

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - April 23, 2012 - 4:15 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

1.	CALL TO ORDER/ROLL CALL	3
2.	ADMINISTRATIVE	
3.	TEACHING AND LEARNING	
	A. Kimberly Lane Elementary School Improvement Plan - G. Kipling - <i>20 minutes</i>	4
	B. Project My Way - W. Phillips, S. Nelson, B. Anderson - <i>45 minutes</i>	26
4.	HUMAN RESOURCES	
5.	FINANCIAL	
	A. Facilities Update - J. Westrum - <i>15 minutes</i>	
	B. General Budget Planning - J. Westrum - <i>15 minutes</i>	28
	C. Boundary/School Start Time - J. Westrum - <i>5 minutes</i>	39
6.	BOARD REPORTS	
	A. Committee Meeting Update - L. Cohen - <i>15 minutes</i>	40
	B. Legislative Update - J. Moroz - <i>5 minutes</i>	
7.	SCHOOL BOARD	
	A. Tentative Board Agenda for May 14, 2012 - <i>5 minutes</i>	42
8.	ADJOURN	44

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

MISSION

Our Core Purpose:

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – April 23, 2012

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Hesby

	<u>PRESENT</u>	<u>ABSENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Susan J. Droegemueller	_____	_____
Ms. Susan Gaither	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Ms. Cheryl Polzin	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____



WAYZATA PUBLIC SCHOOLS

Kimberly Lane Elementary

School Improvement
Report

Providing a World Class Education for Each and Every Student

4

Gary Kipling, Principal

District Initiatives

1. Professional Learning Communities

- Meet on Wednesday before school
- Shared responsibility for all students
- Better diagnosis of student learning and teaching strategies

2. Collaborative Inquiry

- Data-driven dialogue, a work in progress
- Staff development driven by collaborative inquiry skills

District Initiatives

3. Student Response Devices

- Most effective use is for formative assessment
- Students acknowledging errors as a challenge to learn
- Teachers imbedding usage into electronic notebook

4. Rounds/Walk-Throughs

- Rounds are evolving into walk-throughs
- Emphasis on student learning

District Initiatives

5. Professional Conversations

- Focus on reflection, team culture and professional growth
- Expand to teaching strategies

Site Initiative #1: Q Comp Goal

- Math goal to increase percentage of students exceeding proficiency
- How to “raise the bar” for all students

Site Initiative #2: Teaching Empathy

- Agreed upon need by staff
- Lead by faculty leadership committee
- Have You Filled a Bucket Today?
 - By Carol McCloud

