

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - July 22, 2013 - 4:15 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

- | | | |
|----|--|----|
| 1. | CALL TO ORDER/ROLL CALL | 3 |
| 2. | ADMINISTRATIVE | |
| | A. Board Policy and Regulations 212 and 212-R - "Public Participation in School Board Meetings"
- C. Anderson - <i>10 minutes</i> | 4 |
| | B. Strategic Implementation - C. Anderson - <i>75 minutes</i> | 8 |
| | C. Referendum Package and Communications - C. Anderson, J. Westrum, A. Parnell, S.
McQueen - <i>75 minutes</i> | 78 |
| 3. | TEACHING AND LEARNING | |
| 4. | HUMAN RESOURCES | |
| 5. | FINANCIAL | |
| 6. | BOARD REPORTS | |
| 7. | SCHOOL BOARD | |
| | A. Tentative Board Agenda for August 12, 2013 - <i>5 minutes</i> | 81 |
| 8. | ADJOURN | 82 |

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

Special Meeting – July 22, 2013

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Droegemueller

John Moroz, Board Clerk, will call the roll:

	<u>PRESENT</u>	<u>ABSENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Susan Hayes 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
Independent School District 284
Wayzata, Minnesota

**PUBLIC PARTICIPATION IN SCHOOL
BOARD MEETINGS**

POLICY: 212

The School Board recognizes the value of participation by the public in deliberations and decisions on School District matters. At the same time, the School Board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.

The purpose of this policy is to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

It is the policy of the School Board to encourage discussion by citizens of subjects related to the management of the School District at School Board meetings and work sessions. The School Board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.

The School Board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

All citizens, including students, of the School District have a right to an opportunity to be heard by the School Board, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minnesota Statutes.

School District employees and School District students have a legal right to privacy related to matters which may come before the School Board as provided by Minnesota Law.

The School Board may decide to hold certain types of public meetings where the public will not be invited to address the School Board. Possible examples are work sessions and Board retreats. The public is entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the Board.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40 Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 122A.44 (Contracting with Teachers)
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

ADOPTED: March 18, 1996
AMENDED: November 8, 2004
AMENDED: February 11, 2008
REVIEWED: June 10, 2013

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

**PUBLIC PARTICIPATION IN SCHOOL
BOARD MEETINGS**

REGULATIONS: 212-R

The following procedures will be utilized to facilitate public participation in regular School Board meetings. The School Board will provide a specified period of time at the Board's regular monthly meeting where citizens may address the School Board on any topic, subject to the limitations of Policy 211. The School Board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

1. Citizens who wish to have a subject discussed at a public School Board meeting are encouraged to notify the Superintendent's office in advance of the School Board meeting. The citizen should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed.
2. Citizens who wish to address the School Board on a particular subject should identify the subject and identify agenda item(s) to which their comments pertain.
3. The School Board Chair will recognize one speaker at a time, and will rule out of order other speakers who are not recognized. Only those speakers recognized by the Chair are allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the School Board, or the proceedings may be directed to leave.
4. The School Board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the School Board. If a group or organization wishes to address the School Board on a topic, the School Board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
5. Matters proposed for placement on the agenda which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the School Board in accordance with governing law.
6. The School Board Chair shall promptly rule out of order any discussion by any person, including School Board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.

7. Personal attacks by anyone addressing the School Board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the School Board.
8. Depending upon the number of persons in attendance seeking to be heard, the School Board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient and fair opportunity for those present to be heard.

EFFECTIVE: February 11, 2008
REVIEWED: June 10, 2013



The Wayzata Way

*An Evolving Strategy to
Guide the Delivery of a Product Experience that
Reinforces our Brand Promise...*

“Excellence. For Each and Every Student.”

*A Report to the Wayzata Public Schools Board of Education
July 22, 2013*

*Prepared by:
Chace B. Anderson, Ph.D.
Superintendent of Schools
Wayzata Public Schools*

