

**Independent School District 279
Osseo Area Schools**

Final Report and Recommendations of the

District Planning Advisory Council

To the Superintendent and School Board

2022-2023

TABLE OF CONTENTS

Membership Lists	1
Advisory Council Introduction	2
Progress Toward Achievement of Recommendations made in 2021-2022 for Implementation in 2022-2023	3
<i>2022-2023 High Priority District Planning Advisory Council Recommendations for Implementation in 2023-2024 - Subcommittee Reports:</i>	
Program Assessment & Review	6
Student Services	9
Data & Assessment	14
Meeting Calendar	18

2022-2023 Membership

Parents

Birch Grove Elementary		Woodland Elementary	
Basswood Elementary	Angel Becker	Weaver Lake Elementary	
Basswood Elementary		Weaver Lake Elementary	
Cedar Island Elementary		Zanewood Elementary	
Cedar Island Elementary	Sarah Heaton	Brooklyn Middle School	Nicole Green
Crest View Elementary	Shayna Kallor	Maple Grove Middle School	
Edinbrook Elementary	Stacey Yurcek		Michelle Straight
Elm Creek Elementary	Matt Leisen	Maple Grove Middle School	Kendra Grand
Fernbrook Elementary	Amanda Sass-Henke	Maple Grove Middle School	Mwende Nzimbi
Fernbrook Elementary	Susan Goundreau	North View Middle School	
Fernbrook Elementary	Ellen Denzen	Osseo Middle School	Jason Kar
Fair Oaks Elementary		Osseo Middle School	
Fair Oaks Elementary		Maple Grove Senior High	
Garden City Elementary		Osseo Senior High	Marty Cohen
Oak View Elementary		Osseo Senior High	Latina LeFlore
Park Brook Elementary		Osseo Senior High	Melody Brinkley
Palmer Lake Elementary		Osseo Senior High	Roger Vogt
Rice Lake Elementary	Erica Foster	Osseo Senior High	Catrina Davis
Rice Lake Elementary	Jessica Lauritsen	Park Center Senior High	
Rush Creek Elementary		Osseo Area Learning Center	
Rush Creek Elementary			
Woodland Elementary	Jennifer Broden		
Woodland Elementary	Kimberly Walker		

Community

Jim Taufen
Rose Tonn

School Board

Heather Douglass
Jackie Mosqueda-Jones

ESC Staff

Pam Brandt
Robin Gunsolus
Jenna Johnshoy-Aarestad
Gao Thor
Isis Buchanan
Jill Lesne

Steering Committee

Melody Brinkley, Chair
Mwende Nzimbi, Vice Chair
Rose Tonn, Recorder
Robin Gunsolus
Isis Buchanan
Gao Thor
Jenna Johnshoy-Aarestad
Jill Lesne

INTRODUCTION

Final Report and Recommendations of the District Planning Advisory Council 2022-2023

The purpose of the District Planning Advisory Council is to assure community-school cooperation in setting improvement goals, evaluating progress toward meeting annual objectives and in reporting of findings and recommendations to the entire school community. Membership of the District Planning Advisory Council includes parents/guardians, community members, senior high students, classroom teachers, administrators, staff and School Board members. The council meets on a regular basis with no fewer than eight meetings. The major functions of the Council are listed under Board Policy 616 – World’s Best Workforce as follows:

The school board will adopt a comprehensive long-term strategic plan to support and improve teaching and learning. In adopting the long-term strategic plan, the school board will consider the superintendent’s recommendation based on the input of the school district’s strategic planning process, the District Planning Advisory Council, and school site teams. The plan will be aligned with creating the world’s best workforce and include performance measures designed to determine each school’s progress in striving to create the world’s best workforce.

The school district will establish an advisory committee. The advisory committee will recommend to the school board rigorous academic standards, student achievement goals and measures designed to fulfill the school district’s mission.

The work calendar of the District Planning Advisory Council during the 2022-2023 school year was guided by the provisions of Board Policy 616. The Council’s bylaws directed its internal operations.

In accordance with the aforementioned policy and procedures, the District Planning Advisory Council submits this annual report and recommendations for the instructional improvement plan for the next school year to the Superintendent of Schools and Board of Education.

