Osseo Area Schools

Achieving Academic Excellence

Comprehensive Achievement & Civic Readiness and Achievement & Integration

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Presentation Outcomes

Board members will:

- examine various data points related to Osseo Area Schools' Comprehensive Achievement and Civic Readiness and Achievement and Integration Strategic Plan from the 2025-2026 school year; &,
- learn about current strategic improvement actions to positively impact this data.

Osseo Area Schools

STRATEGIC PRIORITIES 2026-27

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.

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.

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

- **D1** Standardize the use of communication tools for timely, accessible, accurate information.
- **D2** Foster inclusion for diverse community voices, engagement, and collaboration.

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.

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

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

Comprehensive Achievement and Civic Readiness



DISTRICT GOALS

Achievement and Integration

Goal 1

Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools.



Goal 2

The achievement gap between students of color and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

Goal 3

The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022, between FY 2024 and 2026.

Goal 4

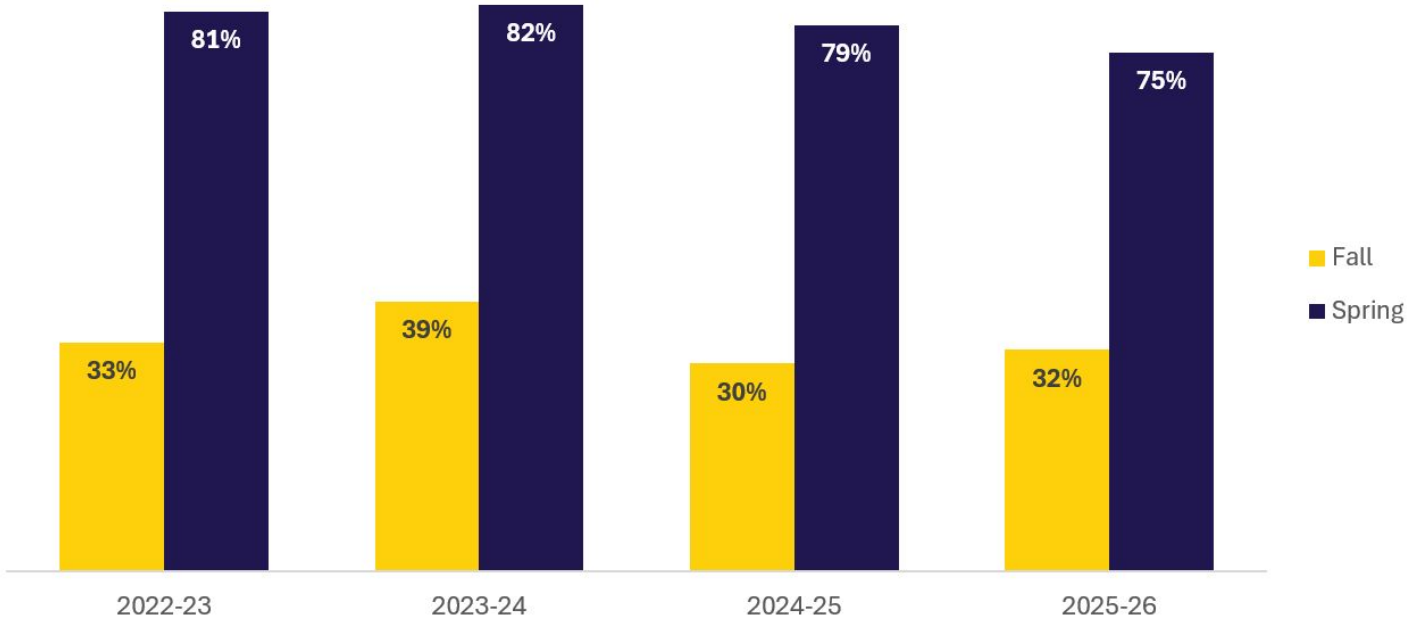
Increase the graduation rate of American Indian students by 4% per year between FY 2024 and 2026.



Goal 1
All children are ready for school.

Teaching Strategies Gold - VPK

Average percent meeting or exceeding standards (across six domains)

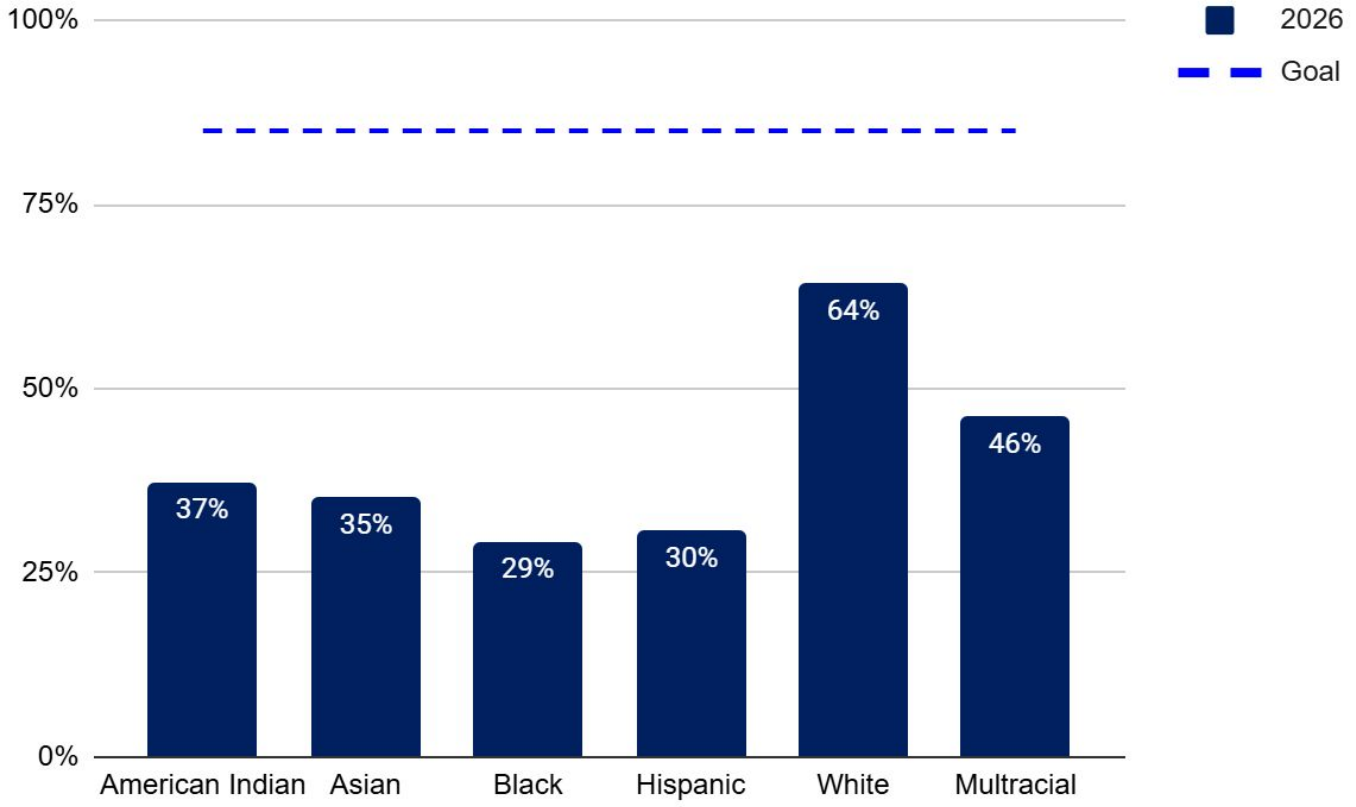


N Sizes: 2022 F-233, 2023 S-303
2023 F-259, 2024 S-301
2024 F-303, 2025 S-356
2025 F-341, 2026 S-374

