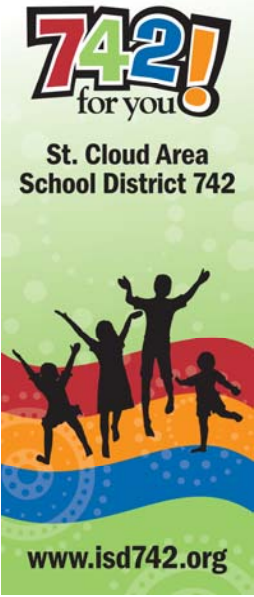
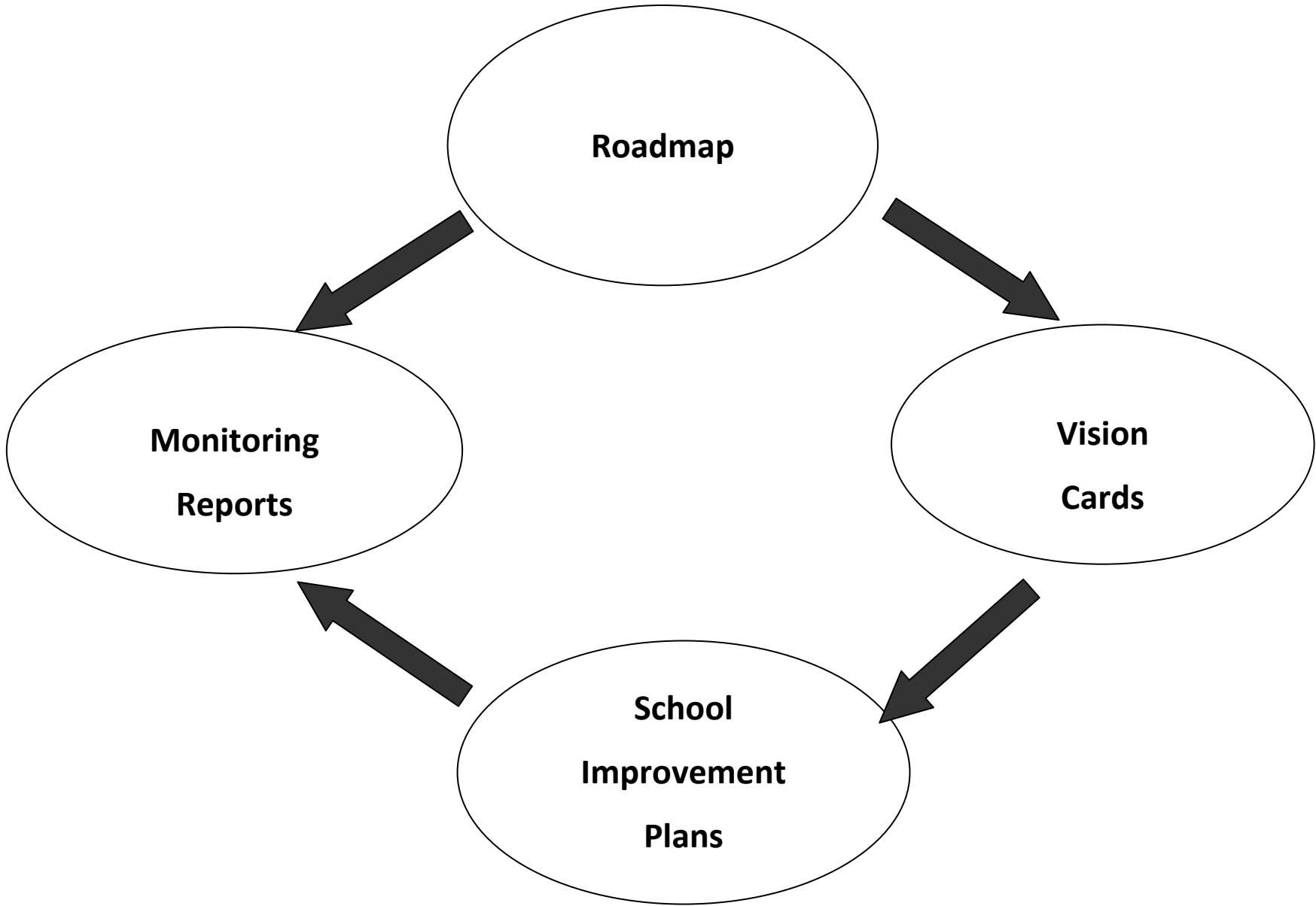