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Strategic Road Map

Wayzata Public Schools Strategic Roadmap December 12, 2011		Drivers of our Words and Actions
<p>Mission</p> <p><i>Our Core Purpose</i></p> <p>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.</p>	<p>Core Educational Values</p> <p>Achievement: Challenging oneself and others for excellence in all we do</p> <p>Collaboration: Working together to maximize opportunities and eliminate barriers to learning for all</p> <p>Community: Maintaining a sense of belonging to and responsibility for the broader community</p> <p>Equity: Meeting the specific needs of all students</p> <p>Integrity: Doing the right thing in the right way at the right time, even when no one is aware</p> <p>Respect: Valuing others for their diverse talents, backgrounds, cultures and viewpoints</p>	
<p>Vision</p> <p>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:</p> <p>Exceptional Student Learning, Experiences and Relationships:</p> <ul style="list-style-type: none"> • 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. <p>Community Trust, Confidence and Partnership:</p> <ul style="list-style-type: none"> • 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. <p>Operational Excellence:</p> <ul style="list-style-type: none"> • Attraction, development and retention of exemplary, creative and valued employees; • 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. 	<p>What We Intend to Create and Experience</p>	<p>Focused Allocation of Resources</p> <p>A. Increasing the high levels of student achievement and college/career readiness without predictable gaps.</p> <p>B. Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning.</p> <p>C. Supporting all staff in the increasing accountability for individual and collective performance.</p> <p>D. Enhancing the connection to and partnership with families and other constituents in our community.</p> <p>E. Implementing effective practices in governance, management and consultation.</p>

Approved by School Board: 12-12-11

Background Information

Creation of a Strategic Road Map and Strategy Map

The Wayzata Public Schools engaged in a comprehensive strategic planning process in 2011 culminating with the school board's approval of the Strategic Road Map (see page 2) in December of 2011. This process was facilitated by a consultant, Dennis Cheesebrow, from Teamworks International. His primary role was to help the district create a Road Map that would serve as a guiding document. The Strategic Road Map represents the highest of aspirations for the Wayzata Public Schools. Its component parts include: Mission, Vision, Core Educational Values and the Strategic Directions. Since its approval, the district leadership team has been working toward the design and implementation of a coordinated set of activities within a larger strategic portfolio management system. In addition, a Strategy Map has been evolving for quite some time (see page 3). The Strategy Map serves as a general work flow chart for the school district.

The Strategic Road Map and the Strategy Map represent "high level" aspirational and tactical schematics of the school district's focus and ultimate destinations. The purpose of this document is not to review the Road Map or the Strategy Map in great detail but to report on the current status of strategic implementation. Since the time when the Road Map was approved, the administrative team has gone about its standard work while doing some preliminary strategic implementation work. Individual departments and programs are in different stages of developing and implementing a work plan for their areas of responsibility that are congruent with the larger coordinated set of activities from throughout the district.

Two Strategic Program Portfolios are included in this packet: 1) the English Learner Program and 2) the Welcome Center Program. They serve as early prototypes intended to demonstrate a portfolio format that is evolving. Ms. Lori Fildes, Director of Special Services, and Ms. Kristin Tollison, Director of Administrative Services, will be in attendance at the July 22 school board work session in the role of "Primary Portfolio Sponsors" to present their work. This program portfolio structure has been designed in a manner consistent with some of the most notable strategy theorists. Some of their key research and implementation insights and recommendations are highlighted below.

In addition, brief executive summaries from the work underway in the Human Resources, Business and Finance, and Teaching and Learning departments are also included in this report. The executive directors of these three departments have been developing protocol for strategic implementation for use with their teams. Each executive director is doing excellent work in providing strategic leadership to their respective departments. Further, an early prototype of School Program Portfolio is being developed in an effort to create a common format for the presentation of specific school building reporting mechanisms. Board members will recall that in recent years, each school presented their "Site Improvement Plan" in alternating years. There has been an on-going interest in modifying the entire school (site) reporting process and that is currently underway.

Appreciation is extended to the people listed below for their pioneering work and diligent efforts expended toward the on-going development of the district's strategic portfolio management system. While others are currently engaged in the portfolio design work, these individuals have been particularly committed on helping to design and develop the early models that define the school district's strategic management system.

- Ms. Lori Fildes, Director of Special Services
- Ms. Ann Fehrenbach, Resource Teacher for EL and Title I Programs

- Ms. Kristin Tollison, Director of Administrative Services
- Ms. Annie Doughty, Executive Director of Human Resources
- Dr. Jill Johnson, Executive Director of Teaching and Learning
- Mr. Jim Westrum, Executive Director of Business and Finance

Within a reasonable timeframe, the work being done independently by all will coalesce into a systematic and dynamic strategy implementation process that will strengthen results and accountability.