Site Initiative #3: Increasing Rigor

- Analysis of MAP scores
- DesCartes study
- Changes in curriculum

STUDENT ACHIEVEMENT DATA REVIEW

Dr. Stacey Lackner,
Director of Research and Evaluation

MN Reading Accountability Assessments

Percent Proficient: 5-Year Trend



READING

MCA Growth Over the 2010-2011 School Year

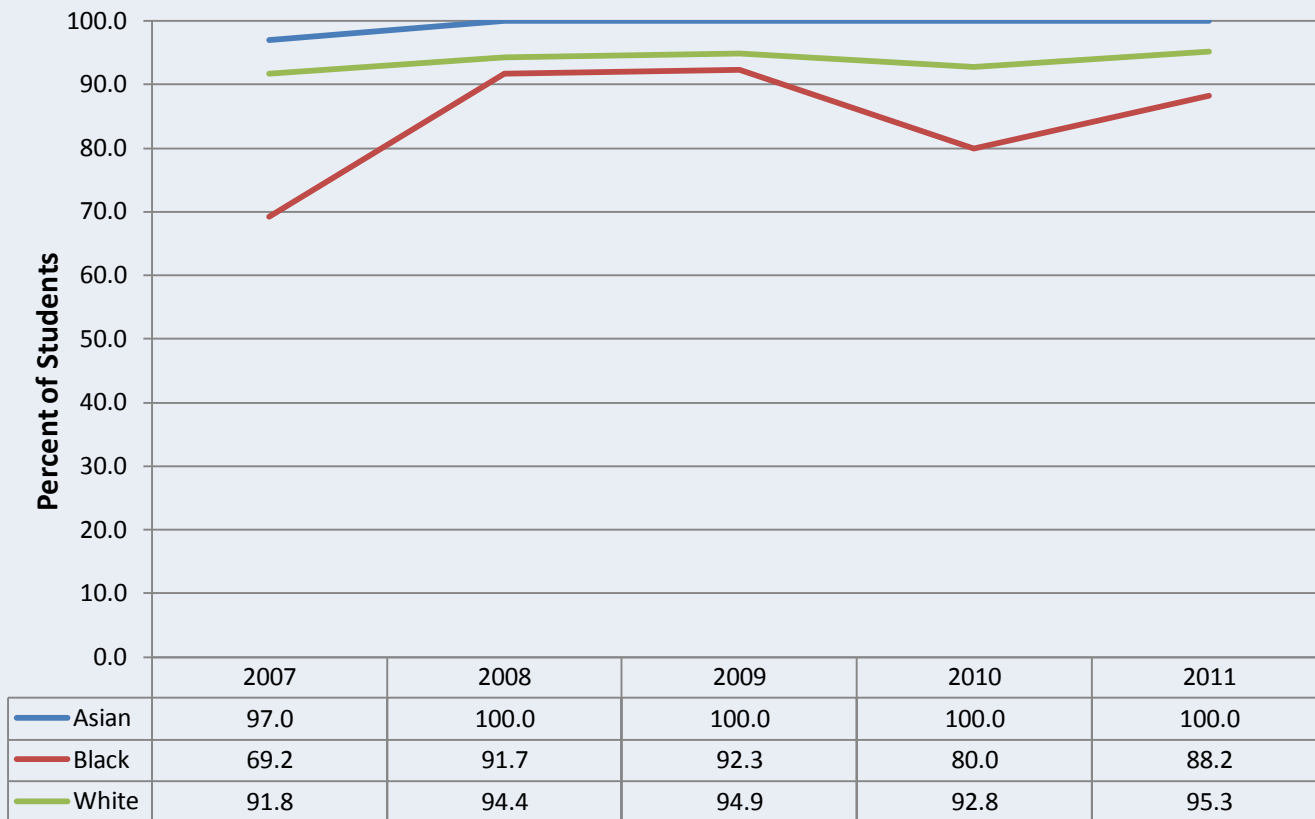
2010 Status	Low	Medium	High
Proficient	8% proficient but made low growth	33% proficient and continued to grow	52% proficient and made exceptional growth
Not Proficient	N/A	N/A	4% not proficient but made exceptional growth
		13	