District 742 Strategic Roadmap 2009-2014

Approved by Board of Education 10/22/09

<p>Mission Statement <i>Our Core Purpose</i></p> <p style="text-align: center;">The mission of District 742 is to prepare all learners, in partnership with their families and the community, to live and contribute within a changing and diverse world</p> <div style="text-align: center;">  </div>	<p>Core Values <i>Drivers of Our Words and Actions</i></p> <p>Excellence: <i>A continuous and relentless pursuit of the highest standards of rigor and relevance while being accountable to each other in all we do.</i></p> <p>Learning: <i>Keep the student at the center of our planning, preferences and choices while assuring many opportunities to maximize thinking, learner access, potential and success in a differentiated learning environment.</i></p> <p>Leadership: <i>Act courageously, fulfill our responsibilities, and collaborate with our constituencies to bring valued perspectives to our decisions.</i></p> <p>Partnership: <i>Engage in our shared mission with trust, competency, transparency and interdependency with all stakeholders: staff, students, families, community, organizations, and school board.</i></p> <p>Respect: <i>Honesty, authenticity and compassion in our words and actions while valuing the strengths, and the contributions of all, in this diverse community.</i></p>
<p>Vision 2014 <i>What We Intend to Create and Experience</i></p> <ol style="list-style-type: none"> 1. Shared ownership for student success: community, families, students and district 2. Integrating technology as “what we do” at a pace with the world 3. Excellence in teaching, learning and engagement assuring success for <u>ALL</u> 4. <u>ALL</u> students achieving and excelling 5. Well resourced, well managed, well governed 6. Culture and environment which is inclusive, attractive, respectful and reflective of all 7. Community partnership around a clear image, identity and value 	<p>Strategic Directions <i>Focused Allocation of Our Resources</i></p> <ol style="list-style-type: none"> A. Developing & implementing instructional district practices focused on diverse student needs B. Responsible, efficient and effective management of our human, financial and physical resources C. Aligning and improving systems & structures to move towards our vision D. Developing partnership processes & capacity to address the practices, assumptions and experiences of mistrust between the adults E. Developing a clear & effective District 742 image

District 742 Community Schools
Vision Cards



**VisionCard A1: All Student Learning Scorecard
Dr. Julia Espe**

Measures	LEVEL 01 More Concern	LEVEL 02 Concern	LEVEL 03 Progress Needed	LEVEL 04 Progress	LEVEL 05 Vision
1. NWEA MAP Growth Math by Grade	< 40% of students meet/exceed expected growth (i.e. RIT target)	40 – 49.9% of students meet/exceed expected growth (i.e. RIT target)	50-59.9% of students meet/exceed expected growth (i.e. RIT target)	60-69.9% of students meet/exceed expected growth (i.e. RIT target)	> 70% of students meet/exceed expected growth (i.e. RIT target)
2. NWEA MAP Growth Reading by Grade	< 40% of students meet/exceed expected growth (i.e. RIT target)	40 – 49.9% of students meet/exceed expected growth (i.e. RIT target)	50-59.9% of students meet/exceed expected growth (i.e. RIT target)	60-69.9% of students meet/exceed expected growth (i.e. RIT target)	> 70% of students meet/exceed expected growth (i.e. RIT target)
3. GOMs-AIMSWEB Reading Curriculum-based measures	< 40% of students meet/exceed expected target	40-49% of students meet/exceed expected target	50-59% of students meet/exceed expected target	60-69% of students meet/exceed expected target	>70% of students meet/exceed expected target
4. GOMs-AIMSWEB Math Curriculum-based measures	< 40% of students meet/exceed expected target	40-49% of students meet/exceed expected target	50-59% of students meet/exceed expected target	60-69% of students meet/exceed expected target	>70% of students meet/exceed expected target
5. MCA II/MTAS Reading Scores by grade level	< 40 % of students meet/exceed standards	40 – 59.99% of students meet/exceed standards	60 – 79.99% of students meet/exceed standards	80 – 94.99% of students meet/exceed standards	> 95% of students meet/exceed standards
6. MCA II/MTELL/MTAS Math Scores by grade level	< 40 % of students meet/exceed standards	40 – 59.99% of students meet/exceed standards	60 – 79.99% of students meet/exceed standards	80 – 94.99% of students meet/exceed standards	> 95% of students meet/exceed standards
7. MCA-II/ MTAS Science Scores by grade level	< 40 % of students meet/exceed standards	40 – 59.99% of students meet/exceed standards	60 – 79.99% of students meet/exceed standards	80 – 94.99% of students meet/exceed standards	> 95% of students meet/exceed standards
8. EXPLORE and PLAN Scores	< 30% of students in the top quartile	30% - 39.9% of students in the top quartile	40% - 49.9% of students in the top quartile	50% - 59.9% of students in the top quartile	> 60% of students in the top quartile
9. ACT – Benchmark Scores	< 30% of students meeting all four of the benchmark scores	30% - 39.9% of students meeting all four of the benchmark scores	40% - 49.9% of students meeting all four of the benchmark scores	50% - 59.9% of students meeting all four of the benchmark scores	> 60% of students meeting all four of the benchmark scores
10. MN Grad Tests: GRAD Writing GRAD Reading GRAD Math	< 60 % passage on first attempt	60 – 69 % passage on first attempt	70 – 79 % passage on first attempt	80 – 89 % passage on first attempt	> 90 % passage on first attempt