To support the importance of multiple players being involved in the strategy development process, Lafley and Martin (2013) suggest that a goal of any organization should be to “create strategists at all levels of the organization. No individual, and certainly not the CEO, would try to craft and deliver a strategy alone. Creating a truly robust strategy takes the capabilities, knowledge, and experience of a diverse team, a close-knit group of talented and driven individuals, each aware of how his or her own effort contributes to the success of the group and all dedicated to winning as a collective.” (p. 138)

Further, “any new strategy is created in a social context; it isn’t devised by an individual sitting alone in an office, thinking his or her way through a complex situation. Rather, strategy requires a diverse team with the various members bringing their distinct perspectives to bear on the problem. A process for working collaboratively on strategy is essential, because all companies are social entities, made up of a diverse network of individuals with different agendas and ideas. Those people need to think, communicate, decide, and take action together, in order to accomplish anything meaningful.” (Lafley and Martin, 2013, pp. 176-177)

Strategic Work and Standard Work

Daily routines are comprised of a combination of standard work and strategic work. McChesney, Covey, and Huling (2012, p. 32) suggest that about 80% of a leader’s work should be standard work, or what they refer to as, “The Whirlwind.” Whirlwind Work is the work that “needs to be done” or “the work that finds us” simply due to our job descriptions and the general expectations and/or nature of a specific job. They further suggest that the remaining time, about 20%, should be committed to strategic work; the work that brings forth continuous improvement and innovation. Eventually, through repetition, what was once considered strategic work becomes institutionalized and evolves into standard work. Here is a metaphor to illustrate this concept. Consider the evolution of the seatbelt:

At one point seatbelts in cars were considered an innovation. Their original creation was likely someone’s strategic work with the intention of reducing highway fatalities and injuries from auto accidents. Seatbelts are now “standard equipment” in all cars. All manufacturers install them; not only because it is the law but because they could not imagine not doing this. Seat belts have become standardized.

Unfortunately, standard work has a way of squeezing out strategic work; sometimes to the point where little or no strategic work is happening. This is due, in part, to the fact that organizations have not traditionally been very good at the creation of a strategic management system that aligns and coordinates the activities of the organization. Such coordination of activities can accelerate the momentum with enhanced results and accountability for the organization’s objectives. The leadership team of the Wayzata Public Schools would likely confirm this, i.e., that its desire to engage more deeply in strategic work gets “hijacked” by circumstances that pull them deeper into their standard work. There is a collective interest within the leadership team of the district to strive toward a more congruent reflection of this 80% Standard Work and 20% Strategic Work concept.

A Strategy and Implementation Concept for the Wayzata Public Schools

The Definition of Strategy and the Core of Strategy

There is a plethora of great literature on the creation of and delivery of strategy. There are also many definitions of strategy. A few are listed here:

- Lafley and Martin (2013) state the following: “Strategy is about making specific choices to win in the marketplace. To put it another way, it is deliberately choosing a different set of activities to deliver unique value. Strategy is choice. Strategy is an integrated set of choices that uniquely positions the firm in its industry so as to create sustainable advantage and superior value relative to the competition” (p. 3).
- Greiner and Cummings (2009) suggest that “Dynamic strategy-making is a practical approach to setting and executing strategy on time and with ongoing revision in response to changing events. Dynamic strategy-making derives from our own research and consulting practice, as well as from the rapidly expanding knowledge in strategy and organizations. It offers a road map for navigating today’s strategy-making terrain, while recognizing that the journey’s success rests ultimately with organization members’ skills, commitment, and teamwork” (pp. 12-13).
- Sheehan (2010) defines strategy in this way: “Strategy is integrated and coherent explanation of how an organization is going to guide its performance in the future. It explains how its essential operations will interact with one another, and within the organization’s environment, to produce effective performance.” (p. 1)

The similarities between them seem to be the concepts of focus, an integrated set of choices, high performance, and adding value for customers. Another commonality regarding “strategy” is its relatively poor record of getting implemented. This is the case in both “for-profit” and “not-for-profit” organizations.

Literature Citations

This section will seek to highlight some of the works that have impacted this report. (Note: The “References and Literature Cited” page at the end of this report provides the full reference for the literature that is cited or that have had a significant impact in the portfolio system.) Further, this section offers some suggested answers to five questions posed by Lafley and Martin (2013) when organizations seek to define their strategy.

The following have been instrumental in the evolution of the creation of the Mission, Vision, Core Educational Values, and Strategic Directions of the school district:

1. The Wayzata Public Schools Board of Education;
2. The Wayzata Public Schools Leadership Council;
3. The Teachers and Instructional Support Staff of the district through their engagement with electronic and/or direct feedback in the information collection phases;
4. All other Staff of the school district through their engagement with electronic and/or direct feedback in the information collection phases;
5. Teamworks, International and Dennis Cheesebrow and their expertise and talent in the creation of Strategic Road Map and a Lag Indicator “VisionCard” process for determining desired results;

6. The Discipline of Market Leaders: Choose Your Customers, Narrow Your Focus, and Dominate Your Market, by Michael Treacy and Fred Wiersema;
7. Mission Impact: Breakthrough Strategies for Nonprofits, by Rob Sheehan.