Students Measured: 277

MN Reading Accountability Assessments

Percent Proficient: 5-Year Trend

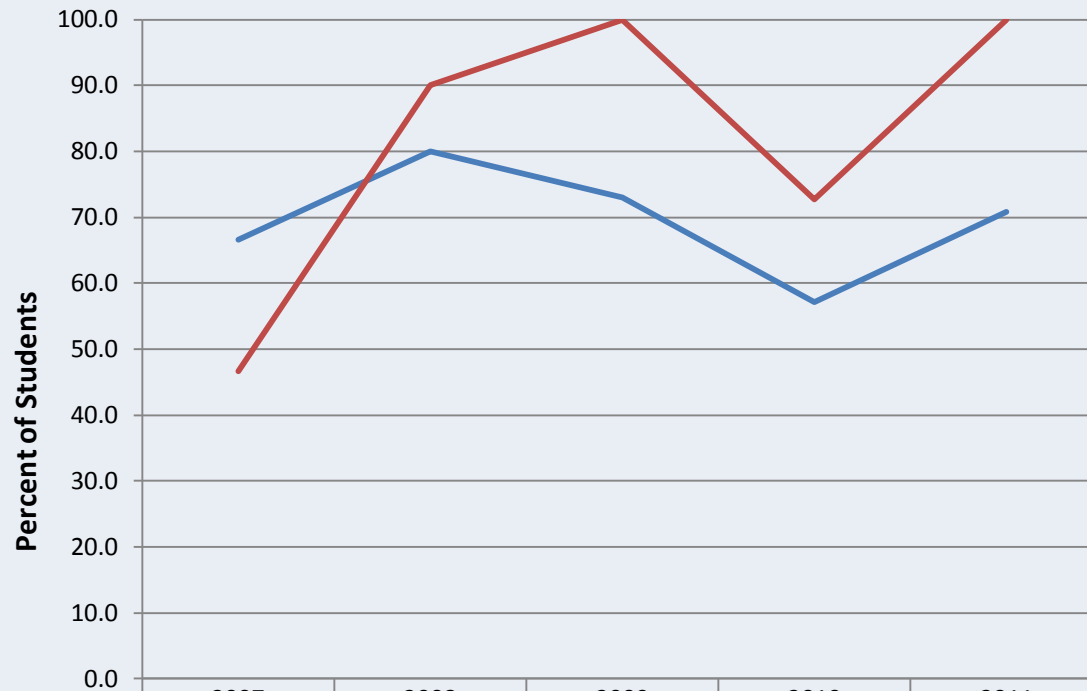
By Ethnic/Racial Group



MN Reading Accountability Assessments

Percent Proficient: 5-Year Trend

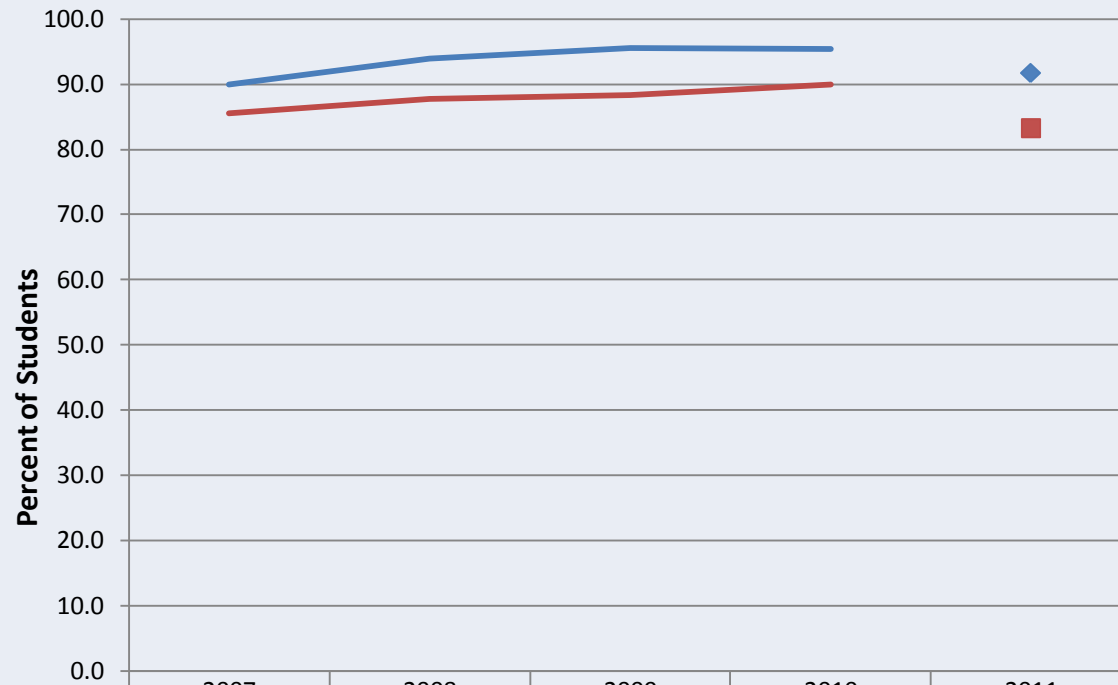
By Other Demographic Group



	2007	2008	2009	2010	2011
Special Ed	66.7	80.0	73.1	57.1	70.8
Low-Income	46.7	90.0	100.0	72.7	100.0

MN Mathematics Accountability Assessments

Percent Proficient: 5-Year Trend



	2007	2008	2009	2010	2011
— Kimberly Lane	89.9	93.9	95.5	95.4	91.8
— Wayzata District (3-5)	85.6	87.8	88.3	90.0	83.3