PROGRESS TOWARD ACHIEVEMENT OF RECOMMENDATIONS MADE IN 2021-2022 FOR IMPLEMENTATION IN 2022-2023

COMMITTEE RECOMMENDATIONS

Recommendation 1: Program Assessment and Review

We recommend that Osseo Area Schools establish a data collection procedure/system to effectively capture overall staff needs in order to better inform efforts to recruit staff that reflect the communities in our district.

Progress:

The staff stakeholder survey is currently being revised to ensure alignment to the recently adopted strategic plan and the opportunities for teachers to express their needs. The New Teacher Mentor programs conducted a survey in the spring of 2022 of first year teachers to gain feedback on their experience and how to better support teachers in their first year. This information informed topics and learning opportunities provided for first year teachers this year. The New Teacher Workshop planning committee continues to collect and utilize survey results completed by teachers attending the New Teacher Workshop. This information is used to plan, and develop experiences for new teachers that will meet their needs for on-boarding into their new roles.

Recommendation 2: Program Assessment and Review

We recommend that Osseo Area Schools create online courses at the high school level that are accessible to scholars across the district regardless of the site where they are currently enrolled.

Progress:

279Excel will start fall 2023 as a supplemental online school. Students from the comprehensive high schools can take up to 50% of their schedule in supplemental online. These courses replace a course in their regular schedule. For year one, students could enroll in Geometry, Algebra II, Biology, Chemistry, Life Fitness, Health, American Government, US History, World History, English 11, or English 12. For the first year, students will work with their high school counselor for registration. For the 2023-24 school year, only ISD279 students can enroll. The following year, students from outside of the district can enroll in courses.

Recommendation 3: Program Assessment and Review

We recommend that Osseo Area Schools increase support to district mentorship programming and align the three current mentorship tracks for a more cohesive mentorship program across the district.

Progress:

As of 2022/2023, HR, Student Services and L&A partnered to create a [Licensed Staff Mentor Programs brochure](#) that was shared as part of the intake folder by HR, and at New Teacher Workshop Day 1 tabling where District Mentors, Student Service representatives, and HR representatives were present to speak with new teachers about the three programs under ISD279 mentorship umbrella.

Recommendation 4: Program Assessment and Review

We recommend that Osseo Area Schools continue to expand current Career & Technical Education (CTE) offerings.

Progress:

Seven new Strands based on our Community Local Need Assessments (CLNA) conducted by DEED and Real Time Talents have been added to our existing 2 strands. (Business, Finance, and Marketing, Design/Pre Construction, and Engineering Technology at Maple Grove High, Business Management is

added to the existing Automotive and Health careers at Osseo High, and Construction Management, Finance and Marketing, and Education were added to Park Center. Courses designed to match the CTE strands are continuing to be designed. For the upcoming school year, two new CTE courses were offered to students.

Recommendation 5: Student Services Subcommittee

We recommend an increase in school counseling allocation at each level, with a minimum of one full-time counselor at each elementary school and one counselor for every 400 students at the secondary level with the purpose of impacting student mental health and school clinics.

Progress:

For the 2023-2024 school year, there has not been an adjustment to the current school counseling allocation.

Recommendation 6: Data and Assessment Subcommittee

We recommend increased communication, awareness, and academic counseling around CTE courses and pathways particularly for students and families prior to course registration.

Progress:

This year CTE programs are creating a catalog of the pathways, courses and certification that are available in Osseo Area Schools. These catalogs will be used internally to give students information about options and also externally to promote our programs.

Recommendation 7: Data and Assessment Subcommittee

We recommend a comprehensive review of early childhood offerings to determine if socio-economic factors are playing a role and if programs are effective in preparing our students for kindergarten and to Read Well by Third Grade.

Progress:

Beginning Winter of 22-23, a team of educators began meeting to discuss and review the instructional programming for our earliest learners in the following programs: Early Childhood Family Education (ECFE), Early Childhood Special Education (ECSE), Preschool for Threes, Prekindergarten for Fours and Fives, Half Day/Every Day PreKindergarten (VPK) and Four Star Express Pre-k + Care. The team will be learning more about each program by: observing/visiting classrooms, reviewing current curricular tools and resources, and discussing philosophy/purpose and its impact on programming. The team is committed to identifying strengths of the programs as well as areas for improvement and alignment of the program models. A brochure for families and the community was created to highlight all early childhood programming available in our system.