**VisionCard A1: All Student Learning Scorecard
Dr. Julia Espe**

Measures	LEVEL 01 More Concern	LEVEL 02 Concern	LEVEL 03 Progress Needed	LEVEL 04 Progress	LEVEL 05 Vision
11. Percent of HS students on-track for graduation with credit requirements	< 75 % of HS students on-track for graduation with credit requirements	75 - 79% of HS students on-track for graduation with credit requirements	80 - 84% of HS students on-track for graduation with credit requirements	85 - 89% of HS students on-track for graduation with credit requirements	> 90 % of HS students on-track for graduation with credit requirements
12. Advanced Placement scores for college credit	< 40% of students scoring a 3 or higher on AP tests	40% - 49% of students scoring a 3 or higher on AP tests	50% - 59% of students scoring a 3 or higher on AP tests	60% - 69% of students scoring a 3 or higher on AP tests	>70% of students scoring a 3 or higher on AP tests
13. Number of unduplicated students who participate in AP Courses	< 10% of 9-12 student population	10% - 39% of 9-12 student population	40% - 69% of 9-12 student population	70% - 89% of 9-12 student population	> 90% of 9-12 student population
14. Attendance by grade	< 70% attendance rate by grade	70-74% attendance rate by grade	75-79% attendance rate by grade	80-84% attendance rate by grade	> 85% attendance rate by grade

VisionCard A2: Equity

Measures	LEVEL 01 More Concern	LEVEL 02 Concern	LEVEL 03 Progress Needed	LEVEL 04 Progress	LEVEL 05 Vision
1. NWEA MAP Growth Math by student group	< 40% of students meet/exceed expected growth (i.e. RIT target)	40 – 49.9% of students meet/exceed expected growth (i.e. RIT target)	50-59.9% of students meet/exceed expected growth (i.e. RIT target)	60-69.9% of students meet/exceed expected growth (i.e. RIT target)	> 70% of students meet/exceed expected growth (i.e. RIT target)
2. NWEA MAP Growth Reading by Student Group	< 40% of students meet/exceed expected growth (i.e. RIT target)	40 – 49.9% of students meet/exceed expected growth (i.e. RIT target)	50-59.9% of students meet/exceed expected growth (i.e. RIT target)	60-69.9% of students meet/exceed expected growth (i.e. RIT target)	> 70% of students meet/exceed expected growth (i.e. RIT target)
3. MCA/MTAS Reading Achievement by NCLB student group	< 40% index rate of each student group	40-59.99% index rate of each student group	60-79.99% index rate of each student group	80-94.99% index rate of each student group	> 95% index rate of each student group
4. MCA/MTAS/MTELL Mathematics Achievement by NCLB student group	< 40% index rate of each student group	40-59.99% index rate of each student group	60-79.99% index rate of each student group	80-94.99% index rate of each student group	> 95% index rate of each student group
5. Perception of feeling welcome, safe and connected – Secondary Students: by ethnicity and gender.	< 60% of each group agrees.	60-69 % of each group agrees.	70-79% of each group agrees.	80-89 % of each group agrees.	> 90 % of each group agrees.
6. Discipline incidents by student group: % of students with 6 or more incidents.	> 40 % of students have 6 or more incidents.	30-39 % of students have 6 or more incidents.	20-29 % of students have 6 or more incidents.	10-19 % of students have 6 or more incidents.	< 10 % of students have 6 or more incidents.
7. Participation in AP and Honor Classes: % of students by ethnicity and poverty	< 60 % of 9-12 student population	60-69 % of 9-12 student population	70-79 % of 9-12 student population	80-89% of 9-12 student population	> 90 % of 9-12 student population
8. Special Education Identification: % of students by ethnicity and poverty	> 18% of students	16-18 % of students	13-15 % of students	10-12 % of students	< 10 % of students
9. Participation in Extracurricular Activities: % of students by ethnicity and poverty	< 60 % of students	60-69 % of students	70-79 % of students	80-89% of students	>90 % of students
10. Perception of Welcoming, Safety and Belonging –% of Parents by ethnicity	< 60 % of each group agrees.	60-69 % of each group agrees.	70-79% of each group agrees.	80-89 % of each group agrees.	> 90 % of each group agrees.