MATH

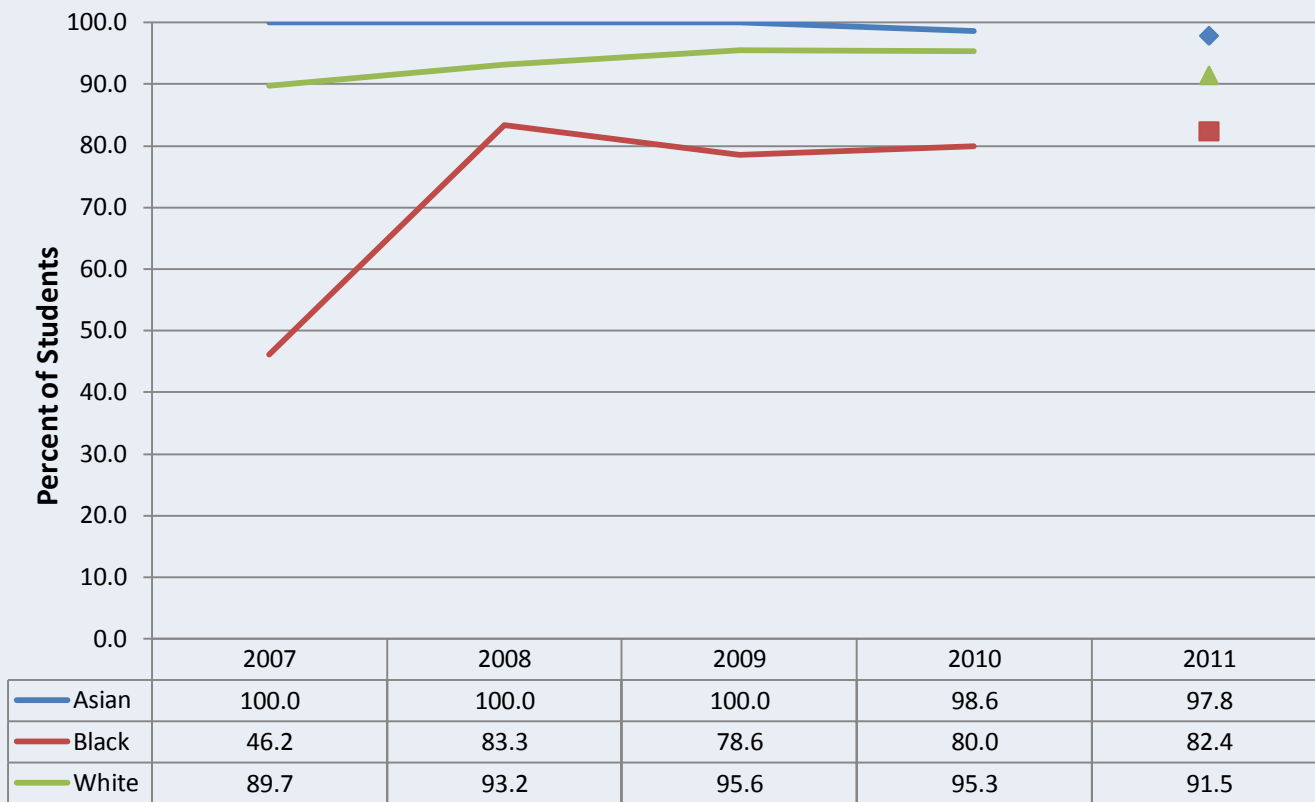
MCA Growth Over the 2010 – 2011 School Year

2010 Status	Low	Medium	High
Proficient	11% proficient but made low growth	39% proficient and continued to grow	47% proficient and made exceptional growth
Not Proficient	N/A	N/A	N/A
	Students Measured: 278	17	

MN Mathematics Accountability Assessments

Percent Proficient: 5-Year Trend

By Ethnic/Racial Group



MN Mathematics Accountability Assessments

Percent Proficient: 5-Year Trend

By Other Demographic Group



	2007	2008	2009	2010	2011
— Special Ed	76.2	73.3	76.9	81.0	62.5
— Low-Income	46.7	90.0	91.7	72.7	76.9

MN Science Accountability Assessments

Percent Proficient: 5-Year Trend



— Kimberly Lane	64.9	74.3	63.0	77.5
— Wayzata District (3-5)	60.8	67.0	62.7	65.1

Kimberly Lane Elementary School

*“Providing a World Class Education
for Each and Every Student”*



Principal Report

District and Site Improvement Initiatives

2011 – 2012

Gary Kipling, Principal

School: Kimberly Lane Elementary

Date: April 24, 2012

District Initiatives

[Site Plan for Implementation of District Initiatives]

PLCS: Kimberly Lane opted to have all PLCS meet on Wednesday morning before school. Parents were notified that teachers would be in meeting on Wednesday and unavailable. We have worked to keep this time free of interruptions. Each PLC is different based on the membership of the team. For example, four of our five fifth grade teachers have worked together for over ten years. Their teamwork allows them to quickly diagnose issues and seek resolutions. Our fourth grade team this year had three new members. Their work during the year required more team building. These are two examples that simply demonstrate that not every PLC team is in the same spot.

We recently asked each PLC to reflect on their year citing their progress and thinking forward to what might be their work for next year. All grade levels commented that the open discussions did nothing but improve what they were doing for kids. A result of their work is an enhanced feeling that they are all responsible for the learning of all students in their grade. Common assessment with subsequent dialogue about student results helped them articulate where students had problems and helped them formulate re-teaching strategies.

One level voiced a concern that some of their meetings were spent filling time rather than addressing issues. Their reasoning was that agendas should fill before a meeting is required. There were also some concerns raised about recording their work stating that the task seemed to drag them down. Lastly an important comment was that there was a need to train the PLC paras giving them more specific tasks to accomplish during the twenty minute PLC time.