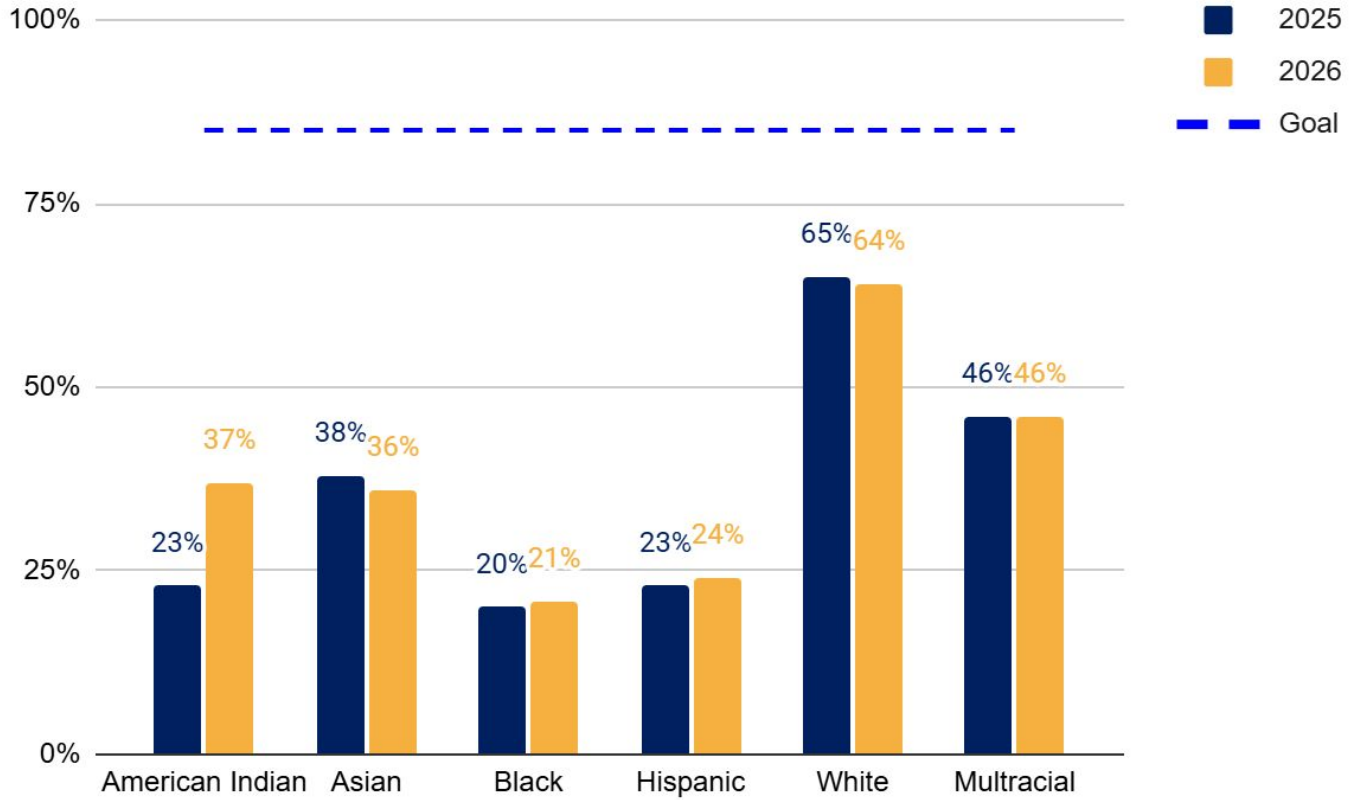


Goal 2
All racial and economic achievement gaps between students are closed.

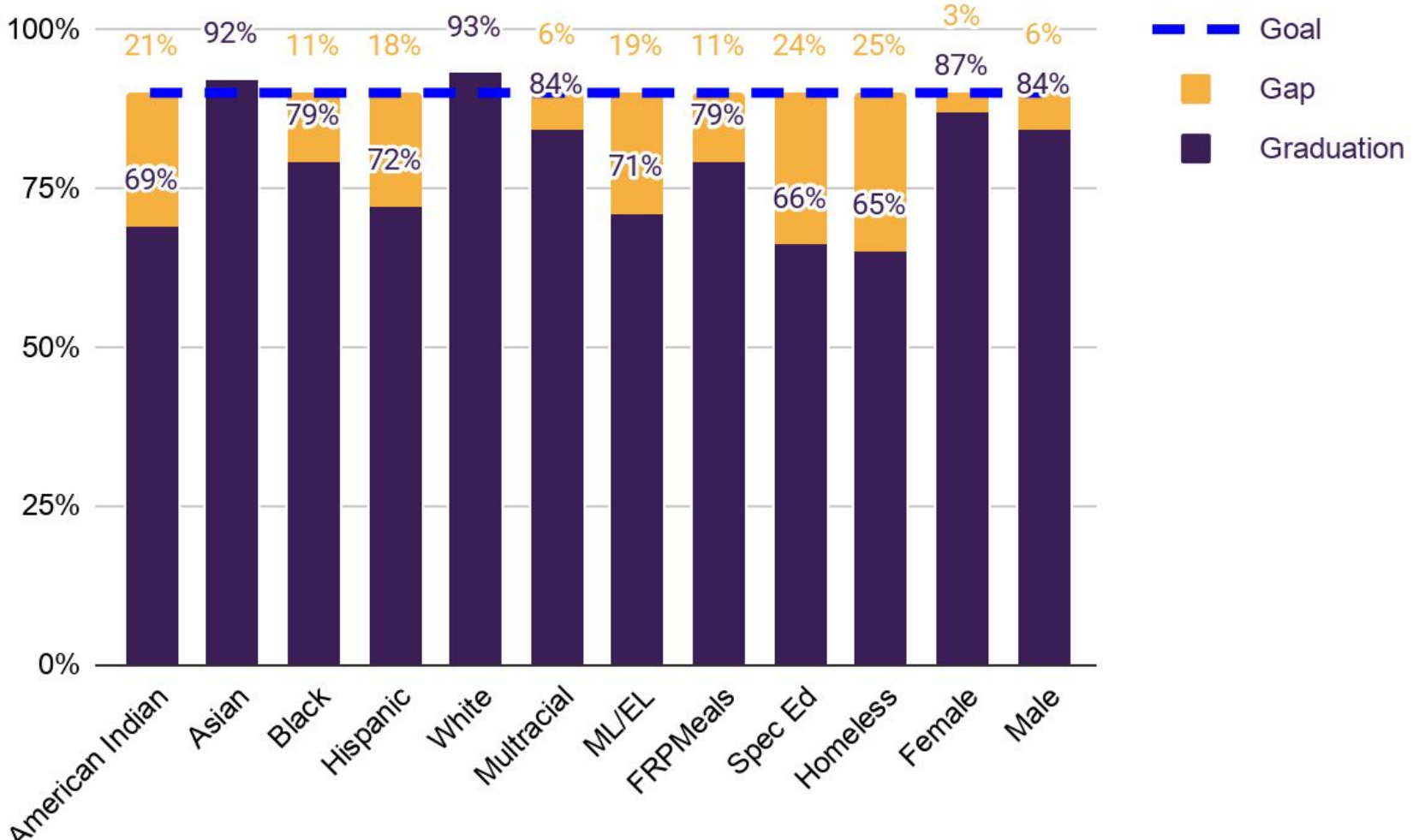
Reduce the Reading Proficiency Gap (MCA)



Reduce the Math Proficiency Gap (MCA)