VisionCard A2: Equity

Measures	LEVEL 01 More Concern	LEVEL 02 Concern	LEVEL 03 Progress Needed	LEVEL 04 Progress	LEVEL 05 Vision
11. Staffing Diversity: Increase the % of staff of color as compared to district student demographics.	< 10% employees from diverse ethnic groups	10-14 % employees from diverse ethnic groups	15-19 % employees from diverse ethnic groups	20-24 % employees from diverse ethnic groups	>25 % employees from diverse ethnic groups
12. Inclusive Curriculum	< 60% of students recognize and licensed staff teach standards that honor and integrate the culture and history of all students	60% to 69% of students recognize and licensed staff teach standards that honor and integrate the culture and history of all students	70% to 79% of students recognize and licensed staff teach standards that honor and integrate the culture and history of all students	80% to 89% of students recognize and licensed staff teach standards that honor and integrate the culture and history of all students	> 90% of students recognize and licensed staff teach standards that honor and integrate the culture and history of all students

Vision Card A3: Improving Core Instruction for Each Student
Julia Espe

Vehicles for Implementation	LEVEL 01 More Concern	LEVEL 02 Concern	LEVEL 03 Progress Needed	LEVEL 04 Progress	LEVEL 05 Vision
1. Students can identify their own measureable learning goal(s).	< 60 % of students	60-69 % of students	70-79 % of students	80-89% of students	>90 % of students
2. Pre-determined district 742 E – 12 online and printed curriculum resources are utilized by faculty	< 20 % of faculty utilize online resources in monthly frequency	20 -39 % of faculty utilize online resources in monthly frequency	40 - 69 % of faculty utilize online resources in monthly frequency	70 - 99% of faculty utilize online resources in monthly frequency	100 % of faculty utilize online resources in monthly frequency
3. Evidence of Best Practice in Core Instruction 1. Differentiation of learning 2. Vocabulary across content areas 3. Similarities and Differences 4. Summarizing/Note Taking 5. Targeted interventions 6. Co teaching 7. Best Practices specific to content areas	< 70 % of classrooms are assessed to employ the signs of best practice in the classroom	70 - 79 % of classrooms are assessed to employ the signs of best practice in the classroom	80 - 89 % of classrooms are assessed to employ the signs of best practice in the classroom	90 - 99 % of classrooms are assessed to employ the signs of best practice in the classroom	100 % of classrooms are assessed to employ the signs of best practice in the classroom
4. Learning Cohorts use data to monitor student progress and improve instruction	< 70% of Learning Cohorts use data to monitor and improve student learning	70-79% of Learning Cohorts use data to monitor and improve student learning	80-89% of Learning Cohorts use data to monitor and improve student learning	90-99% of Learning Cohorts use data to monitor and improve student learning	100% of Learning Cohorts use data to monitor and improve student learning
5. Professional learning of the individual in practice is observed and evaluated in a variety of ways: Learning Walks, PR 1, and through the Learning Cohort evaluations. The construct for this will be defined via the Learning Cohorts Development Rubric: <ul style="list-style-type: none"> • Shared and Supportive Leadership • Shared Values and Vision • (Data Driven Decision Making) • Collective Learning and Application • Shared Personal Practice • Supportive Conditions and Structures • Supportive Conditions in Relationships 	< 70% of Learning Cohorts at the Institutionalizing level.	70-79% of Learning Cohorts at the Institutionalizing level.	80-89% of Learning Cohorts at the Institutionalizing level.	90-99% of Learning Cohorts at the Institutionalizing level.	100% of Learning Cohorts at the Institutionalizing level.

