

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

Vision Cards: An Act of Management-----

Vision Cards measure the district's success in achieving the strategic directions. Administrators create Vision Cards and the board provides guidance through the Strategic Roadmap. Vision Cards provide the data to support and assess progress toward the narrative vision outlined in the Strategic Roadmap. The Vision Cards can be used to measure growth or gaps in district performance. Vision Cards set the ongoing district goals for performance and continuous improvement.



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

Definition Statement								Mindful Critical Question(s) (MCQs)							
An optimal learning environment is free of physical, emotional, or psychological harm and allows scholars to risk exploring complex issues and express their views honestly. Scholars express their ideas and show up in their authentic identities without the threat of judgment or prejudice, in which their ideas and identities are valued.								How might we ensure implemented structures are done so with intentionality and heightened awareness of stakeholders' needs, interests, passions, and hopes? How might this research-based action promote informed risk towards meaningful educational pursuits?							
Element	Priority	Data Source		Intervene	Concern	Baseline	Progress	Vision	2020	2021	2022	2023	2024	2025	2026
Process	A1. Positive Behavior Intervention & Support (PBIS) Implementation Review	Tiered Fidelity Inventory (TFI)		≤ 39%	40-49%	50-59%	60-69%	≥ 70%	52%	62%	58%	60%	57%	54%	55%
Process	A1. Climate Equity Review	Equimetrics Scales (keep for 2025, incorporate into Staff Stak. Surv in 2026)	Diversity	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	58%	58%	64%	67%	61%	NA
			Equity	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	58%	55%	59%	61%	57%	NA
			Inclusion	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	65%	62%	67%	68%	64%	NA
		Staff Stakeholder Survey	Environment & Communication	≤ 3.6	3.7-3.9	4.0-4.2	4.3-4.5	≥ 4.6	4.1	NA	4.0	4.1	4.0	4.1	4.0
			Race & Culture	≤ 2.9	3.0-3.2	3.3-3.5	3.6-3.8	≥ 3.9	3.4	NA	3.5	3.4	4.0	4.0	4.0
			Safety	≤ 71%	72-76%	77-81%	82-86%	≥ 87%	81%	NA	78%	76%	74%	80%	77%
Outcome	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
Outcome	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%
		Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments		≤ 69%	70-74%	75-79%	80-84%	≥ 85%	NA	NA	76%	NA	79%	NA	82%

* Includes only data for survey questions that remained the same from 2022 to 2025.

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

Definition Statement	Mindful Critical Question(s) (MCQs)
A culture of excellence leverages instructional strategies that adapt to diverse learning styles. Educators provide supportive and aligned curriculums that prepare scholars for rigorous, yet responsive, independent learning throughout their academic pursuits through an asset-based lens.	- How might we ensure we have engaged and considered multiple perspectives that are inclusive and representative of the interests of the community we serve? - How will this course, program, or initiative provide the skills and knowledge necessary for each scholar to reach their goals for the future (and how do we know)?

Element	Priorities	Data Source		Intervene	Concern	Baseline	Progress	Vision	2020	2021	2022	2023	2024	2025	2026
Process	B1. Instruction and Management Review	Staff Professional Learning	System Day Professional Learning Participation	≤84%	85-87%	88-90%	91-93%	≤94%	NA	NA	89%	75%	79%	69%	81%
			System Monthly Learning Participation	≤39%	40-49%	50-59%	60-69%	≤70%	NA	NA	59%	58%	53%	63%	76%
Outcome	B1. Growth in Literacy	FastBridge aReading Fall to Spring Growth by Start Score - Percent Making Typical Growth (50th pctI+)		1-19%	20-39%	40-59%	60-67%	68-74%	NA	NA	38%	35%	33%	31%	21%
		FastBridge aReading Fall to Spring Growth by Start Score - Percent Making Aggressive Growth (75th pctI+)		1-5%	6-12%	13-36%	37-44%	45%+	NA	NA	14%	13%	12%	10%	10%
	B1. Increase in percentage of students making adequate progress on their progress reports	Progress Reports (% of IEP goals marked progressing +		≤80%	81-85%	86-90%	91-95%	>95%	NA	NA	NA	NA	NA	88%	86%
		Evaluations bypassed (% of total sped count)		≤3%	3-5%	5-7%	7-9%	9-10%	NA	NA	NA	NA	NA	5.9%	7.2%

Outcome	B2. Culture of Achievement	College and Career Readiness Index Percent of students achieving at least one of the following: - Earning at least one (semester or trimester) credit in the following course types - - Postsecondary (PSEO) Courses - Concurrent/Articulated Courses - AP/IB/HP Course - Earning a professional certification in one or more of the following: - CPR/1st Aid - EMT - EMR - Completing an Internship, Apprenticeship, or Related Experience - Earning a MN Bilingual Seal	≤29%	30-49%	50-69%	70-89%	≥90%	NA	NA	59%	62%	63%	71%	7/9
		12 x 12 Percent earning at least 12 credits by grade 12 that could lead to college credit (PSEO, Concurrent, Articulated, AP, IB) 3 crs by Gr 9 6 Crs by Gr10 9 Crs by Gr 11 12 Crs by Gr 12	≤4%	5-9%	10-14%	15-19%	≥20%	NA	NA	10.7%	9.0%	12.4%	20.3%	7/9
Outcome	B2. Graduation, Continuation and IEP-Based Diplomas	Graduation/Continuation Rate Percent of student groups with 80% or more students graduating in four years or continuing in high school with special education or multilingual/English Learner services	≤34%	35-49%	50-64%	65-79%	≥80%	71%	60%	68%	73%	74%	81%	
		Four-Year Dropout Rate for Special Education Percent of groups meeting benchmark of 0%	0%	1-4%	5-49%	50-79%	80%	53%	18%	28%	22%	37%	32%	