During the 21-22 school year, early childhood staff hired an external organization, Wilder Research, to conduct phase I of an early childhood-based needs assessment. The resulting report, provided in June of 2022, included characteristics of families and children in the Osseo Area Schools boundary, which included learning about alternative care provider options for families in the district. Phase II will launch in May of the 22-23 school year, and will consist of distributing a survey to all families included in the census about where they go for parenting information and early childhood programs among other topics. In the 23-24 school year, they will be doing focus groups with families and community stakeholders. They will then use the triangulation of these results to inform programmatic decision-making.

Recommendation 8: Data and Assessment Subcommittee

We recommend a comprehensive review of the recruitment and retention strategies and policies in place, and the supporting mechanisms.

Progress:

Current supports for new teachers/ESPs include:

- Mentorship programs:
 - District Teacher Mentor (District)
 - Special Education Mentor/Mentee Program (District)
 - Teachers of Color Mentor/Mentee Program (District/EMO)
 - Educational Support Professionals (ESP) Mentor/Mentee Program (District/EMO)
- Affinity groups for staff (Asian American Pacific Islander (APPI) - 2022/23 is the group's 3rd year, LGBTQIA - 2022/2023 is the group's first year, Black Women in planning stage)
- Student Services Department partnered with Lee Carlson Center for Mental Health and Well-Being, and District Employee Assistance Program (EAP)
- Enhancing New Teacher Workshop week, and continuous onboarding support throughout the year
 - Human Resources, Dept of Educational Equity, Learning & Achievement, Student Services, Technology Services, EMO, and by schools
- Providing teacher performance appeal process

Current retention strategies for teacher of color include:

- Teachers of Color Mentor/Mentee Program (Probationary teachers (mentees), tenured teachers (mentors))
- Teacher's Contract Language – 15 secured displacement and early pocket positions
- Affinity Groups for staff (Asian American Pacific Islander (APPI) - 2022/23 is the group's 3rd year, LGBTQIA - 2022/2023 is the group's first year)
- Site based support
- 2021/22 Request for 3 new ESP Pd Liaisons to support ESP pd, retention; 2022/2023 3 ESP Pd Liaisons hired
- Improving data collection - partnering with Learning & Achievement team
- Diversifying leadership
- Incorporating equity lens into staffing process, performance management
- Providing teacher performance appeal process
- Collaborating with EMO (teacher union) such as Tier 1 and 2 PELSB information sharing, past/current Legislative partnership to increase MDE/PELSB grant funds for teacher retention, Grow Your Own, heritage program, new pathway to licensure programs.

2022-2023

PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE REPORT

Osseo Area Schools Independent School District 279

Subcommittee Membership

Angel Becker, Melody Brinkley, Heather Douglass, Robin Gunsolus, Shayna Kallor, Matthew Leisen, Becky Ramsey, Amanda Sass-Henke, Michelle Straight

SECTION I: Committee Activities

The Program Assessment & Review Subcommittee engaged in a variety of activities throughout the course of the 2022-2023 school year. This year, this subcommittee focused on providing opportunities for students at the middle school level. To do this work, guest speakers were invited to discuss the current status of support to our students. We also invited Jill Kind, the Secondary Curriculum Coordinator, Jamie Boyle, the Elementary Curriculum Coordinator, Kari Vollrath, the MTSS Coordinator, and Tammi Provart, the TAG and Title 1 Coordinator to a meeting to learn how our system creates and develops opportunities to support students.

SECTION II: Data Summary

The Program Assessment & Review Subcommittee reviewed the following documents.