The following groups, individuals, and authors had a significant impact upon the creation of the draft Strategic Program Portfolio concept (which is outlined in this report):

1. Playing to Win: How Strategy Really Works, by A.G. Lafley and Roger L. Martin.
2. Good Strategy, Bad Strategy: The Difference and Why it Matters, by Richard P. Rumelt.
3. Harvard Business Review, “What is Strategy?” by Michael Porter;
4. The Execution Premium: Linking Strategy to Operations for Competitive Advantage, by Robert S. Kaplan and David P. Norton;
5. The 4 Disciplines of Execution, by Chris McChesney, Sean Covey, and Jim Huling.

The models of strategy development and implementation outlined by Lafley/Martin and Rumelt have been particularly insightful. Their work is reflected deeply in the Strategic Program Portfolio prototypes. McChesney, Covey, and Huling’s work is primarily focused on the quality execution of the strategic work to achieve an organization’s “Wildly Important Goal.” They emphasize the measurement and accountability mechanisms that are essential to an effective strategic management system. Their work is currently reflected, to a lesser degree, in the current drafts of the district’s portfolio system. However, its significance will expand as the district’s Leadership Council works in cooperation with teachers and other instructional staff to develop appropriate lead indicators and effective and efficient ways of data collection around those indicators. It is anticipated that the work done in Professional Learning Communities will serve as an important accountability measure as this work evolves. It should be noted that the development and implementation of the strategic management system shouldn’t be considered to be a new initiative. Rather it is a system that will help the district to achieve greater alignment, streamline its work and hopefully alleviate anxiety or stress related to initiative fatigue and any resulting lack of clarity about the work of the district.

Other work that is cited and reflects and/or reinforces the work of the authors listed above and supports the design and implementation of a draft strategic portfolio system, include:

1. Dynamic Strategy Making: A Real Time Approach for the 21st Century Leader, by Larry E. Greiner and Thomas G. Cummings;
2. Understanding Michael Porter: The Essential Guide to Competition and Strategy, by Joan Magretta
3. Executing Your Strategy: How to Break It Down and Get It Done, by Mark Morgan, Raymond E. Levitt, and William Malek;
4. Focus: Elevating the Essentials to Radically Improve Student Learning, by Mike Schmoker;
5. Implementation: How to Transform Strategic Initiatives into Blockbuster Results, by Alan P. Brache and Sam Bodley-Scott.

A Framework for Organizational Strategy

Lafley and Martin (2013, pp. 14-15) guide organizations in defining their strategy by answering the five interrelated questions that are listed below. These five questions can serve as a quality framework around which to define a winning strategy for the school district.

1. What is your winning aspiration? The purpose of your enterprise, its motivating aspiration.
2. Where will you play? A playing field where you can achieve that aspiration.

3. How will you win? The way you will win on the chosen playing field.
4. What capabilities must be in place? The set and configuration of capabilities required to win in the chosen way.
5. What management systems are required? The systems and measures that enable the capabilities and support the choices.

The following responses to these five questions prepared by the superintendent provide guidance as the school district moves forward with its implementation of a dynamic strategic management system.

Question #1: What is your winning aspiration? The purpose of your enterprise, its motivating aspiration.

During the strategic planning process, many meetings and deliberations about the desired content of the Road Map occurred. The result was a totally revamped Mission and Vision. While many words comprise the Mission and Vision, when boiled down to its simplest form it is really about “Excellence. For Each and Every Student.” This is the “big target” or the “Wildly Important Goal” as defined by McChesney, Covey, and Huling (2012) and the ultimate in achievement that the district holds for all students.

“The importance of having this relatively simple statement of overall strategy is often overlooked by organizations in all sectors. Collins and Rukstad point this out in an article (Harvard Business Review, 2008, p. 84) ‘Can You Say What Your Strategy is?’” Specifically, they state:

“Companies that do not have a simple and clear statement of strategy are likely to fall into the sorry category of those that have failed to execute their strategy or, worse, those that never had one. In an astonishing number of organizations, executives, frontline employees, and all those in between are frustrated because no clear strategy exists for the company or its lines of business.

Leaders of firms are mystified when what they thought was a beautifully crafted strategy is never implemented. They assume that the initiatives described in the voluminous documentation that emerges from an annual budget or a strategic planning process will ensure competitive success. They fail to appreciate the necessity of having a simple, clear, succinct strategy statement that everyone can internalize and use as a guiding light for making difficult choices.” (Sheehan, p. 166)

The district’s previous Vision statement was “A model of excellence among learning communities.” The term “Excellence” from the former Vision, stood the test of time and remained as a major part of the new Vision and continues to serve as a beacon marking our destination. The revised Mission statement was significantly shortened and calls us toward these aspirations; 1) World Class Education, 2) Each and Every Student, 3) Thrive Today and Excel Tomorrow and 4) Ever-Changing Global Society. As noted earlier, it is suggested here that the district’s “simple, clear, succinct strategy statement” is “Excellence. For Each and Every Student.”

