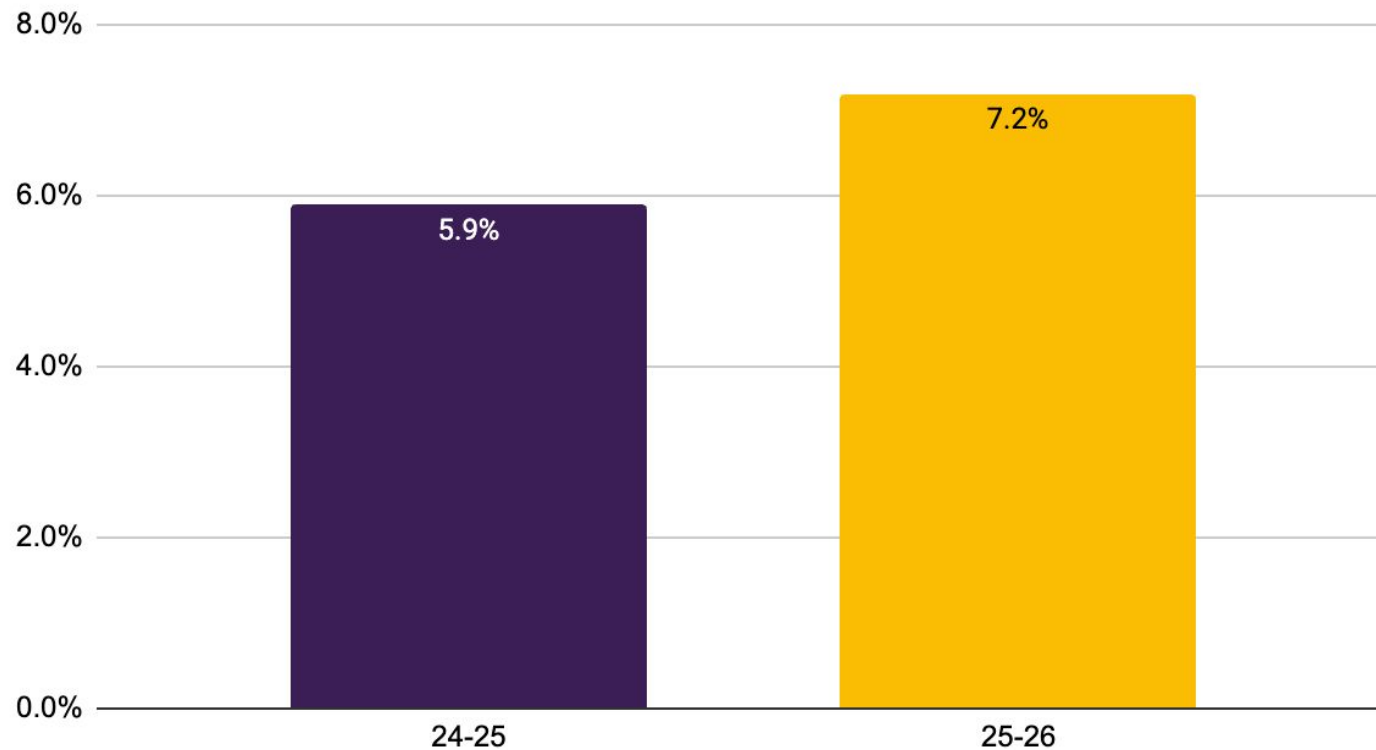
Continuous Improvement Magnifier



% of IEP Goals Marked Progressing +



Evaluations Bypassed (% of total sped count)



STRATEGIC DIRECTION B

Priority: Improve pathways for college and career readiness to unleash student agency.

Expected Outcome: Accelerated course enrollment, and 12*12 enrollment mirror our district demographic data.