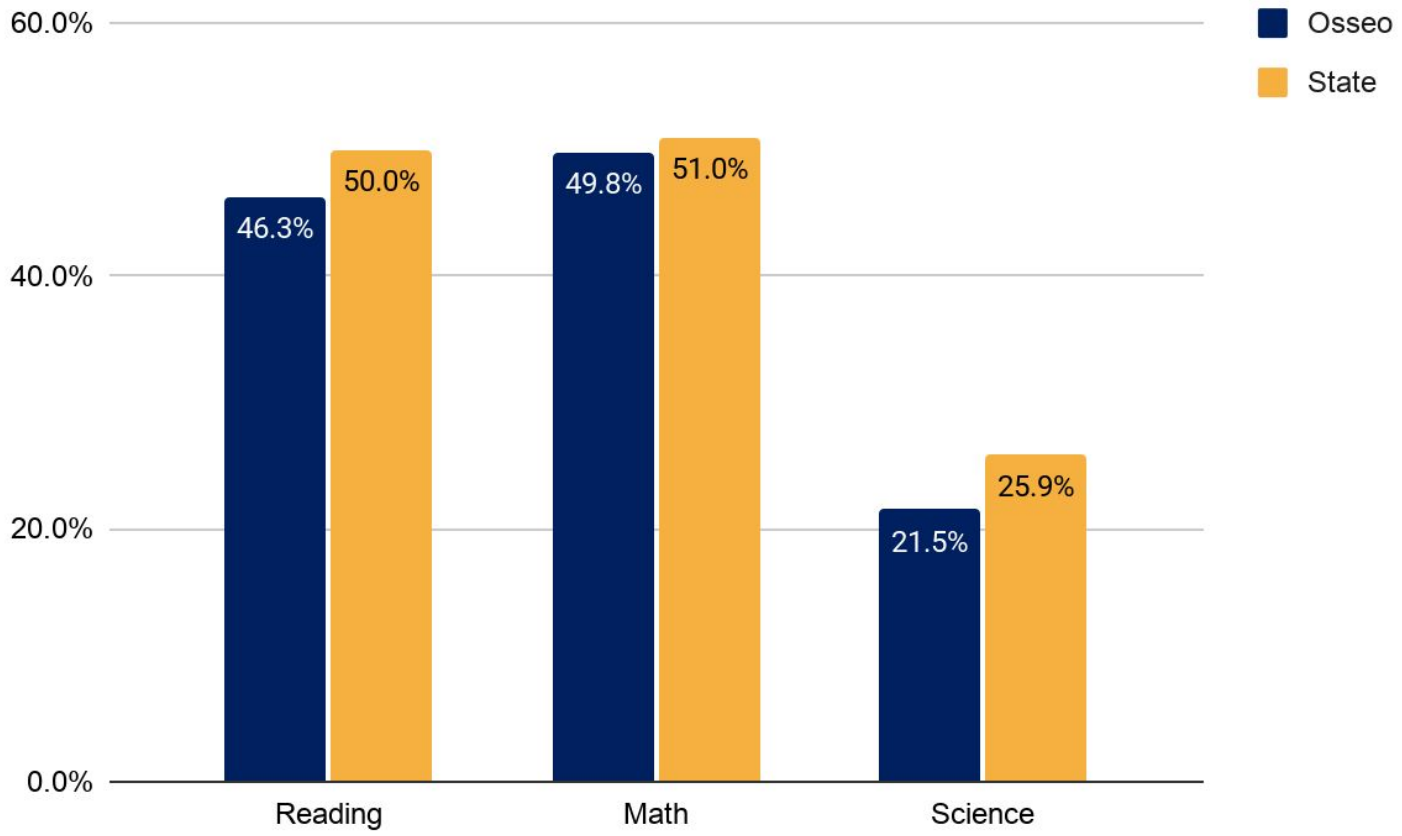
4-Yr Graduation Rate Gaps - Class of 2025



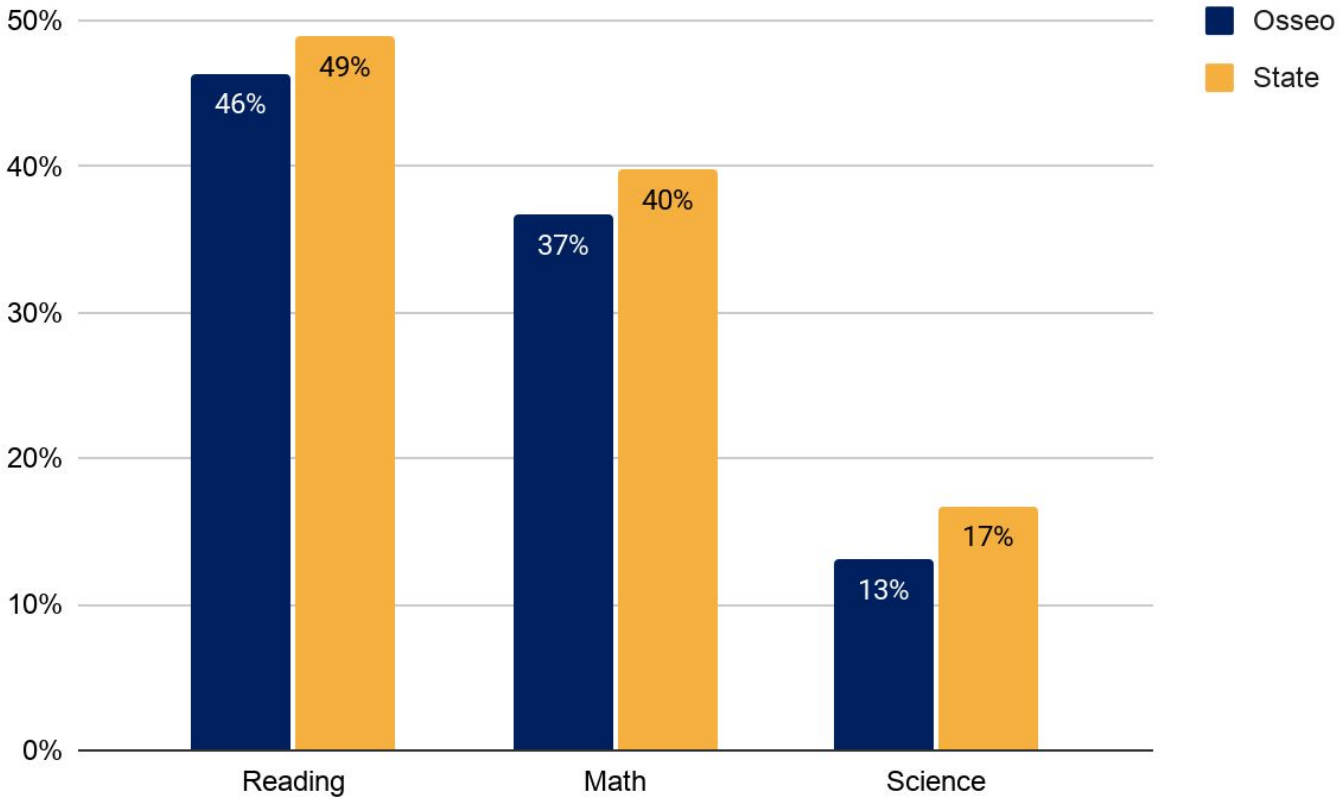


Goal 3
All students are ready for college and career.