VisionCard B: Financial Oversight and Resource Stewardship
Kevin Januszewski

Measures	LEVEL 01 More Concern	LEVEL 02 Concern	LEVEL 03 Progress Needed	LEVEL 04 Progress	LEVEL 05 Vision
1. Operating levy in comparison to identified districts as compared by the following: Curriculum offerings, size, demographics, community makeup and programming (curricular/extra-curricular) overall return on spending index	Lower quartile of comparable cohort group	Lower half of comparable cohort group	Top half of comparable cohort group	Top quartile of comparable cohort group	Top quintile of comparable cohort group
2. Annual Variation from established budgets: all schools and departments spend within our means	+ .1/- 1.0 % or greater budget totals and major categories	+ .1/- .8 % budget totals and major categories	+ .1/- .6 % budget totals and major categories	+ .1/- .4 % budget totals and major categories	+ .1/- .2 % budget totals and major categories
3. General Fund Unreserved Balance	< 2 % General Fund Balance	2 - 3% of General Fund	4 - 5% of General Fund	6 - 7 % of General Fund	8% + of General Fund
4. Space and Facilities meet the students' needs	< 60 % of surveyed administrators, parents and staff are satisfied to highly satisfied	60 - 69 % of surveyed administrators, parents and staff are satisfied to highly satisfied	70 - 79 % of surveyed administrators, parents and staff are satisfied to highly satisfied	80 - 89 % of surveyed administrators, parents and staff are satisfied to highly satisfied	>90 % of surveyed administrators, parents and staff are satisfied to highly satisfied
5. Facilities and Grounds Service meet the curricular and extracurricular needs of students, parents and staff	< 60 % of surveyed administrators, parents and staff are satisfied to highly satisfied	60 - 69 % of surveyed administrators, parents and staff are satisfied to highly satisfied	70 - 79 % of surveyed administrators, parents and staff are satisfied to highly satisfied	80 - 89 % of surveyed administrators, parents and staff are satisfied to highly satisfied	>90 % of surveyed administrators, parents and staff are satisfied to highly satisfied
6. Transportation Services meet the students' needs	< 60 % of surveyed administrators, parents and staff are satisfied to highly satisfied	60 - 69 % of surveyed administrators, parents and staff are satisfied to highly satisfied	70 - 79 % of surveyed administrators, parents and staff are satisfied to highly satisfied	80 - 89 % of surveyed administrators, parents and staff are satisfied to highly satisfied	>90 % of surveyed administrators, parents and staff are satisfied to highly satisfied
7. Technology Plan meets the needs of staff and students	< 60 % of surveyed administrators, parents and staff are satisfied to highly satisfied	60 - 69 % of surveyed administrators, parents and staff are satisfied to highly satisfied	70 - 79 % of surveyed administrators, parents and staff are satisfied to highly satisfied	80 - 89 % of surveyed administrators, parents and staff are satisfied to highly satisfied	>90 % of surveyed administrators, parents and staff are satisfied to highly satisfied

VisionCard C: Aligning and improving systems & structures to move towards our vision