[Report: Career Planning Needs to Start in Middle School](#)

[5 Reasons That Career Exploration Must Begin in Middle School](#)

[BEST PRACTICES IN MIDDLE SCHOOL CAREER AND TECHNICAL EDUCATION](#)

[EXPANSION Elevating Electives: Why They Matter So Much](#)

[The Importance of Middle School Electives](#)

[Middle school students can get high school credit for foreign language classes](#)

The Strange Past and Messy Future of Gifted and Talented-

<https://open.spotify.com/episode/4UCQC3MreBUDOnEb9KdSk5?si=pXfWBUqzTbq2sZAf7phR4Q>

Sold a Story-<https://open.spotify.com/show/0tcUMXBFMGMe8w79MM5QCI>

Current Course offerings

FTE required for 6 period vs. 7 period day

Interdisciplinary “house” model

SECTION III: Listing of Subcommittee High Priority Recommendations

The World’s Best Workforce goals that were of focus of this committee were as follows:

- *All children are ready for school.*
- *All third-graders can read at grade level.*
- *All racial and economic achievement gaps between students are closed.*
- *All students are ready for career and college.*
- *All students graduate from high school.*

The alignment to the Strategic Directions are as follows:

- *Create safe, welcoming, and inclusive environments that foster global curiosity, belonging, innovation and engagement.*
- ***Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.***
- *Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.*
- *Create a system of operational innovation, excellence, accountability and sustainability.*
- *Address, acknowledge, and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.*

Topic #1 - Middle School Middle School Programming

A. Recommendation:

We recommend returning to a 7-period day to provide all middle school students with opportunities in programming and preparation for high school and beyond, and specifically to ensure middle school students have access to World Language and courses that assist in career planning.

B. Rationale

Beginning next year, our middle school will begin full Implementation of MDE required physical education and fine arts. The two requirements are rooted in the Compulsory Instruction Statute (MN Statute § 120A.22). The first requirement is that students in grades 6, 7, and 8 are required to take 2 arts courses (music, visual, or media arts.) ([MDE Link-View these requirements](#)). The other state requirement is that students must take Physical Education each year of middle school. ([MDE Link](#)). The result of this implementation is that world language options for seventh grade students have been eliminated. Stakeholders have indicated a desire to have language offered at sixth and seventh grade. We propose a solution that gives middle school students the opportunity to enroll in a world language while also participating in their required physical education and fine arts classes.

Our current middle school schedule, six periods and an advisory, does not provide the scheduling flexibility or the class periods necessary for career exploration, exposure to student-centered and interesting elective opportunities, World Language class, gifted and talented services, intervention of core curriculum, and community building. We do not believe that middle school students in our system should have to choose between a world language or taking a music class, a decision that could drastically alter their education throughout middle school and high school. According to the Association for Middle Level Education (2010), a hallmark of a middle school education includes the opportunity “to explore music, art, careers, and recognize their importance to personal growth and learning” (p. 10). Curriculum is key to this, but it should go beyond the basics. “[Students] deserve opportunities to ascertain their special interests and aptitudes, to engage in activities that will broaden their views of the world and themselves” (AMLE, p. 20). By fully funding a 7-period day, we create these opportunities for students, and we can have a lasting impact on their educational and career trajectories.

We used the word “return” in our recommendation because there is precedent for a 7-period day at our middle schools. Prior to the 2002-2003 school year, our middle schools had a seven-period day. It’s important to note that our current middle school schedule has the *appearance* of a seven-period day because schools have added an advisory, but they are still only staffed for a six-period day. The

move to a six-period day was made for budgetary reasons after the failed public referendum on November 6, 2001. The following year the referendum was back on the ballot and passed overwhelmingly, but cuts to middle school programming were not restored. We believe that the 6-period day at middle school should have been a temporary, emergency action taken during a budget crisis. We believe that by fully funding and staffing a 7-period day at our middle schools, we can provide the programming that is best for middle school students, and that our parents and stakeholders expect and deserve.

C. Strategies for Improvement

Strategies May Include:

1. FTE allotment at middle schools needs to be set at a 7-period day schedule.
2. Students at all middle schools have access to the same programming choices.
3. Creation of a district-wide task force to explore exploration, enrichment, and intervention opportunities for students so that these decisions are not left to individual school administrations.
4. Middle schools maintain synchronous schedules so that teachers are able to work between two sites, thus increasing programming options for students.
5. Increase the length of the middle school instructional day to accommodate additional minutes in each period as we have a shorter school day than many surrounding districts.
6. Offer online courses system-wide to allow students opportunities to take classes that don't have enough enrollment at their site.