Collaborative Inquiry; Student Response Devices:

All PLCS shared that their work with data driven dialogue and application of the collaborative inquiry models were, more often than not, in the infant stages of development. Examining data certainly was at the core of weekly conversations. The spirit of collaborative inquiry was there but the exact steps of data driven dialogue were not always used.

From Collaborative Inquiry training we learned about effective planning decisions that skillful teachers use. We narrowed our focus to four of the thirteen strategies. These four then became the focus of staff development. Faculty meetings were used to teach the strategies. Members of our leadership team served as the instructors. After initial instruction we would ask teachers to apply a new skill for two weeks followed by conversation at subsequent faculty meetings discussing progress with the new concept.

The use of student response device varies by grade level. Fifth grade is in year two of their use and has extensive applications. They state that the devices are used extensively for both summative and formative assessment. The most effective use is for formative assessment when teachers can tell instantly how the class comprehends concepts as the topic is taught. Students are also much more interested in understanding their errors. Feedback that is immediate is better than when they have to wait a day or more. Third and fourth grade are creating assessments that can be used similar to fifth grade. Their work at this time is more summative in nature.

Rounds/Walk-Throughs:

The first half of the year my focus was on rounds making sure I was in every classroom each week. Students and teachers alike quickly became accustomed to the visits and I was not obtrusive to whatever teaching was going on. The last half of the year I have focused on walk-throughs, lengthening the time spent in a classroom. In my experience, it seems more beneficial to spend a longer period in each class. My goal is that students understand that I am interested in what they are learning. By spending more time I have the opportunity to interact with students and ask them questions about their study.

Domain 4 – Professional Conversations:

I am in finishing stages of conducting professional conversations with each teacher. The focus is on the three identified components of reflection, collaborative culture of a team and growing and developing professionally. In all cases the conversations have been rich. It is a special time to sit with a teacher and have conversation on such important topics. Of course, you wish that this would occur more often and perhaps that might be a goal in the future.

Site Specific Initiatives

Initiative #1

Kimberly Lane’s Q-comp is to increase the percentage of students who exceed proficiency in math by two percent. Last year 91 % of our third, fourth and fifth grade students tested out as proficient in mathematics. This obviously demonstrates a high level of achievement from our students. By increasing the level of exceeding proficiency our hope was we could “raise the bar” for our students. We are currently in the process of administering the electronic version of the MCA math tests. We will be able to get immediate feedback and determine which students are exceeding standards. Our task will be to look at the list of students who demonstrated proficiency but did not exceed standards and determine who, in our opinion, under performed. We will then have those students retake the test with the hope of doing better the second time. Initiative #3 details some of our work to improve our mathematics instruction.

Initiative #2

From many informal conversations a need to teach empathy to students became a priority for Kimberly Lane. Therefore a school-wide effort was undertaken to teach empathy using the core message of “bucket filling”. Bucket filling became a common language for our students, our staff and our families. A staff committee was formed that became the planning group for what we did. A whole host of activities have happened this year and a detailed report will be given by students at the May Board meeting. Suffice to say that the culture of empathy at Kimberly Lane has never been better.

Initiative #3

Data analysis of MAP scores indicated that a less than expected number of our students were meeting their target growth in reading and math. Our students have very high average RIT scores and we determined that for them to meet target growth we needed to change some curriculum content to better match what was required of them to meet target growth. Last summer grade level teams studied Des Cartes charts detailing needed content changes for both reading and math. This year we have focused on those changes. In some cases it has been as simple as focusing on vocabulary terms used in math. Another example was to focus on Latin and Greek root words what would help with vocabulary understanding. In all cases it has resulted in fine tuning of what we teach and increased rigor. Whether that results in higher test scores will soon be known.

Data Summary

Data Summary

**See Data on PowerPoint

Personalize • Prepare • Perform

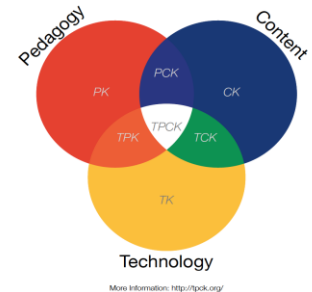
Topic: Connecting World-Class Student Learning to a Digital Experience

Architecting a balanced 21st Century learning first environment powered through a bold shift in instructional culture from content to context and the purposeful \ meaningful integration of mobile digital learning devices (iPads)

Purpose: Envision, design and execute key strategies to deliver on the Wayzata Public Schools Core Mission, Vision and Strategic Directions.