Strategy: AVID

Strategy: Advisory

Process Measures: Agency Survey

Outcome Measures: College and Career Readiness Index

Strategic Direction B, Goal 2

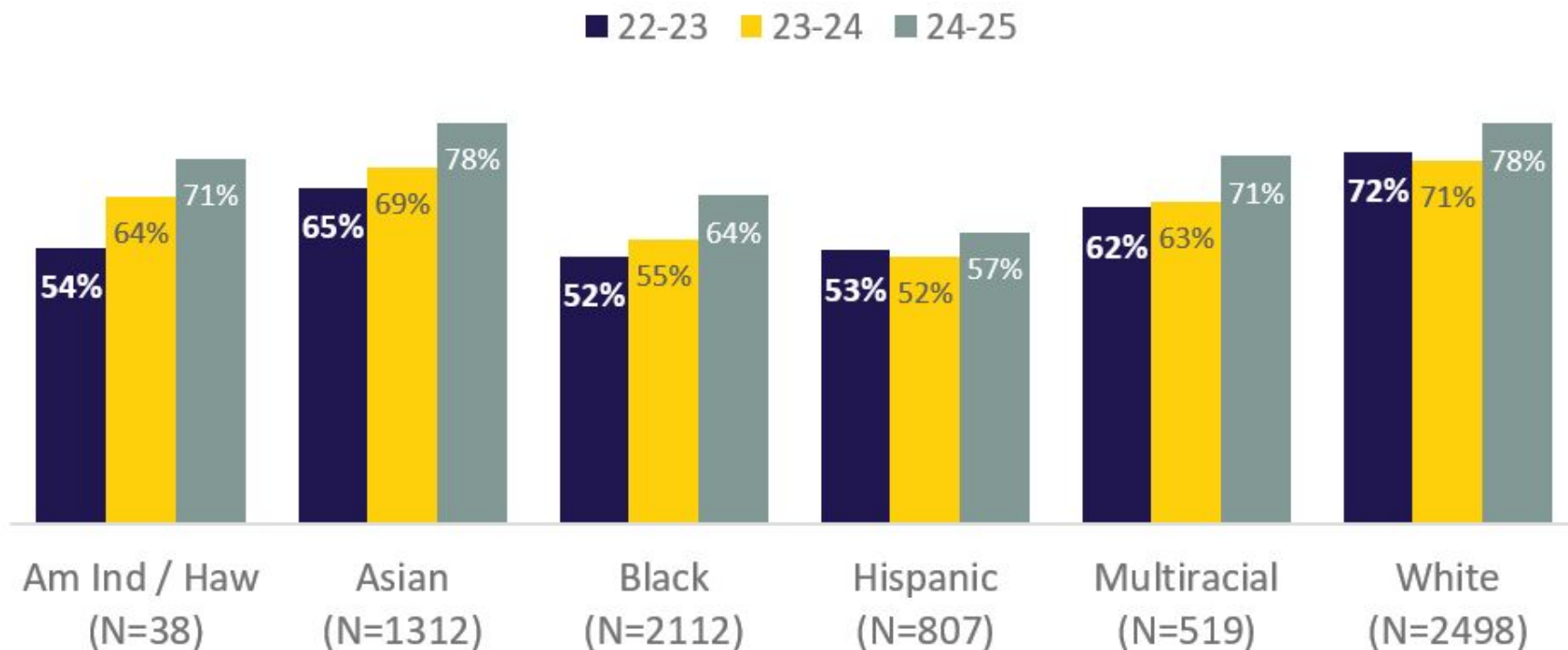
Expand equitable access to advanced, experienced, and credentialed pathways that prepare students for future success.

Strategies	Measure: Process	Measure: Outcome
College & Career Readiness Pathways - Expand high-value pathways (credentials, bilingual seals, internships, accelerated, online options) so participation mirrors district demographics. Continuous Improvement Magnifier - Elevate the District Behavior Specialist (DBS) program to increase utilization and student outcomes. - Strengthen American Indian Education supports with a targeted focus on graduation and cultural relevance. - Align PreK (VPK & PreK 4-year old alignment) systems to support Kindergarten readiness and long-term academic success.	- Secondary pathway participation data - MDE child count data (Dec. 1st) - Licensed Special Education staff retention data - American Indian Education improvement attendance milestones	- Increased credentialing / accelerated pathway achievement - American Indian 64% to 80% - Asian 69% to 80% - Black 55% to 80% - Hispanic 52% to 80% - Multiracial 63% to 80% - White 71% to 80% - Increased licensed special education staff retention from 90.2% to 92%. - Decrease in students starting Kindergarten in center based programming from 12% to 8% of all Kindergarten students on IEPs. - Increased American Indian student graduation rate from 68.6% to 75%.