Dr. Elisabeth Rogers

Measures	LEVEL 01 More Concern	LEVEL 02 Concern	LEVEL 03 Progress Needed	LEVEL 04 Progress	LEVEL 05 Vision
1. Collaboration across subject and/or grade levels is occurring in Learning Cohorts	< 60% of licensed staff are actively engaged	60 - 69 % of licensed staff are actively engaged	70 - 79 % of licensed staff are actively engaged	80 - 89 % of licensed staff are actively engaged	> 90 % of licensed staff are actively engaged
2. Consistent and effective use of data in planning and prioritization by licensed staff	< 40% of licensed staff surveyed are actively engaged	40 - 49 % of licensed staff surveyed are actively engaged	50 - 59 % of licensed staff surveyed are actively engaged	60 - 69 % of licensed staff surveyed are actively engaged	> 70% of licensed staff surveyed are actively engaged
3. Quantifiable SMART individual professional development goals for all licensed staff are met	< 70% of licensed staff successfully complete professional development goals annually	70 - 74 % of licensed staff successfully complete professional development goals annually	75 - 79 % of licensed staff successfully complete professional development goals annually	80 - 84 % of licensed staff successfully complete professional development goals annually	> 85% of licensed staff successfully complete professional development goals annually
4. PBIS Measure	> 60% of all student groups meet/exceed expected target	60-64% of all student groups meet/exceed expected targets	65-69% of all student groups meet/exceed expected targets	70-74% of all student groups meet/exceed expected targets	> 75 % of all student groups meet/exceed expected targets
5. Response to Instruction (RTI) is used by licensed staff	> 75 % of licensed staff appraised to be effectively using RTI	75 - 79 % of licensed staff appraised to be effectively using RTI	80 - 85 % of licensed staff appraised to be effectively using RTI	85 - 89 % of licensed staff appraised to be effectively using RTI	> 90 % of licensed staff appraised to be effectively using RTI
6. Administrators give consistent interventions to improve underperforming staff professional performance in a clear, consistent and timely manner within policy and contractual agreements	< 0% of the time building administrators will successfully complete the improvement process for underperforming staff	10 - 29 % of the time building administrators will successfully complete the improvement process for underperforming staff	30 - 39 % of the time building administrators will successfully complete the improvement process for underperforming staff	40 - 49 % of the time building administrators will successfully complete the improvement process for underperforming staff	>50% of the time building administrators will successfully complete the improvement process for underperforming staff
7. Alignment of School Improvement Plans to Visioncards and Strategic Roadmap	< 75% of SIP goals are directly aligned with Visioncards	75 - 79 % of SIP goals are directly aligned with Visioncards	80 - 84 % of SIP goals are directly aligned with Visioncards	85 - 89 % of SIP goals are directly aligned with Visioncards	> 90% of SIP goals are directly aligned with Visioncards

VisionCard C: Aligning and improving systems & structures to move towards our vision
Dr. Elisabeth Rogers

Measures	LEVEL 01 More Concern	LEVEL 02 Concern	LEVEL 03 Progress Needed	LEVEL 04 Progress	LEVEL 05 Vision
8. Calendar and Schedules have optimal design for student learning - Learning minutes - Grade level configurations - Alignment to Visioncard A	< 40% teachers and administrators surveyed rate high alignment	40 - 49 % of teachers and administrators surveyed rate high alignment	50 - 59 % of teachers and administrators surveyed rate high alignment	60 - 69 % of teachers and administrators surveyed rate high alignment	> 70% of teachers and administrators surveyed rate high alignment

VisionCard D: Developing partnership processes & capacity to address the practices, transparency and collaboration between the adults
Tracy Bowe