Goals:

- Student-Driven Personalized \ Individualized Learning “My-Way”
- Student 24/7 Access to Anywhere, Anytime Learning and Teaching
- Student Inspired Inquiry-Driven Real and Relevant Work
- Student Engagement in Core Curriculum with Prevention, Intervention and Extension Support
- Student Empowered Connection, Collaboration and Creativity
- Student Powered Digital Delivery of the Educational Process
- Student College \ Career Readiness and Planning



Alignment: Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student – no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing, and safe environment.

SD. A. Increasing the high levels of student achievement and college/career readiness without predictable gaps.

SD. B. Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning.

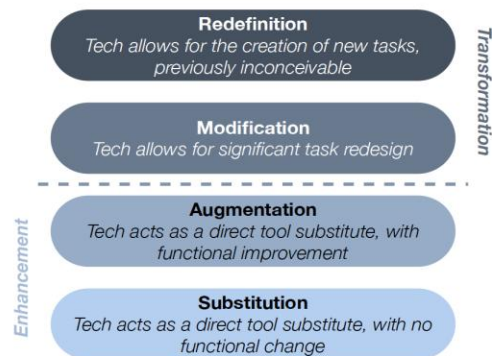
Proposal: Three year planning, development and implementation of a 21st Century learning environment accessible through district provided iPad learning devices, stimulating digital content, curriculum aligned applications and intensive educator professional support.

Expected Outcome:

- Increased Learner Engagement
- Increased Academic Achievement
- Increased College \ Career Readiness
- Decreased Absences, Behavior and Poor Performance

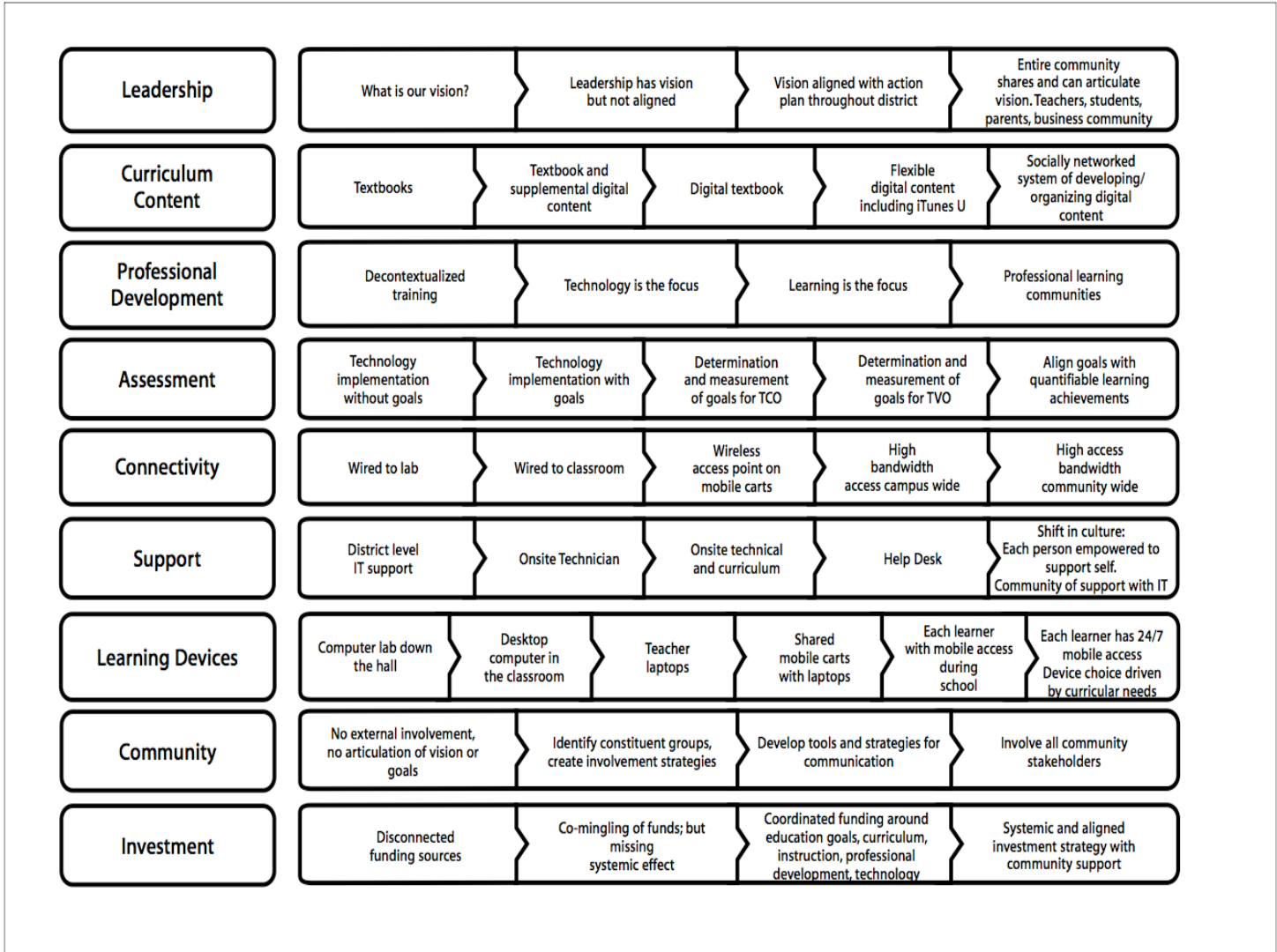
Evaluation:

- K-12 Insight Environment Study
- Bill Morris Community Study
- Longitudinal Assessment Review
- Student Perception Survey
- Man on the street \ Perkins



Podcasts on iTunes U: <http://tinyurl.com/aswernmayteach>

Project Planning Overview:



The glistering paradox of great education: It is not about answering test questions. It is about knowing that, when tested by the most grueling challenges ahead, you have the capacity to learn what is required to succeed. (Now You See It, C. Davidson, 2011)

School Staff Meetings

April 2012

Communications & Budget Updates

A Model of Excellence Among
Learning Communities

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Wayzata Public Schools

District Communications Update

Amy Parnell

**Director of Communications and
Community Engagement**

**A Model of Excellence Among
Learning Communities**

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Wayzata Public Schools

2011 Legislative Session– What We Know

- ★ **Small funding increases for 2011-12 and 2012-13 - \$50 per pupil**
- ★ **Literacy Incentive Aid – begins 2013**
- ★ **One time Aid for 20 largest districts**
- ★ **Aid payment delay to 60/40**

2011 Legislative Session – What We Know

- ★ **Alternative Facilities Program approved for Wayzata**
- ★ **Provides source of revenue for deferred maintenance only - resources can not be used for general operations of the district**
- ★ **\$10+ million in projects a year**

Overview of 2012 Legislature— What We Know

- ★ **It is not a funding year**
- ★ **District is seeking special legislation**
- ★ **Seeking flexibility in lease levy authority**
- ★ **Aid payment delay to 64.3/35.7 by state forecast**
- ★ **Governor vetoed accelerating to 70/30**

Current District Budget – 2011-2012 School Year

- ★ **2011 Laws provided \$600,000**
- ★ **District borrowed \$20 million**
- ★ **\$30,000 of interest costs**
- ★ **General fund budget mostly balanced**
- ★ **Shifts are mostly cash flow issues**

District Budget - Outlook 2012-2013 School Year

- ★ Annual inflation of \$3 million
- ★ End of Federal Jobs funds - \$850,000
- ★ \$30,000 of interest costs
- ★ Total \$3.9 million budget gap

Revenue increases to address 2012-13 Budget Gap (\$3.9 million)

- ★ **\$50 formula allowance increase – \$650,000**
- ★ **Referendum for additional resident students– \$350,000**
- ★ **Literacy Aid \$675,000**
- ★ **Remaining gap \$2.2 million (net)**

Strategies Under Consideration – 2012-13 Budget Gap (\$2.2 million)

- ★ **One time pilot project aid – \$1 million**
- ★ **Capital and Categorical transfers–
\$600,000**
- ★ **1% staff development - \$600,000**
- ★ **Other strategies as needed**
 - ★ Increase athletic and activity fees
 - ★ Carryover funds

How positioned for future years – 2013-2014

- ★ **\$1 million in one time aid expires**
- ★ **\$3 million inflationary increases**
- ★ **\$4 million potential funding gap**
- ★ **Legislature meets for funding year**

Discussion

★ **Amy Parnell ext 5068**

★ **Jim Westrum ext 5023**



April 18, 2012

School Attendance Boundary & School Start Times Study

Talking POINTS

School Attendance Boundary Study

- A process will soon be underway to study school attendance boundaries to balance the number of students in each of the district's seven elementary and three middle schools. Classroom additions have been approved for Greenwood, Oakwood and Sunset Hill to accommodate increased resident student growth within the district. These additions will be completed for the 2013-2014 school year, and any changes to attendance boundaries that are approved by the School Board, would also take effect for the 2013-2014 school year.
- The process to determine specific school attendance boundary changes is scheduled to begin this spring. A representative committee made up of parents and staff, along with principals and district administration, will meet to gather data and develop possible scenarios for changing boundaries. This committee will gather input and incorporate feedback on the possible redistricting scenarios from parents, staff and community members.
- A final redistricting plan will then be finalized and presented to the School Board for approval in November or December 2012. Any new school attendance boundaries will be in effect for the 2013-2014 school year.