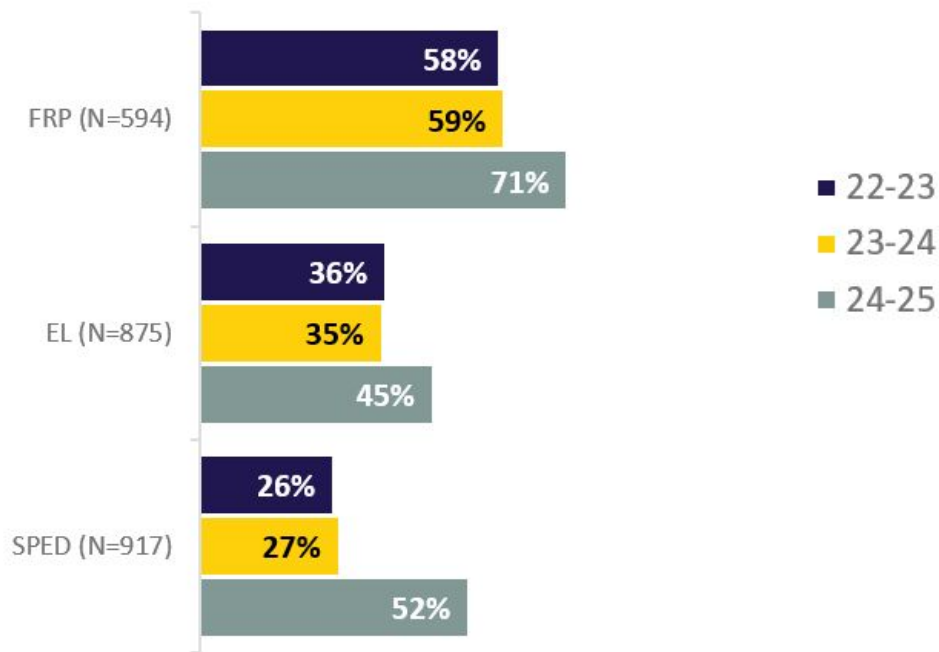
College and Career Readiness Index-24-25

College and Career Readiness Measures	Number of Students Earning	Percentage of Students Earning
Earning at least one semester or trimester credit in PSEO, Concurrent, Articulated, AP, IB, and/or HP course	5,087	70%
Earning a Professional Certification in CPR, 1st Aid, EMT, EMR	110	2%
Completing an Internship, Apprenticeship, or Related Experience	334	5%
Earning a MN Bilingual Seal	46	1%
College and Career Readiness Index (one of more of above)	5,175	71%