Measures	LEVEL 01 More Concern	LEVEL 02 Concern	LEVEL 03 Progress Needed	LEVEL 04 Progress	LEVEL 05 Vision
1. Parent satisfaction with communication regarding learning and student achievement (conferencing, electronic feedback loop; climate survey)	< 65% of parents surveyed are satisfied to highly satisfied	65 - 69 % of parents surveyed are satisfied to highly satisfied	70 - 74 % of parents surveyed are satisfied to highly satisfied	75 - 79 % of parents surveyed are satisfied to highly satisfied	> 80% of parents surveyed are satisfied to highly satisfied
2. Parents partner with the schools to promote student success.	< 65% of parents surveyed partner with the school.	65 - 69 % of parents surveyed partner with the school.	70 - 74 % of parents surveyed partner with the school.	75 - 79 % of parents surveyed partner with the school.	> 80% of parents surveyed partner with the school.
3. Community partnerships and volunteers improve student learning and development	< 40% of identified district and school partnership needs are fulfilled annually	40 – 49 % of identified district and school partnership needs are fulfilled annually	50 – 59 % of identified district and school partnership needs are fulfilled annually	60 – 69 % of identified district and school partnership needs are fulfilled annually	> 70% of identified district and school partnership needs are fulfilled annually
4. Community satisfaction and participation in decision making processes	< 55% of community surveyed are satisfied to highly satisfied	55 - 59 % of community surveyed are satisfied to highly satisfied	60 - 64 % of community surveyed are satisfied to highly satisfied	65 - 69 % of community surveyed are satisfied to highly satisfied	> 70 % of community surveyed are satisfied to highly satisfied
5. Staff satisfaction and participation in decision making process	< 55% of staff surveyed are satisfied to highly satisfied	55 - 59 % of staff surveyed are satisfied to highly satisfied	60 - 64 % of staff surveyed are satisfied to highly satisfied	65 - 69 % of staff surveyed are satisfied to highly satisfied	> 70% of staff surveyed are satisfied to highly satisfied
6. Collective bargaining agreement processes reflect Core Values of the District	< 50% of staff represented surveyed believe the Core Values were evident and helpful	50 - 59 % of staff represented surveyed believe the Core Values were evident and helpful	60 - 69 % of staff represented surveyed believe the Core Values were evident and helpful	70 - 79 % of staff represented surveyed believe the Core Values were evident and helpful	> 80% of staff represented surveyed believe the Core Values were evident and helpful
7. Staff, Students, Parents and Community understand and demonstrate the Core Values of the District	< 55 % of people surveyed are satisfied to highly satisfied	55 - 59 % of people surveyed are satisfied to highly satisfied	60 - 64 % of people surveyed are satisfied to highly satisfied	65 - 69 % of people surveyed are satisfied to highly satisfied	> 70 % of people surveyed are satisfied to highly satisfied
8. Board of Education and Administrators understand and demonstrate the Core Values of the District	< 55 % of people surveyed are satisfied to highly satisfied	55 - 59 % of people surveyed are satisfied to highly satisfied	60 - 64 % of people surveyed are satisfied to highly satisfied	65 - 69 % of people surveyed are satisfied to highly satisfied	> 70 % of people surveyed are satisfied to highly satisfied

VisionCard E: Developing a clear & effective District 742 image
Bruce Watkins

Measures	LEVEL 01 More Concern	LEVEL 02 Concern	LEVEL 03 Progress Needed	LEVEL 04 Progress	LEVEL 05 Vision
1. Public perceives Board of Education to be effective & efficient in public engagement on key issues concerning district	< 40 % of public surveyed are satisfied to highly satisfied	40 - 49 % of public surveyed are satisfied to highly satisfied	50 - 59 % of public surveyed are satisfied to highly satisfied	60 - 69 % of public surveyed are satisfied to highly satisfied	> 70 % of public surveyed are satisfied to highly satisfied
2. District staff views themselves as part of the district image	< 40 % of staff surveyed see themselves as 742 ambassadors	40 – 49 % of staff surveyed see themselves as 742 ambassadors	50 – 59 % of staff surveyed see themselves as 742 ambassadors	60 – 69 % of staff surveyed see themselves as 742 ambassadors	> 70 % of staff surveyed see themselves as 742 ambassadors
3. Parents are satisfied with the District educational opportunities	< 40 % of parents surveyed are satisfied to highly satisfied	40 – 49 % of parents surveyed are satisfied to highly satisfied	50 – 59 % of parents surveyed are satisfied to highly satisfied	60 – 69 % of parents surveyed are satisfied to highly satisfied	> 70 % of parents surveyed are satisfied to highly satisfied
4. Community businesses have a favorable perception of district educational programs, opportunities and engagement	< 40 % of businesses surveyed are satisfied to highly satisfied	40 - 49 % of businesses surveyed are satisfied to highly satisfied	50 - 59 % of businesses surveyed are satisfied to highly satisfied	60 - 69 % of businesses surveyed are satisfied to highly satisfied	> 70 % of businesses surveyed are satisfied to highly satisfied
5. District 742 has a positive image in media (excluding personal blogs and online chats)	< 30% of media evidence is positive	31% to 40% of media evidence is positive	41% to 50% of media evidence is positive	51% to 60% of media evidence is positive	> 60% of media evidence is positive