Topic #2 – Enrichment Opportunity at the Middle School

A. Recommendation:

We recommend expanded enrichment opportunities in the areas English Language Arts, Science and performing arts at the middle school level.

B. Rationale:

Adding additional enrichment classes could be possible if the 7 period day was implemented at the middle schools. There are many types of learners with a variety of needs and providing enrichment opportunities will better meet the needs of our scholars. By providing a more robust menu of options we may be able to retain students in our system that are seeking more rigorous opportunities. We currently offer accelerated math programming at the middle level, and this would offer a different experience for students who want to explore other content areas.

C. Strategies for Improvement

Strategies May Include:

1. Survey middle school students to identify areas of interest.
2. Survey parents to identify what enrichment opportunities would best meet the needs and match the interests of their students.
3. Select classes from the desired list to offer to students during registration times.

STUDENT SERVICES SUBCOMMITTEE REPORT

Osseo Area Schools Independent School District 279

Subcommittee Membership

Roger Vogt, Cynthia McQuade, Jacqueline Mosqueda-Jones, Mwendu Nzimbi, and Jill Lesne

SECTION I: Committee Activities

1. The Student Service DPAC Committee had the privilege of meeting with the following experts in building a strong school-based clinic model; Paul Danicic, Donor & Community Relations Officer, Park Nicollet Foundation, Connie Sheeren and Shawna Hedlund both with the School-Based Clinic Alliance of Minnesota.
2. The Student Services DPAC Committee also had the privilege of meeting with Professor Marguerite Ohrtman who oversees the School Counseling Program at the University of Minnesota. Dr. Ohrtman has been consulting with the school district over the past four years and in that time, Osseo Area Schools has been able to get nine schools accredited as ASCA model programs.

SECTION II: Data Summary

The student services subcommittee reviewed a variety of sources including, but not limited to:

- Minnesota Student Survey Results
- Student, Family and Staff Survey Data
- Tier 2 Behavior Intervention Data
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6381423/#>
- Twenty Years of School-Based Health Care Growth and Expansion- <https://www.healthaffairs.org/doi/10.1377/hlthaff.2018.05472>
- Promising Practices for Expanding Students' Awareness and Use of School-based Family Planning Services- <https://www.columbiapsychiatry.org/news/increasing-access-youth-mental-health-services-through-school-based-care#>
- Are Schools the Key to Mental Health Support for Our Kids? - <https://www.sciencedirect.com/science/article/abs/pii/S074937971600043X>
- Economic Evaluation of School-Based Health Centers: A Community Guide Systematic Review - <https://onlinelibrary.wiley.com/doi/full/10.1111/jocn.16246>
- A school-based health center partnership: Faculty practice, nursing student learning and wellness in youth, families, and community - <https://journals.sagepub.com/doi/abs/10.1177/00400599221146318>
- Securing School-Based Mental Health Services Through a Six-Step IEP Approach - <https://www.mdpi.com/1660-4601/18/7/3432>
- Mental Health of Children and Adolescents Amidst COVID-19 and Past Pandemics: A Rapid Systematic Review - <https://onlinelibrary.wiley.com/doi/abs/10.1111/josh.12875>
- Evaluating a Strategy for Implementation and Sustainability of School-Based Health Centers in 3 Disparate Communities - <https://onlinelibrary.wiley.com/doi/full/10.1111/josh.12823>
- Online Library-[Wiley Online Library](#)

- Implementing and Maintaining School-Based Mental Health Services in a Large, Urban School District - [Implementing and Maintaining School-Based Mental Health Services in a Large, Urban School District - Jennings - 2000 -](#)
- [Journal of School Health - Wiley Online Library](#)
- The Need for School-Based Mental Health Services and Recommendations for Implementation - <https://link.springer.com/article/10.1007/s12310-017-9216-5>
- School-Based Health Centers in the United States: Roots, Reality, and Potential - <https://onlinelibrary.wiley.com/doi/abs/10.1111/josh.12914>
- Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists - <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-and-behavioral-health/additional-resources/comprehensive-school-based-mental-and-behavioral-health-services-and-school-psychologists>