School Start Times Study

- This same committee will be responsible for looking at school start times from a district wide K-12 perspective. Start times will be studied to determine if any changes should be recommended to the School Board. Parent and community feedback will be solicited and incorporated throughout the process and any recommendations would be brought to the School Board in November or December 2012.

Possible New Committee Structure

5 Major Standing Committees (meet monthly for probably 2 hours)

1. **Teaching and Learning**
2. **Finance**
3. **Facilities**
4. **Human Resources**
5. **Stakeholder Relationships**

6th Committee meets 3 times a year—Superintendent Evaluation and Comp.

What's different:

Technology part of Teaching and Learning and Finance and Facilities

Policy part of each committee—review policies in their area

OPEB Trust part of Finance comm.

Finance Comm. meets regularly and the CFAC planning is part of the meeting

Function of each committee is 1. Strategic planning and development

2. Oversight and monitoring

Alignment with Vision-- Teaching and Learning aligns with Student Learning
Facilities, Finance, and Human Resources align with
Operational Excellence
Stakeholder Relations aligns with Community Trust

Questions to consider:

1. Is the change radical enough—or have we gone “full circle?”
2. Do you like alignment with vision and different emphasis on function?
3. If committee meetings posted, do we want to allow/invite more than 3 Board members to participate if they so desire?
4. As we look at individual assignments to organizations and boards, how do we balance time, p.r., board role, etc. ? Do you feel overburdened with the “outside assignments?”

__ Current assignments:

QComp

287

CFAC

School clinic

MSBA

AMSD

LAC

WMEP

CICC

Community Ed.

Liaison

MSHSL

Wayzata Education Foundation (WPSEF)

CfKI (Caring for Kids)

Are there any to add—should we drop some—WHAT DO YOU THINK?

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - May 14, 2012 - 6:00 PM
Wayzata City Hall, 600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
 - A. Approval of Minutes
 1. Regular Meeting - April 9, 2012
 2. Special Meeting - April 23, 2012
 - B. Finance and Business Recommendations
 - C. Human Resource Recommendations
 - D. Supplemental Salaries for 2012-2013
3. REPORTS FROM ORGANIZATIONS
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
 - A. Student Council -
4. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 1. Board Policy and Regulations - First Reading
 - B. Curriculum and Instruction
 1. Approval of School Calendar - 2013 - 2014
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
 1. Resolution Regarding Termination and Non-Renewal of Teaching Contracts
5. OTHER BOARD ACTION
6. BOARD REPORTS
7. NEW BUSINESS
8. RECOGNITIONS
 - A. May Employee of the Month -
 - B. Elementary Student Recognition - 7:10 P.M.
 1. Knowledge Masters Open
 2. Destination Imagination
 3. Continental Math League
 4. Math Masters
 - C. INTERMISSION
 - D. Middle School Student Recognition - 7:35 P.M.
 1. Destination Imagination
 2. Continental Math League
 3. Minnesota Junior High Math League
 4. Spelling Bee
 5. State Honors Choir

6. MBDA Honor Band
7. WordMasters
8. Math Counts
9. American Mathematics Competition (AMC 8)
10. Northwestern University's Midwest Academic Talent Search
11. Knowledge Master Open

E. INTERMISSION

F. High School Student Recognition - 8:15 P.M.

1. Athena Award
2. National Merit Scholars
3. SkillsUSA
4. Business Professionals of America (BPA)
5. DECA
6. Knowledge Masters Open (KMO)
7. High School Math Team
8. Continental Math League
9. Future Problem Solvers
10. Chemistry Olympiad
11. Science Olympiad
12. Science Bowl
13. Quiz Bowl
14. Creative Writing
15. International Linguistics Olympiad
16. National Spanish Contest
17. National German Exam
18. National Latin Exam
19. State/National French Contest
20. Debate

9. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD

This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.

10. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – April 23, 2012

AGENDA SECTION: 8. ADJOURN

ITEM: _____

COMMENTS BY: Board Chair Hesby

If there is no additional business before the School Board, the Chair will adjourn the meeting.