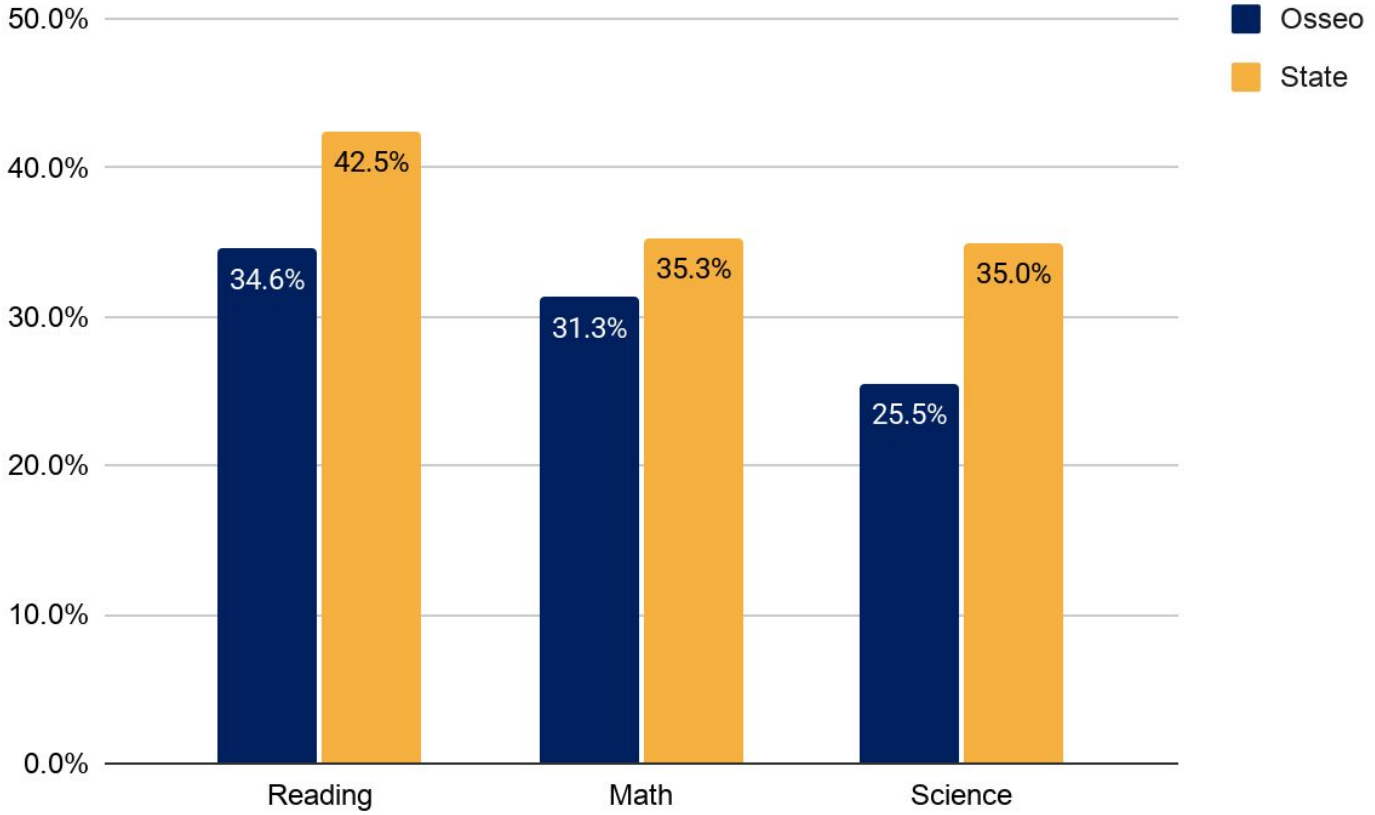
MCA Proficiency - Elementary



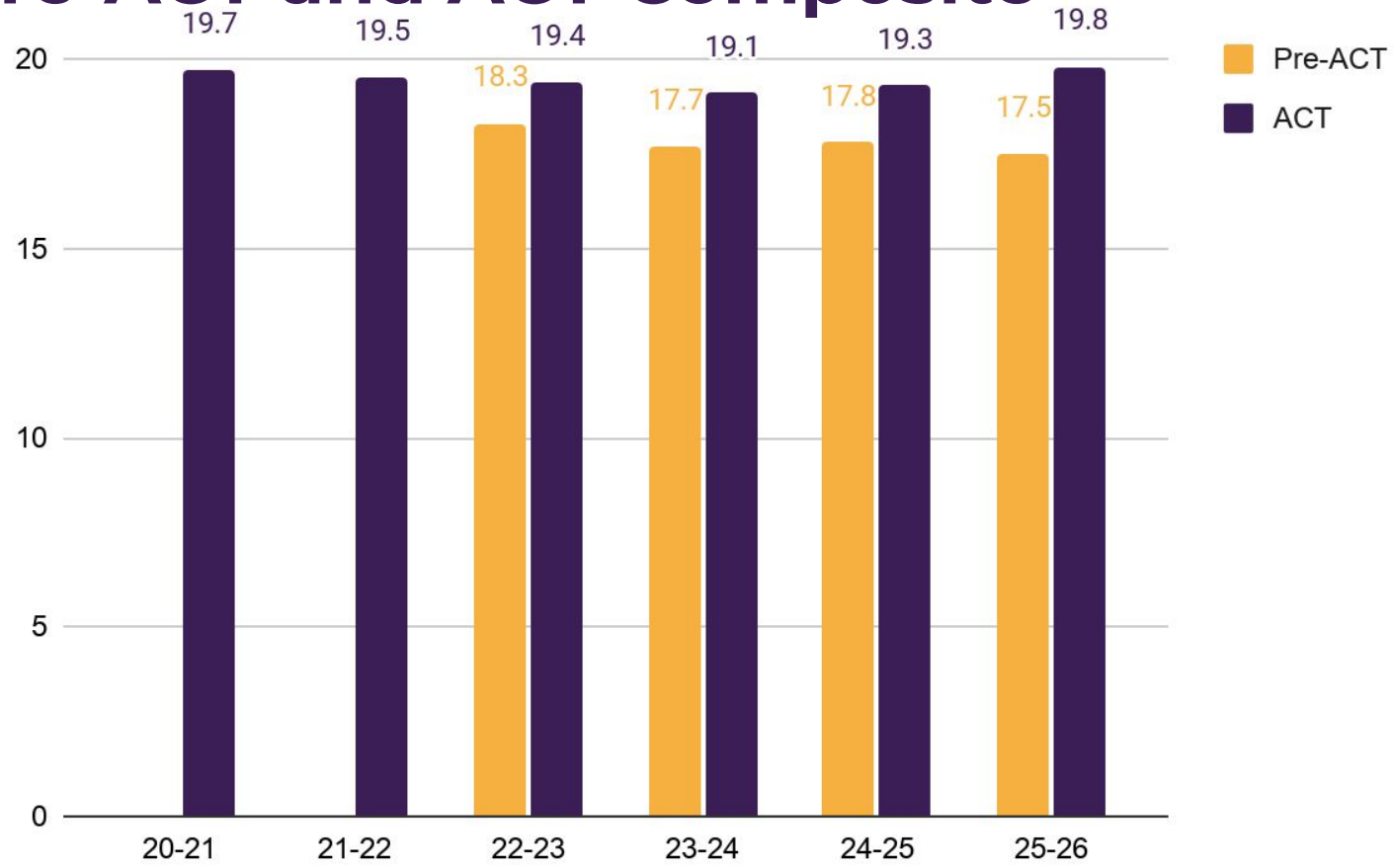
MCA Proficiency - Middle School



MCA Proficiency - High School