SECTION III: Listing of Subcommittee High Priority Recommendations

The World's Best Workforce goals that were of focus of this committee were as follows:

- *All children are ready for school.*
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- ***All racial and economic achievement gaps between students are closed.***
- ***All students are ready for career and college.***
- ***All students graduate from high school.***

The alignment to the Strategic Directions are as follows:

- ***Create safe, welcoming, and inclusive environments that foster global curiosity, belonging, innovation and engagement.***
- *Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.*
- *Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.*
- *Create a system of operational innovation, excellence, accountability and sustainability.*
- ***Address, acknowledge, and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.***

Topic #1 - School Based Clinic

A. Recommendation:

We recommend Osseo Area Schools explore the possibility of creating a school-based clinic within Osseo Area School boundaries in partnership with an existing healthcare provider.

B. Rationale

School-based health care (SBHC) is a powerful tool for achieving health equity among children and adolescents who unjustly experience disparities in outcomes simply because of their race, ethnicity, or family income. It is also a commonsense idea gaining currency across the country: place critically needed services like medical, behavioral, dental, and vision care directly in schools so that all young people, no matter their zip code, have equal opportunity to learn and grow.

With a large district serving a high percentage of underserved children and youth, access to affordable medical and mental health opportunities are crucial. Many clinics operate during hours that are difficult for youth to access and are not considered an “adolescent friendly clinic”- cited from Hennepin County “Better Together Hennepin” report. The school-based clinic would give students dental, vision, immunization, physicals, sexual health resources, and mental health services all provided through partnering medical provider(s) with licensed physicians, social workers, and psychologists and would be available to all scholars’ grades kindergarten through transition.

Minnesota children and adolescents benefit from having their health needs addressed in a timely, affordable, and competent manner where they spend most of their time- at school. Healthcare delivery adjacent to a school opens-up access to children and adolescents to receive medical care, while supporting families. School-Based Health Centers (SBHCs) provide students with high quality medical, mental, and behavioral health services from health care providers trained in child, adolescent and young adult care and development. Research demonstrates that young people are more likely to seek out and use health services that are easy to get to, in a familiar location, are youth-friendly, culturally, and linguistically appropriate. SBHCs are affordable, accessible, convenient, and uphold all state laws already in place for parent knowledge, consent, and student confidentiality. The COVID-19 pandemic has intensified urgent physical and mental health needs of adolescents and children. SBHCs are uniquely situated to help support children and adolescents with these needs.

Young people aged 5 to 18 years, spend nearly six hours per day at school. Students cannot learn if they have unmet health needs, cannot afford to pay for services, or do not know how to navigate the healthcare system. National evidence demonstrates school-based care can help to address education equity by addressing health concerns that go unaddressed in classrooms and prevent learning (Minnesota Department of Education).

- A collaborative effort between SBHC and district staff to create an increased opportunity for funding to in school mental health professionals (Journal of School Health).
- Targeted money for SBHC through funding programs such as HR 2075 allows for funding in partnership to not pull from the school funding (Science Direct).
- Through a multidisciplinary approach, the liaisons of school and clinic become crucial to fully staffed locations to ensure the statistical data that has been prove.

C. Strategies for Improvement

Strategies May include:

1. Seek out medical partnership that is an “Adolescent Friendly Clinic” status in partnership with Hennepin County.
2. Seek out opportunities for upcoming funding from Hennepin County.
3. Consideration of the Building a Better Future design to include a school-based clinic within Osseo Area Schools boundaries.
4. Continue to partner with the Minnesota School Based Alliance.

Topic #2 - Increase staffing Parameters

A. Recommendation:

We recommend Osseo Area Schools explore creative and sustainable ways to increase or at a minimum not decrease the current staffing parameters for the following groups: school psychologists, school counselors and school social workers.

