

Strategic Area: Student Learning & Career/College Readiness							
District Vision Card A: <i>Maximize the achievement of all students by developing and implementing personalized learning for each student.</i>							
MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 HIGH CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0 – 4.9	LEVEL 5 VISION 5.0 +	2011-2012 BASELINE SCORE	TREND LINE
A1: Pre-School Screening Tools <i>Language & Literacy Development (Listening, Speaking, Emerging Reading, Emerging Writing)</i>	< 65% of all kindergarten students assessed in the fall are proficient	2012-13 65-74% of all kindergarten students assessed in the fall are proficient	75-84% of all kindergarten students assessed in the fall are proficient	85-90% of all kindergarten students assessed in the fall are proficient	> 90% of all kindergarten students assessed in the fall are proficient	Letter Naming 71%	
A2: MAP Assessment Reading <i>Kindergarten</i>	< 65% of all kindergarten students assessed in the spring are proficient in reading and math	2012-13 65-74% of all kindergarten students assessed in the spring are proficient in reading and math	75-84% of all kindergarten students assessed in the spring are proficient in reading and math	85-90% of all kindergarten students assessed in the spring are proficient in reading and math	> 90% of all kindergarten students assessed in the spring are proficient in reading and math	Reading 66.7% Math 71.4%	
A3: MAP Assessment Math	< 65% of all assessed students in grades 1-9 are above the 50% nationally	2012-13 65-74% of all assessed students in grades 1-9 are above the 50% nationally	75-84% of all assessed students in grades 1-9 are above the 50% nationally	85-90% of all assessed students in grades 1-9 are above the 50% nationally	> 90% of all assessed students in grades 1-9 are above the 50% nationally	69.80%	
A4: MCA – Math <i>(Grades 3-8)</i>	< 65% of all assessed students are proficient	2012-13 65-74% of all assessed students are proficient	75-84% of all addressed students are proficient	85-90% of all assessed students are proficient	> 90% of all assessed students are proficient	65.10%	
A5: MAP Assessment Reading	2012-13 < 65% of all assessed students in grades 1-9 are above the 50% nationally	65-74% of all assessed students in grades 1-9 are above the 50% nationally	75-84% of all assessed students in grades 1-9 are above the 50% nationally	85-90% of all assessed students in grades 1-9 are above the 50% nationally	> 90% of all assessed students in grades 1-9 are above the 50% nationally	60.90%	
A6: MCA – Reading <i>(Grades Tested)</i>	< 65% of all assessed students are proficient	65-74% of all assessed students are proficient	2012-13 75-84% of all addressed students are proficient	85-90% of all assessed students are proficient	> 90% of all assessed students are proficient	76.80%	
A7: MCA – Science <i>(Grades Tested)</i>	2012-13 < 65% of all assessed students are proficient	65-74% of all assessed students are proficient	75-84% of all assessed students are proficient	85-90% of all assessed students are proficient	> 90% of all assessed students are proficient	56.60%	
A8: Equity in MCA Proficiency	2012-13 < 50% of students in lowest performing student group are proficient in both Reading and Math	50-74% of students in lowest performing student group are proficient in both Reading and Math	75-84% of students in lowest performing student group are proficient in both Reading and Math	85-90% of students in lowest performing student group are proficient in both Reading and Math	> 90% of students in lowest performing student group are proficient in both Reading and Math	SpEd: Math 48% Reading 49%	
MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 HIGH CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0 – 4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
A9: MAP Growth Reading	2012-13 < 65% of all students assessed met their growth target from fall to spring	65-74% of all students assessed met their growth target from fall to spring	75-84% of all students assessed met their growth target from fall to spring	85-90% of all students assessed met their growth target from fall to spring	> 90% of all students assessed met their growth target from fall to spring	59.10%	
A10: MAP Growth Math	< 65% of all students assessed met their growth target from fall to spring	2012-13 65-74% of all students assessed met their growth target from fall to spring	75-84% of all students assessed met their growth target from fall to spring	85-90% of all students assessed met their growth target from fall to spring	> 90% of all students assessed met their growth target from fall to spring	71.90%	
A11: Equity in MAP Growth Assessment across NCLB Groups and Enriched Students	> 30 percentile points on national scale difference between highest and lowest student groups	21-30 percentile points on national scale difference between highest and lowest student groups	11-20 percentile points on national scale difference between highest and lowest student groups	5-10 percentile points on national scale difference between highest and lowest student groups	< 5 percentile points on national scale difference between highest and lowest student groups		
A12: ACT College Readiness Benchmarks Graduation Test <i>(English, Math, Science, Social Studies)</i>	2012-13 < 65% of assessed students achieve college readiness benchmarks	65-74% of assessed students achieve college readiness benchmarks	75-84% of assessed students achieve college readiness benchmarks	85-90% of assessed students achieve college readiness benchmarks	> 90% of assessed students achieve college readiness benchmarks	Overall 36% English 76% Algebra 59% Social 60% Biology 42%	
A13: Plan	< 65% of assessed students achieve college readiness benchmarks	65-74% of assessed students achieve college readiness benchmarks	75-84% of assessed students achieve college readiness benchmarks	85-90% of assessed students achieve college readiness benchmarks	> 90% of assessed students achieve college readiness benchmarks		
A14: Explore	< 65% of assessed students achieve college readiness benchmarks	65-74% of assessed students achieve college readiness benchmarks	75-84% of assessed students achieve college readiness benchmarks	85-90% of assessed students achieve college readiness benchmarks	> 90% of assessed students achieve college readiness benchmarks		
A15: Graduation Rate	2012-13 < 90% of students graduate on time with cohort	90-93% of students graduate on time with cohort	94-95% of students graduate on time with cohort	96-98% of students graduate on time with cohort	> 98% of students graduate on time with cohort	82.91%	