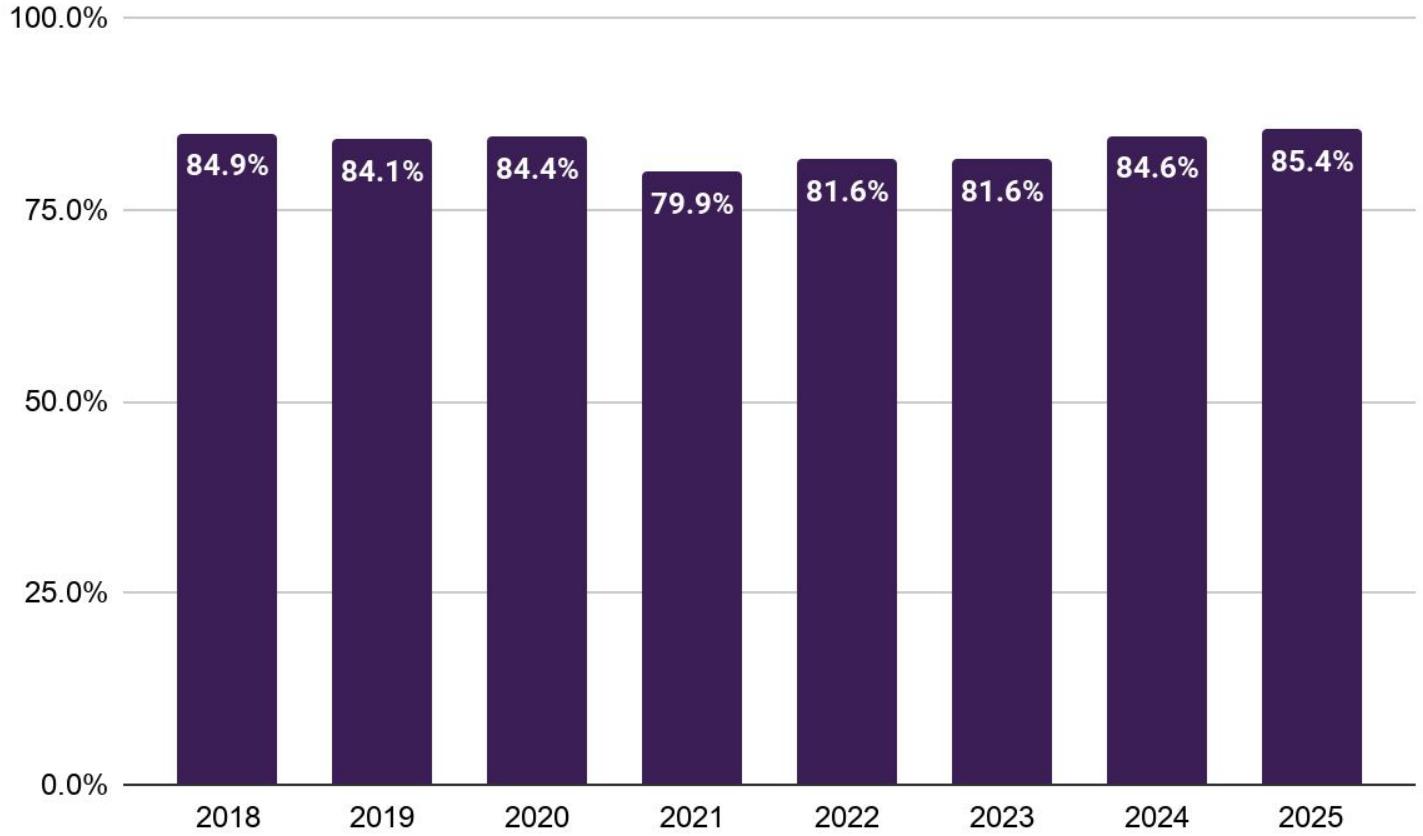
Pre-ACT and ACT Composite



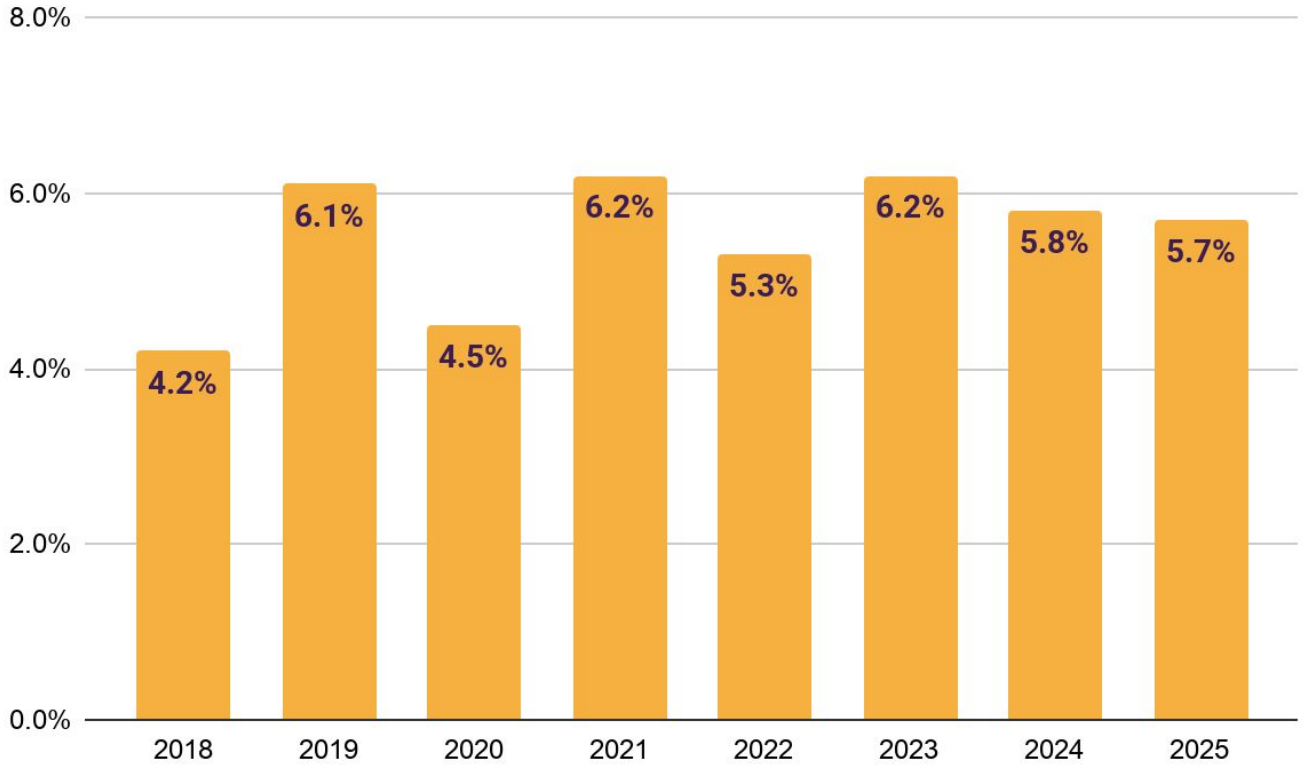


Goal 4
All students graduate from high school.