B. Rationale:

Rationale #1-

- Children with greater social-emotional competence are more likely to be ready for college, succeed in their careers, have positive relationships and better mental health, and become engaged citizens (The Collaborative for Academic, Social and Emotional Learning).
- Of students who receive mental health services in the United States, $\frac{3}{4}$ receive these services in the school setting (School Based Mental Health).
- School based interventions aimed at reducing incidence of mental health problems promote positive behavior change and reduce the need for later intensive and costly interventions (Social Emotional Factors Affecting Achievement Outcomes: Closing the Achievement Gap).
- Students learn best when their physical, mental, emotional, and other needs are met (Principal Leadership).
- A comprehensive student support model ensures equitable distribution of services to all students and their families (Psychology in the Schools).
- Raising academic standards without attending to physical, social/emotional, instructional needs is unsuccessful and destructive (Fostering Policies that Enhance Positive School Environment).
- The investment made in a structured, team approach to student services driven by school-based professionals is a more cost-effective option than the more common reactive, fractured services found in school systems (Psychology in the Schools).

Rationale #2-

- A collaborative effort between SBHC and district staff create an increased opportunity for funding to in school mental health professionals (Journal of School Health).
- Targeted money for SBHC through funding programs such as HR 2075 allows for funding in partnership to not pull from the school funding (Science Direct).
- Through a multidisciplinary approach, the liaisons of school and clinic become crucial to fully staffed locations to ensure the statistical data that has been proven through other SBHC continues (Health Affairs).

C. Strategies for Improvement

Strategies May Include:

1. Increase counseling support district-wide to align with American School Counselor Association (ASCA) standards (250 to 1 ratio) more closely. Also, reduce student to staffing parameters for school psychologists and school social workers.
2. Create systems and structures in student services to respond to the varying academics more efficiently and effectively, social/emotional and college and career related needs of students. (Proactive approach to building skills, early academic intervention, and support, managing and

supporting students through mandates - 504, McKinney-Vento legislation (students experiencing homelessness), intervention processes, anti-bullying, mental health, Multi-tiered Systems of Supports (MTSS) needs as well as responding to specific student and building needs).

3. Actively seek qualified school counselors, school psychologists and school social workers of color for employment in Osseo Area Schools.

2022-2023
DATA & ASSESSMENT SUBCOMMITTEE REPORT
Osseo Area Schools Independent School District 279

Subcommittee Membership

Marty Cohen, Erica Foster, Kendra Grand, Nicole Green, Pam Brandt, Gao Thor, Jenna Johnshoy-Aarestad, Isis Buchanan

SECTION I: Committee Activities

The Data & Assessment Subcommittee focused on two main topics this school year: support for staff and closing the achievement gap. We had a myriad of conversations, presentations, and guest speakers related to our two main topics. We had a total of 3 guest speakers: Susan Hang (Recruitment & Retention Manager), Kari Vollrath (MTSS Coordinator), and Shelly Drake (New Teacher Mentor SDAS).

SECTION II: Data Summary

The data we reviewed included:

- MCA data following cohort class of 2023 students
- MCA data in MN Report Card dashboard
- Staffing Recruitment and Retention data

SECTION III: Listing of Subcommittee High Priority Recommendations

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Topic #1 – District Hiring Timeline & Staff Retention

A. Recommendation:

We recommend changing the hiring timeline in order to hire new teachers earlier into our district and retain teachers that are designated “reduction in force” due to staffing or budgeting.

B. Rationale

Since other districts hire sooner than ISD 279, changing the timeline allows us to make hiring decisions sooner to capture a more diverse workforce as well as hire “top performing” educators. Additionally, oftentimes we reduce our workforce due to anticipated decrease in enrollment and budget, but then eventually need to hire staff members back if enrollment or budgeting increases. In scenarios like this, we risk losing staff members to another district before they are made aware that there is an opportunity to return.

C. Strategies for Improvement

Strategies May Include:

1. Send out job offers earlier to ensure we are able to retain quality teachers that are already in Osseo Area Schools.
2. Allow teachers that are “reduction in force” to apply for positions earlier than those outside of the district.
3. Pursue teachers outside of our district on an earlier timeline.
4. Add additional staff development for new teacher mentors to support new teachers in years one through three.
5. Create a process to complete exit interviews via a third-party in order to obtain valuable feedback.

Topic #2 – Teacher Mentoring Program

A. Recommendation:

We recommend hiring an additional teacher mentor to support new teachers. We also recommend implementing a mentoring program that includes: 1) grade level and content mentors and 2) mentorship for year 2 and 3 teachers.