Strategic Area: Core Process of Teaching & Learning

District Vision Card B: *Align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs.*

MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 HIGH CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0-4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
High Quality Learning Targets -Posted Daily -Written in student-friendly language -Aligns to grade level power benchmarks	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	TBD	
MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0-4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
Differentiated Classroom: <i>Instructional strategies, flexible groupings and lesson complexity</i> · Lessons of varying complexity · Varied learning experiences · Flexible groupings · Higher order thinking skills · Varied instructional strategies · Culturally competent responses with students Uses and analyzes assessments for learning Provides students with feedback which is descriptive, constructive, frequent, and immediate	2012-13 < 60% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	66-69% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	70-79% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	80-89% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	> 90% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	TBD	
System of Interventions	< 55% of all students in Tier 1 and 2	55-65% of all students in Tier 1 and 2	2012-13 66-75% of all students in Tier 1 and 2	76-85% of all students in Tier 1 and 2	> 85% of all students in Tier 1 and 2	TBD	
Continuous Incline in Number of Students Entering a Gifted/Talented Program	2012-13 < 1% increase across school and grade levels	1% increase across school and grade levels	2-3% increase across school and grade levels	3-4% increase across school and grade levels	2012-13 > 5% increase across school and grade levels		
Continuous Decline in Number of Students Requiring Interventions; Grading Period to Grading Period	< 5% decline across school and grade levels	5-9% decline across school and grade levels	2012-13 10-14% decline across school and grade levels	15-20% decline across school and grade levels	> 20% decline across school and grade levels	TBD	
1x/week General Communication with Parents (Class Newsletter, Email, Friday File, etc.)	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	TBD	
6x/year Personal Connection with Parents Communicating Feedback on Individual Student Progress	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	TBD	

Strategic Area: Learning and Work Environment

District Vision Card C: *Assure a safe, inspiring and welcoming learning environment for all students, staff and community members.*

MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 HIGH CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0 – 4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
Perception of Safety by Students (Data comes from Previous Year Information)	< 70% of students report high or very high perceptions of safety	70-79% of students report high or very high perceptions of safety	2012-13 80-89% of students report high or very high perceptions of safety	90-95% of students report high or very high perceptions of safety	> 95% of students report high or very high perceptions of safety	80%	
Perception of Safety by Parents (Data comes from Previous Year Information)	< 70% of parents report high or very high perceptions of safety	70-79% of parents report high or very high perceptions of safety	2012-13 80-89% of parents report high or very high perceptions of safety	90-95% of parents report high or very high perceptions of safety	> 95% of parents report high or very high perceptions of safety	83%	
Incidents of Bullying (Self-report) (Data comes from Previous Year Information)	> 50% of students self-report incidents of bullying	41-50% of students self-report incidents of bullying	2012-13 31-40% of students self-report incidents of bullying	20-30% of students self-report incidents of bullying	< 20% of students self-report incidents of bullying	33% (13% all or most of the time)	
Discipline Referrals (Data comes from Previous Year Information)	> 20% of students have a reported disciplinary infraction	16-20% of students have a reported disciplinary infraction	2012-13 11-15% of students have a reported disciplinary infraction	5-10% of students have a reported disciplinary infraction	< 5% of students have a reported disciplinary infraction	14% (Chatfield 9% Oak Crest 17% Jr High 35% Sr High 4%)	
Staff Satisfaction in the Workplace	< 70% of staff report workplace satisfaction	2012-13 70-79% of staff report workplace satisfaction	80-89% of staff report workplace satisfaction	90-95% of staff report workplace satisfaction	> 95% of staff report workplace satisfaction	79%	
Student Participation in Co-Curricular Activities	< 50% of students participate in 7-12 co-curricular activities	50-59% of students participate in 7-12 co-curricular activities	60-69% of students participate in 7-12 co-curricular activities	2012-13 70-79% of students participate in 7-12 co-curricular activities	> 80% of students participate in 7-12 co-curricular activities	73% (528 of 724)	
Student Participation in Honors/AP/CE courses (9-12)	< 10% of students involved in at least 1 AP/Honors/CE course prior to graduation	10-19% of students involved in at least 1 AP/Honors/CE course prior to graduation	20-29% of students involved in at least 1 AP/Honors/CE course prior to graduation	30-39% of students involved in at least 1 AP/Honors/CE course prior to graduation	2012-13 > 40% of students involved in at least 1 AP/Honors/CE course prior to graduation	44% of Gr. 11/12 47% CE 67% Honors	
Student Participation in Enrichment courses (K-8)	2012-13 < 1% increase in student participation each year	2% increase in student participation each year	3% increase in student participation each year	4% increase in student participation each year	5% increase in student participation each year	15.2% to 13.6%	