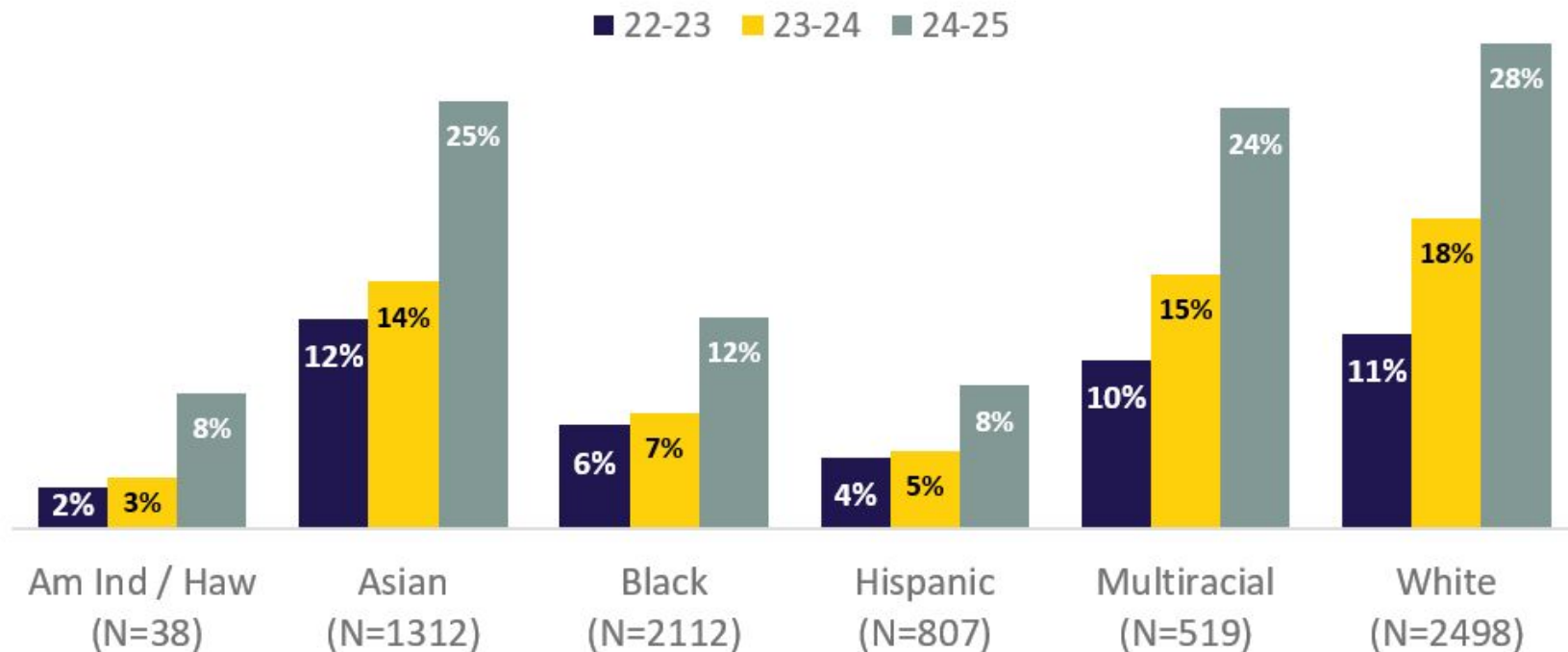
College and Career Readiness Index



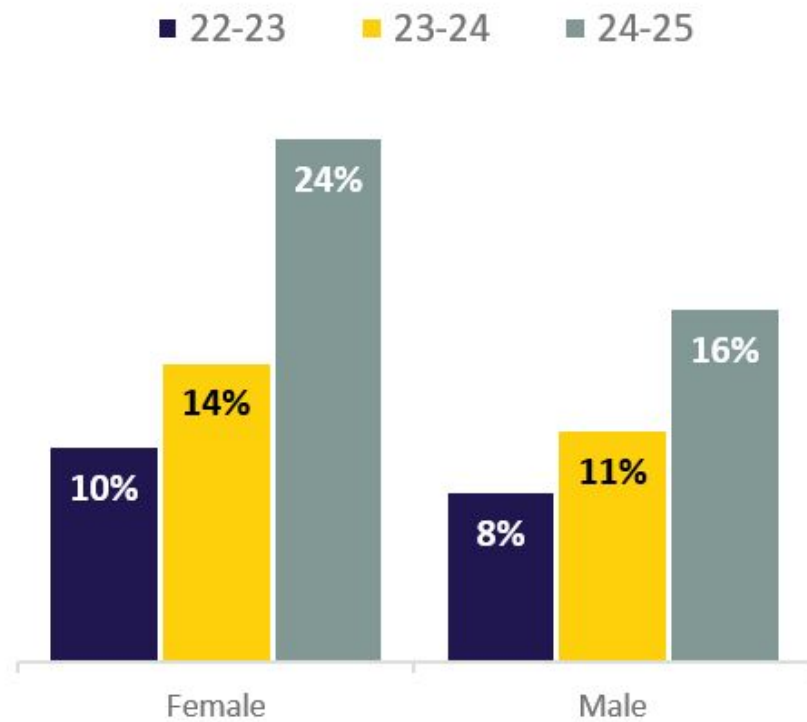
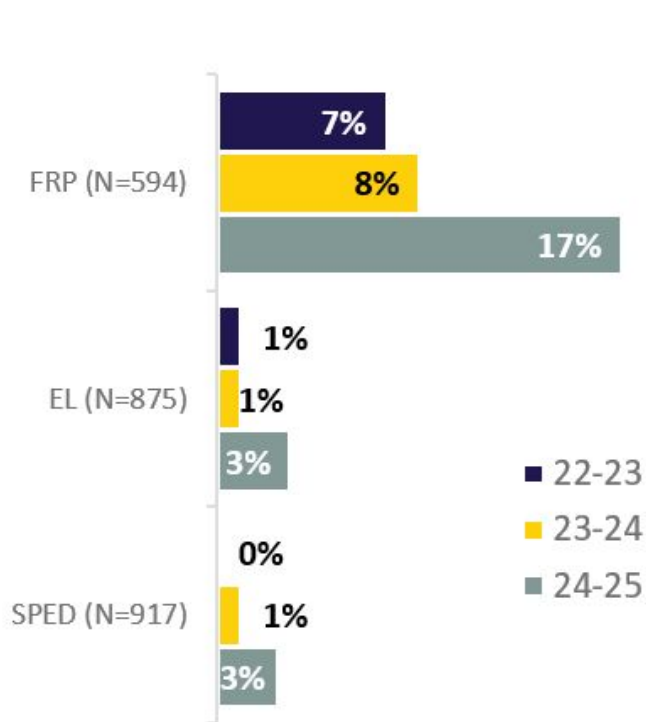
College and Career Readiness Index