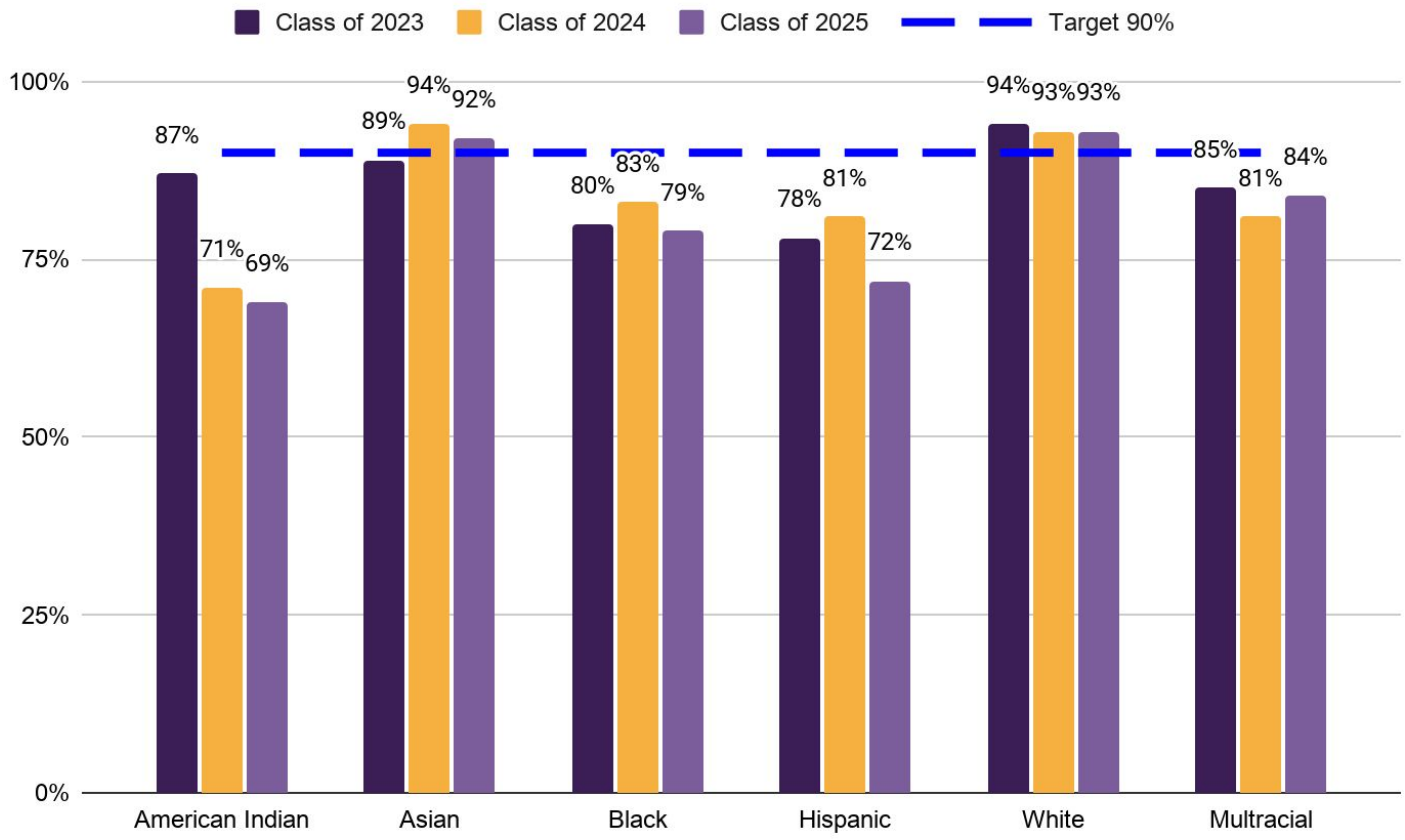
4 Year Graduation Rates



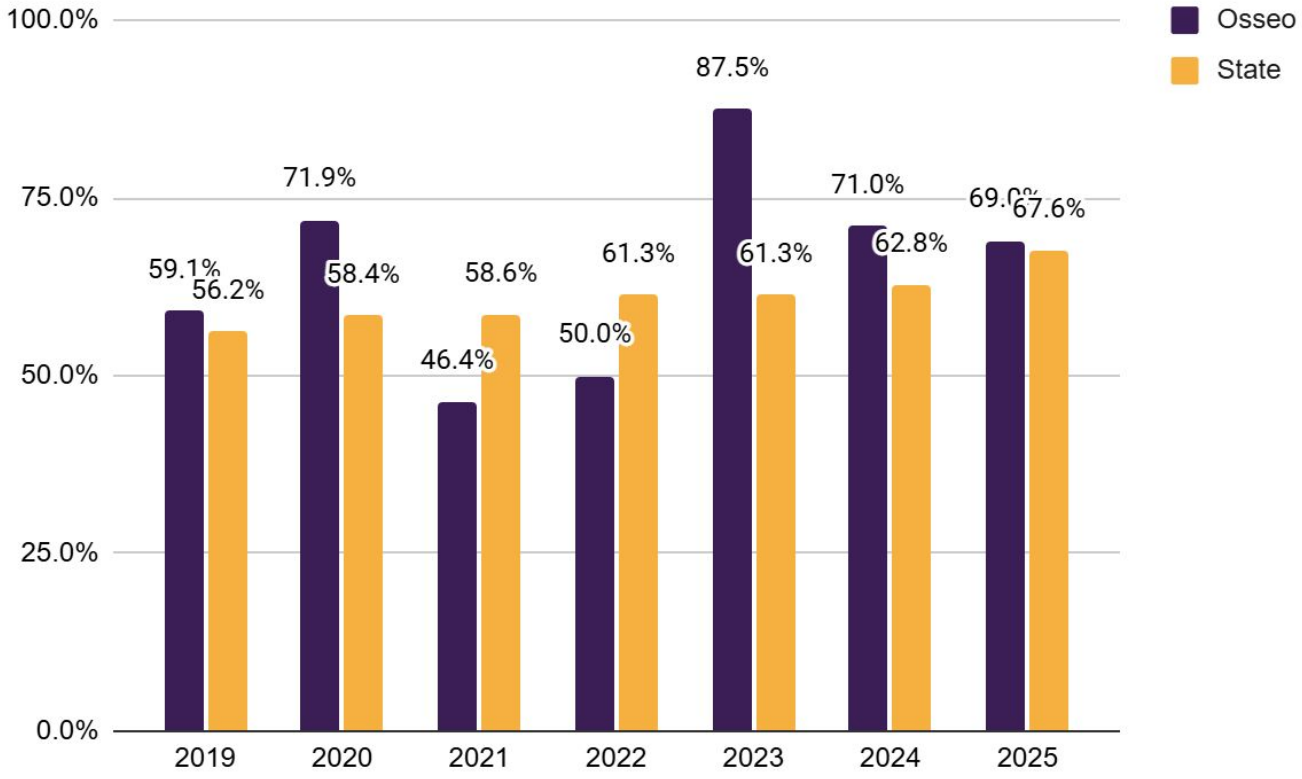
Drop Out Rate Trends



Graduation and Continuation Rates



Goal 4: Increase American Indian Graduation Rates



Finding, Naming, Removing Barriers

Osseo Area Schools

Essential Question:

Who must I become so every scholar experiences belonging and high quality literacy instruction in my classroom/school/district?

(Self, Others, System)

Leadership Learning Focus

2026 - 27 SY

OUR PURPOSE

Build the capacity of our leaders to improve Tier 1 instruction.

MILA COHORT
EQUITY-CENTERED LEADERSHIP

A focused cohort of 18 K-12 leaders will engage in a yearlong learning experience, building capacity for equity-centered practices and sustainable change.

- 18 LEADERS
- MILA PROGRAM
- SYSTEMS THINKING
- SUSTAINABLE CHANGE

LEARNING LEADERS
LITERACY INSTRUCTION

Learning Leaders will participate in targeted professional learning to strengthen their ability to support literacy instruction, lead effective learning walks and drive instructional excellence.

- LITERACY INSTRUCTION
- LEARNING WALKS

E-TEAM SEMINAR

E-Team Seminar will provide a structured approach to collaborate, problem-solve, and plan around interrupting exclusionary practices and decreasing time out of class.

- EQUITY TRANSFORMATION CYCLE
- ALIGNMENT

MONTHLY MEETINGS
WITH ASSISTANT SUPERINTENDENTS

In alignment with the school operational plan and district strategic priorities, these meetings provide a space for collaboration, problem-solving and progress monitoring.

- COLLABORATION
- PROBLEM SOLVING
- PROGRESS MONITORING
- ALIGNMENT

DATA DIGS

Monitor literacy instruction, exclusionary practices & time out of class.

CONTINUOUS IMPROVEMENT SESSIONS

LEARNING • COLLABORATION • SUPPORT

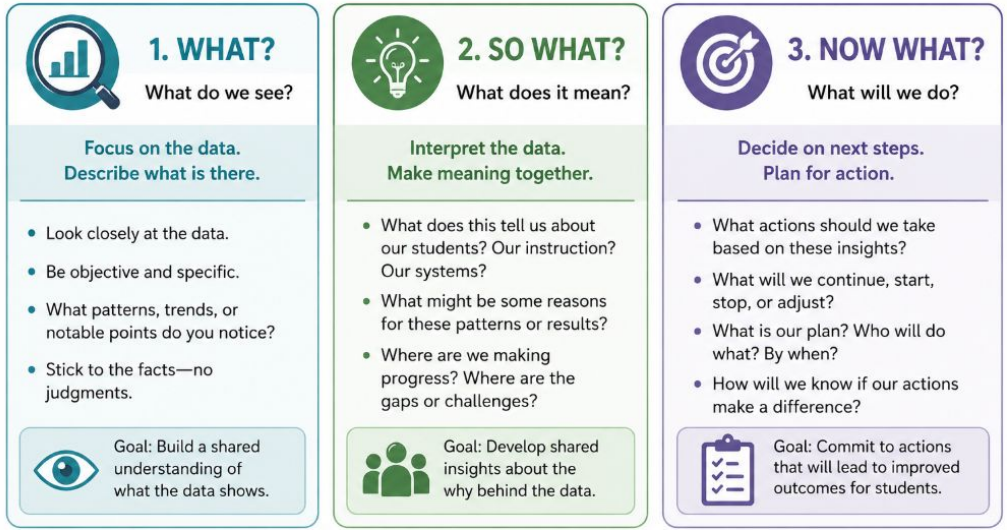
End of each trimester
Examine progress, celebrate growth and plan next steps.

FALL Trimester meeting → **WINTER** Trimester meeting → **SPRING** Trimester meeting

CONSISTENCY • CONNECTION • COHERENCE

Stronger Connections

- Structured Data Digs with common protocol
- New Data Dashboards
- Collaboration on evidence based and data focused operational plan



Strategic Direction Alignment	Strategies	Measures	
		Process	Outcome
Reading	**Strengthen Tier One Core Instruction** • Strategy 1: Analyze Student Data and Work 3x per year for alignment with grade level standards using the Equity Transformation Cycle • Strategy 2: Collaboration (Co-teaching and coaching support) with classroom and specialist (ELL, SPED, and other licensed staff) as well as ESP staff. **Improve implementation and consistency of Tier 2 and 3 Interventions** • Strategy 3: Demonstration teaching, modeling, and coaching support with Title One Teachers, Title One ESP and classroom teachers.	**Process** • Monitor completion of FastBridge Screenings • Monitor Core Plans in RtI Stored for PLT documentation • Monitor Achievement of growth measures established at fall data digs in winter and spring	**Outcome** ***Growth*** / ***Proficiency***

Core Plans

- Professional Learning Teams K-5 and 6-9 English Language Arts

What should our students know and be able to do?

Summarize and Analyze the Universal Data for the Grade and Content Area: (What universal screening/assessment data supports the fact that you have a concern about the overall grade/student? Data must include score numbers/percents and the expected target score.)

According to Fastbridge data 64% of 3rd grade students scored at low risk or very low risk on the aReading assessment. 35% scored in some risk or high risk.

Also according to Fastbridge data 61% of 3rd grade students scored at low or very low risk on the CBM Fluency assessment. 39% scored in some or high risk.

Based on this data we decided to administer the PSI (Phonics Inventory) assessment to students who were not at benchmark on CBMs. The results of the PSI are:

- 6 students are in skill level 2
- 3 students are in skill level 3
- 1 student is in skill level 4
- 10 students are in skill level 5
- 5 students are in skill level 6
- 3 students are in skill level 7
- 2 students are in skill level 8
- 2 students are in skill level 9

Our PLT will focus on using WIN time to identify needs and group students according to their literacy needs to grow their phonics and fluency scores throughout the year.