B. Rationale

Our ultimate goal is for teachers to have the support to be successful both from the standpoint of their job satisfaction as well as their effectiveness with students. Currently there is one mentor for all new teachers. A ratio of 1:200 is not sufficient to support new teachers. An additional mentor for teachers in their second and third year will create a support system during the critical years in their new role. Additionally, a mentor for teachers new to a grade level or content area will provide a formalized support network rather than an informal “ask your neighbor” method. With these recommendations in place, we hope that there is a decrease in the high percentage of teachers who leave teaching within the first 3 years as well as retain experienced teachers.

C. Strategies for Improvement

Strategies May Include:

1. Create a process to collect data through “stay” interviews from staff who are “reduction in force,” but do not interview in other districts.
2. Hire an additional mentor for new teachers.
3. Recruit teachers to become content and grade level mentors.
4. Create and implement a program that continues mentorship for teachers in their second and third year.
5. Share resources and support for student services mentors, ESP mentors, teacher of color mentors, and new teacher mentorship program.
6. Create a Mentorship Department to support the various groups so that resources and supports are streamlined.

Topic #3 – Academic Achievement Across the District

A. Recommendation:

We recommend the assurance that all students have access to high quality curriculum and a safe environment conducive to learning.

B. Rationale

We acknowledge that all schools receive the same curriculum from the district. However, there continues to be an achievement gap and decline in our achievement data.

We see the achievement concerns in our district data within:

- MN has one of the highest graduation rate gaps between White and Black students in 2021
- Based on the 21-22 MCAs, there are seven schools below 20% proficient in math and nine schools below 20% in science.

C. Strategies for Improvement

Strategies May Include:

1. Provide professional development to promote high expectations and excellence in academics and behavioral outcomes (for principals, teachers, ESPs, and other support staff).
2. Professional development for teachers on shifting in mindsets and increasing belief in their students (teacher training).
3. Complete an audit on curriculum models and remove things that are not effective at improving student achievement.
4. Strengthen core learning in tier 1 for all students through the MTSS framework.
5. Consider alternative or creative staffing models to help close the achievement gap.
 - a. For classrooms with probationary teachers that have under three years of experience *and* are in a building with a lower proficiency rates, we:
 - i. Double up our staffing per classroom so that students can achieve standard grade level objectives (two teachers per classroom).

- ii. A reading, math, or science floating teacher that comes in to support a classroom 2-3 times per week.
 - iii. Consider looping teachers so that there is less catch up time.
 - iv. Additional EL staffing.
6. Monitor academic achievement measurements such as:
- a. Review MCA achievement data.
 - b. Review student progress towards graduation.
 - c. Review reading and math FastBridge data.
 - d. Student Stakeholder Survey responses.

Meeting Calendar

Meetings for the 22/23 school year were held both in person and virtually.

Date / Time	Group
Monday, 10/17/22 6:30 PM – 8:00 PM	Full DPAC Meeting
	Program Assessment & Review Subcommittee
	Data and Assessment Subcommittee
	Special Services Subcommittee
Monday, 11/14/22 6:30 PM – 8:00 PM	Full DPAC Meeting
Monday, 12/12/22 6:30 PM – 8:00 PM	Subcommittee meetings
Monday, 1/9/23 6:30 PM – 8:00 PM	Subcommittee meetings
Monday, 2/13/23 6:30 PM – 8:00 PM	Subcommittee meetings
Monday, 3/13/23 6:30 PM – 8:00 PM	Subcommittee meetings
Monday, 4/3/23 6:30 PM – 8:00 PM	Subcommittee meetings
	Full DPAC Meeting – Final Approval of Report Dra
Monday, 4/24/23 6:30 PM – 8:00 PM	Full DPAC Meeting – Final Approval of Report Draft
	Steering Committee
Monday 5/15/23 6:30 PM – 8:00 PM	Additional subcommittee meetings
Monday 5/22/23	Presentation Practice, Feedback and Celebration
Tuesday, 5/23/23 6:30 PM – 8:00 PM	School Board Presentation of Final Report
	Full DPAC Debrief and Celebration