12 x 12 by Race and Ethnicity

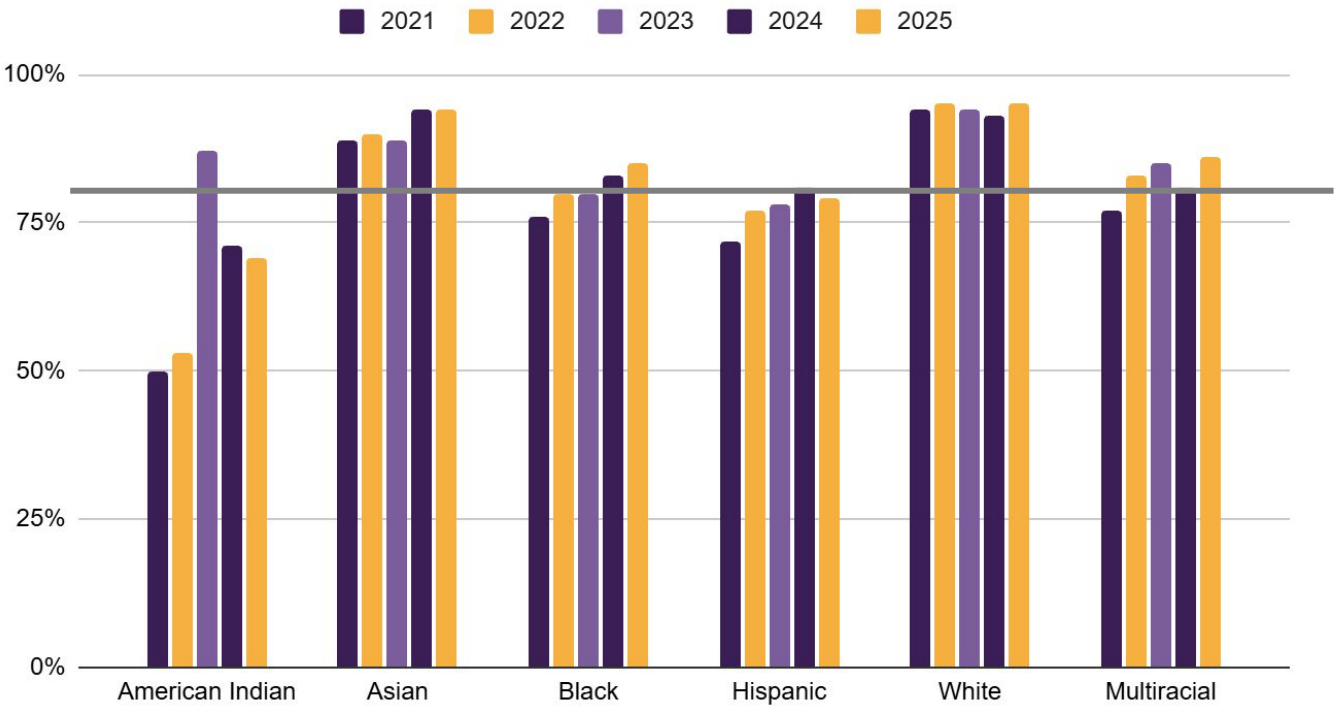


12*12



Graduation and Continuation Rates

Graduation and Continuation Rates by State Racial Groups



Pause and process

- Alignment Check
 - How well do the measures reflect the strategies and priorities in Strategic Direction B?
 - Given the amount of data shared, what suggestions might you have for narrowing the scope of the data shared?
- Priorities in Action
 - Where are the measures strong in showing progress — and where could they better connect to our goals?
- Informing Board and Community
 - Do the measures clearly communicate our progress to the board and community?



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Schools

THANK YOU!