Strategic Area: Community Engagement And Connection

District Vision Card D: *Towards consistent community engagement and connection on broad district and education issues.*

MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 HIGH CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0 - 4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
Parent Attendance at and Satisfaction with School Conferences for Grades 7-12	2012-13 < 40% attendance and low satisfaction to dissatisfaction at any school conference	40-59% attendance and moderate to high satisfaction at one school conference per year minimum	60-69% attendance and moderate to high satisfaction at one school conference per year minimum	70-79% attendance and moderate to high satisfaction at two school conferences per year minimum	80% or greater attendance and high to very high satisfaction at two school conferences per year minimum	31%	
Percentage of Students Attending Belle Plaine Public Schools	< 85% of in-boundary students attending Belle Plaine Public Schools	85-89% of in-boundary students attending Belle Plaine Public Schools	2012-13 90-92% of in-boundary students attending Belle Plaine Public Schools	93-95% of in-boundary students attending Belle Plaine Public Schools	> 95% of in-boundary students attending Belle Plaine Public Schools	92%	
Percentage of Families and Children Attending Early Childhood & School Readiness Programming	< 40% of in-boundary families and children attending	40-45% of in-boundary families and children attending	46-55% of in-boundary families and children attending	56-75% of in-boundary families and children attending	> 75% of in-boundary families and children attending	TBD	
Perception of School District through Professional Media Sources	< 1:1 ratio of positive public communications in any form of media by professional providers	1:1 or greater ratio of positive public communications in any form of media by professional providers	3:1 or greater ratio of positive public communications in any form of media by professional providers	2012-13 5:1 or greater ratio of positive public communications in any form of media by professional providers	7:1 or greater ratio of positive public communications in any form of media by professional providers	5:01	
Parent & Community Satisfaction with Communications and Decision-Making Process by District	< 30% satisfaction with district communications and decision-making processes	30-40% satisfaction with district communications and decision-making processes	41-50% satisfaction with district communications and decision-making processes	51-60% satisfaction with district communications and decision-making processes	> 60% satisfaction with district communications and decision-making processes		
Weighted Score							

Strategic Area: Management of Resources – Human, Financial & Physical

District Vision Card E: *Maximize the district's resources of time, talent, finances and facilities.*

MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 HIGH CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0 - 4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
General Fund Balance	< 4% of General Fund Balance	4-5% of General Fund Balance	6-7% of General Fund Balance	8-9% of General Fund Balance	2012-13 10% or more of General Fund Balance		
Revenue per Pupil Unit	2012-13 Lower third of all districts in Minnesota	Lower half of all districts in Minnesota	Top half of all districts in Minnesota	Top third of all districts in Minnesota	Top quartile of all districts in Minnesota		
Operating Levy in Comparison to Districts to Similar Districts	2012-13 District is at or below 40% of comparable Districts state-wide	District is in 41-59% of comparable Districts state-wide	District is in 60-84% of comparable Districts state-wide	District is in 85-94% of comparable Districts state-wide	District is at or above 95% of comparable Districts state-wide		
Annual Variation from Established Budgets District Wide	+/- 1.5% or greater variation from established budgets: all schools and departments	+/- 1.25% variation from established budgets: all schools and departments	2012-13 1.0% variation from established budgets: all schools and departments	+/- .75% variation from established budgets: all schools and departments	+/- .5% variation from established budgets: all schools and departments		
Budget Alignment	< 50% of funds aligned to student learning	50-59% of funds aligned to student learning	60-64% of funds aligned to student learning	2012-13 65-70% of funds aligned to student learning	> 70% of funds aligned to student learning		
Ratio of Student to Technology Device (<i>Not Including Labs</i>)	10:1 or greater ratio across all schools	9-8:1 ratio across all schools	2012-13 7-5:1 ratio across all schools	4-2:1 ratio across all schools	1:1 ratio across all schools		
Reduction in Paper Consumption District Wide	Consumption of Paper Increases 10% annually	Consumption of Paper increases 5% annually	2012-13 Consumption of Paper remains constant district wide	Consumption of Paper decreases by 5% annually	Consumption of Paper decreases by 10% annually		
Weighted Score							