Professional Learning

Leaders

- Boosting Data Literacy
- Student Agency
- Curriculum Based Professional Learning
- Literacy in Content Areas
- Coaching Questions for PLTs
- Learning Walkthroughs

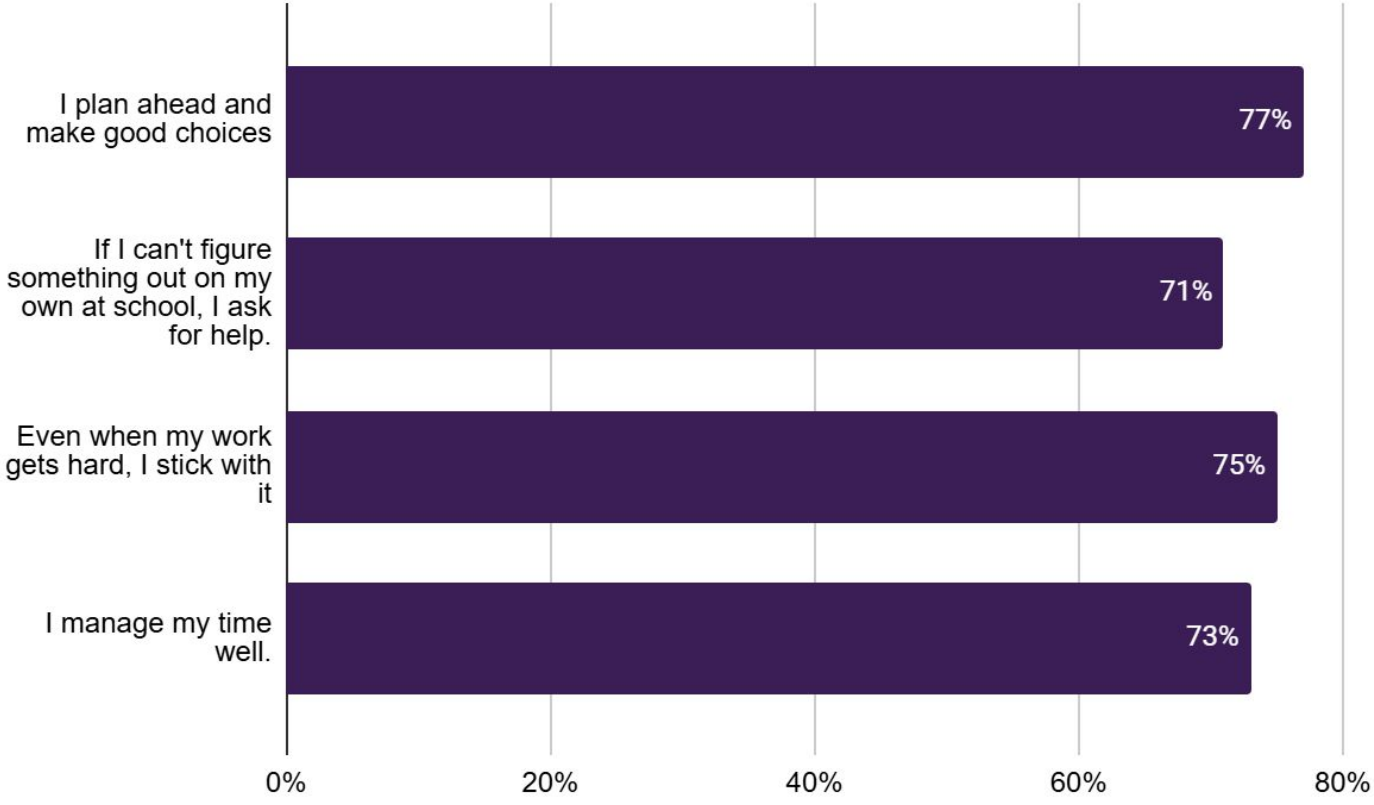
Teachers

- Connecting Data to Practice in Content Areas
- Literacy Task Analysis
- Curriculum Based Professional Learning
- Differentiation



Goal 5
All students are prepared to be lifelong learners.

Lifelong Learning



Percent of students responding “Yes/Always” or “Mostly Yes”

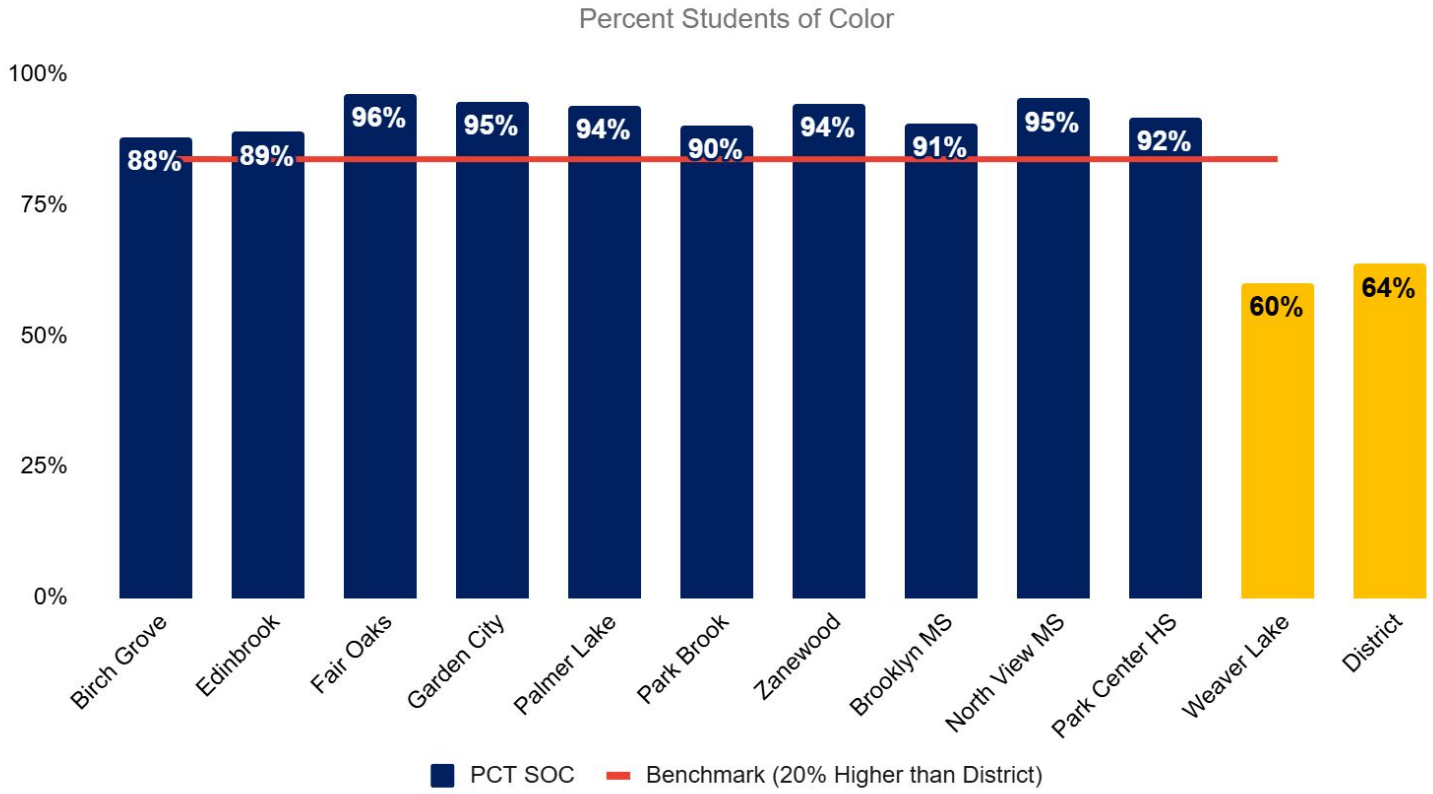


Achievement and Integration Goals

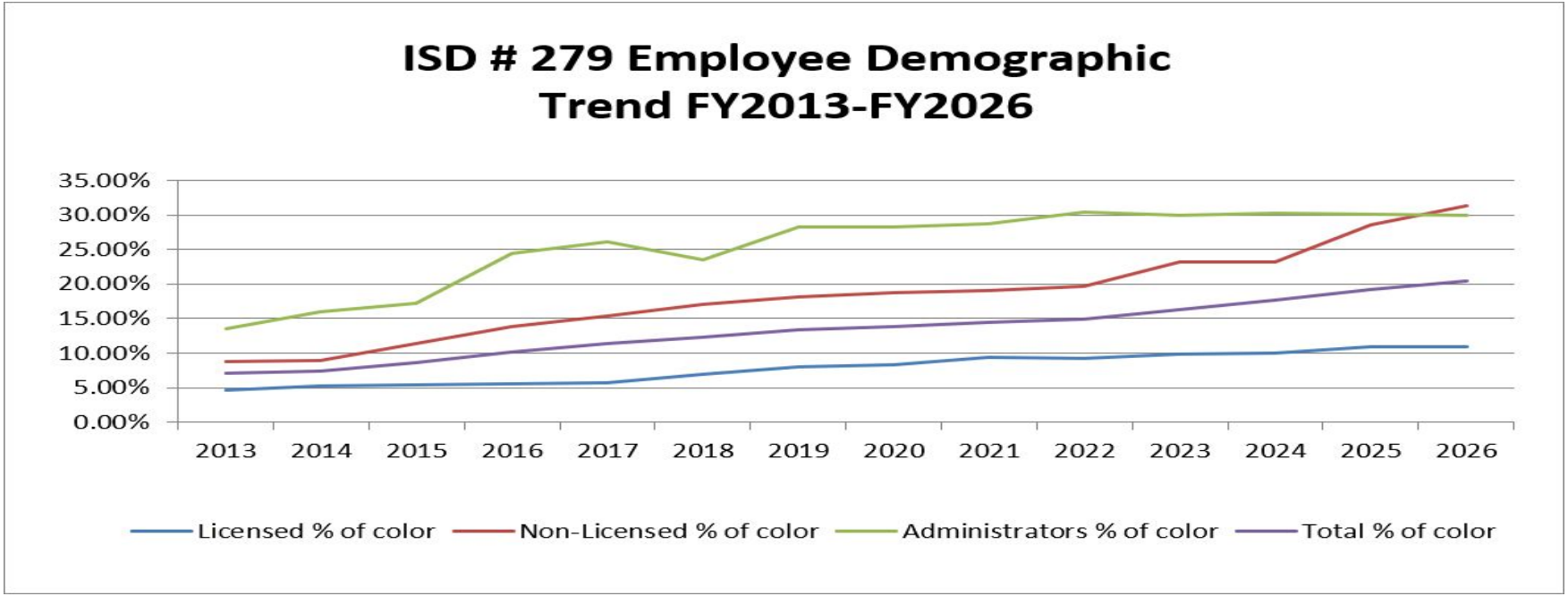
A&I Plan Strategies

- Magnet School Programming
- NUA Programming and Site Implementation at Elementary Sites
- AVID Implementation at select sites
- Leveraging community partnerships to strengthen programming
- International Baccalaureate Programming
- Partnering with Regional Centers of Excellence to strengthen programming
- Family Engagement and Empowerment
- Comprehensive District Wide Equity Training and Support
- Comprehensive District Wide Reading Instruction (Coaching), Support and Continuous Improvement
- Recruitment and Retention of Staff of Color Plan
- Targeted support for American Indian Studies
- Staff Development on supporting American Indian students
- District will participate in NWSISD sponsored student service opportunities

Goal 1: Reduce Racial Integration Gap



Goal 3: Increase Percent-Staff of Color



School year:	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Licensed % of color	4.62%	5.22%	5.39%	5.61%	5.68%	6.99%	7.96%	8.30%	9.31%	9.24%	9.88%	10.04%	10.95%	10.98%
Non-Licensed % of color	8.81%	8.91%	11.44%	13.80%	15.45%	17.11%	18.11%	18.82%	19.11%	19.74%	23.23%	23.23%	28.53%	31.32%
Administrators % of color	13.53%	15.91%	17.27%	24.49%	26.14%	23.49%	28.30%	28.32%	28.65%	30.39%	30.00%	30.22%	30.11%	29.90%
Total % of color	7.03%	7.37%	8.62%	10.16%	11.39%	12.25%	13.43%	13.79%	14.52%	14.94%	16.34%	17.64%	19.21%	20.43%

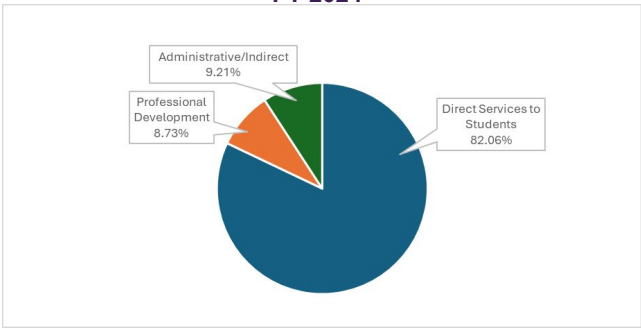
A&I Grant - 3-Year Budget Overview

Expense Category	FY 2024	FY 2025	FY 2026
Direct Services	4,213,082	4,305,874	4,405,134
Professional Development	448,078	431,047	297,338
Administrative Costs	473,050	434,549	450,193
Budget Total	5,134,210	5,171,470	5,152,665

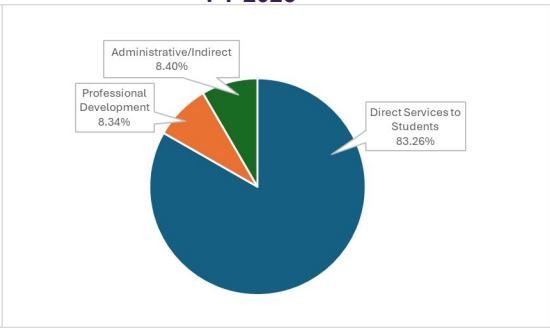
3-Year Financial Summary (FY2024–FY2026):

- **Direct Services:** Reflects continued expansion to investment in student academic support, enrichment, and equity initiatives.
- **Professional Development:** Represents targeted, high-impact training aligned with district priorities.
- **Administrative Costs:** Remain stable ensuring program compliance and oversight.

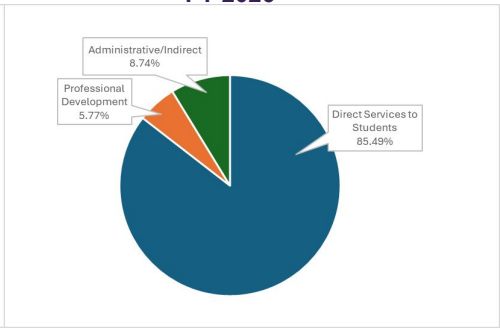
FY 2024



FY 2025



FY 2026



ACHIEVEMENT & INTEGRATION PLAN 2026–2029

FOCUSED GOALS. | MEASURABLE IMPACT. | EQUITABLE OUTCOMES FOR ALL.

GOAL 1

INTEGRATION

Osseo Area Schools will reduce **out of school suspensions** for Black students in grades 6-8 by 5% each year starting with a baseline in 2025 of 66%, to 51% by 2029.

OUT OF SCHOOL SUSPENSIONS (TIME OUT OF CLASS)

2025 BASELINE		2029 TARGET
66%	→ 5% REDUCTION EACH YEAR →	51%

GOAL: Reduce 5 percentage points by 2029.

GOAL 2

ACHIEVEMENT DISPARITY

Osseo Area Schools will, by the end of the 2028–29 school year, increase FastBridge aReading typical growth by start score for Black/African American students in grades 2 and 3 attending racially isolated schools (BG, EB, FO, GC, PB, PL, ZW). The district will achieve a cumulative 10% increase over three years in the percentage of students meeting or exceeding benchmark.

FASTBRIDGE aREADING (TYPICAL GROWTH)

GRADE 2		GRADE 3	
2025–26 BASELINE	2025–26 TARGET	2025–26 BASELINE	2025–26 TARGET
32% →	42%	29% →	39%

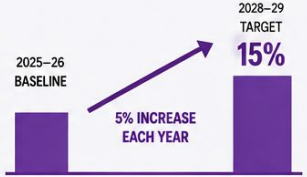
10% CUMULATIVE INCREASE OVER 3 YEARS

GOAL 3

TEACHER EQUITY

Osseo Area Schools will increase the retention of probationary teachers of color in the resignation category by 5% annually, with an overall increase of 15% by 2028–2029.

RETENTION OF PROBATIONARY TEACHERS OF COLOR



GOAL 4

INDIGENOUS STUDENT SUCCESS

By the end of the 2028–2029 school year, Indigenous students that actively participate in Indian Education programming will demonstrate a higher on track to graduation rate than Indigenous students who do not participate in Indian Education programming.

ON TRACK TO GRADUATION (AFTER 9TH GRADE)

2025–26 BASELINE		2028–29 TARGET
14%	→ 25% INCREASE EACH YEAR →	90% STATEWIDE GRADUATION GOAL

BUILDING A STRONGER PATH TO 90%

OUR COMMITMENT: Eliminate disparities. Advance opportunity. Ensure every student belongs and thrives.

Osseo Area Schools

Questions?

Osseo Area Schools

Thank You