Question #2: Where will you play? A playing field where you can achieve that aspiration.

A core function of a school district is to help prepare its students for a productive and rewarding future. In general, this occurs within the classrooms of the school district and is complemented by all other life experiences. The reader is encouraged to envision a classroom that extends beyond the four walls of the traditional K-12 instructional space. Essentially, every facet of the school district and the community it is planted within is a “classroom.” Further, students, as never before, are in a position to have the world as

their classroom through advanced technology systems. Therefore, the classroom is now more broadly defined than ever before and “everywhere” is “where we play.” Every interaction serves as a “touch point” of opportunity where our students and community learn; together. Each day is filled with teachable moments and they occur in all corners of the school district and within the classrooms as described above. It is the venue where the work of the school district is delivered and communicated. In sum, the staff members and all others of the organization play everywhere and every action is a reflection of our highest aspiration of delivering “Excellence. For Each and Every Student.”

Question #3: How will you win? The way you will win on the chosen playing field.

Personalization and an unwavering focus on teaching, learning, and organizational excellence provide the guidance to how we engage on our playing field. While the work of Lafley and Martin (2013) focuses primarily on how corporate strategies should be developed and implemented, there are many applications to school districts. Great organizations are great organizations, regardless of whether they are “for-profit” or “not-for-profit” and independent of their endeavor.

Winning, Competition, and Creating Value

The terms Lafley and Martin (2013) use in their five key questions certainly would suggest strategy and its development is about competition and winning. However, “winning” or “competition” is summarized best by another great “strategy thinker,” Michael Porter (Magretta, 2012, pp. 14-15). His definition is a great match for what a school district’s ideals should deliver. “Competition,” according to Porter, is about having the right mindset that guides how an organization creates unique value for its customer. It is not about “being the best” but it is about “creating unique value” (Magretta, pp. 21-22). Porter discourages the goal of “being the best” as it is his belief that “best” is a subjective and relative term and difficult to measure. He poses the question: “Best; compared to what?” Porter suggests that a more important meaning of “competition” is about creating and delivering impressive value for constituents rather than chasing others and competing “to be the best.”

Many have written about how “value” is created within an organization. The Wayzata Public Schools Board of Education and the Leadership Council have become intimately (painfully perhaps!) familiar with the work of Treacy and Wiersema (1995) and their research and writings about three distinct “Value Disciplines.” Their research suggests two distinguishing characteristics of impressive and successful organizations.

First, successful organizations all have a priority focus on three key “value disciplines.” They are: Product Leadership, Operational Excellence, and Customer Intimacy. The work of Treacy and Wiersema is reflected in the District’s Vision; 1) Exceptional Student Learning, Experiences, and Relationships (Product Leadership), 2) Community Trust, Confidence and Partnership (Customer Intimacy), and 3) Operational Excellence (as it suggests).

Second, although they need to meet a high industry standard in all three of these areas, the great organizations choose one of the value disciplines to be the niche within which they create differentiating value for their customers; essentially “where they play” and “how they choose to win.”

When considering Porter’s definition of “competition” shared above, those that compete best are those who choose a value discipline that becomes their signature brand of excellence; how they deliver value to their customers. The importance of differentiation of value delivery is reinforced by Horwath (2009), Lafley and Martin (2013), Greiner and Cummings (2009), Morgan, Levitt, and Malek (2007) and essentially by all others choosing to write about effective strategy.

Simplicity, Clarity, and Priority

Mike Schmoker is a well-known and respected educational author. His book Focus (2011) outlines what he would consider to be the key characteristics of outstanding educational systems. Schmoker suggests solutions that meet the test of simplicity, clarity, and priority. His guidance; although it might be a bit oversimplified, seems worthy of paying attention to. His work is grounded in the belief that educational approaches should demonstrate simplicity, clarity and priority. He suggests the following as the three key essentials for schools:

- Ensure a “reasonably coherent curriculum” (what we teach);
- Ensure the delivery of “sound lessons” (how we teach); and
- Engage students in “far more purposeful reading and writing in every discipline or ‘authentic literacy’ (integral to both what and how we teach).”

He continues, “but as numerous studies demonstrate, these three essential elements are only rarely implemented; every credible study confirms that they are still pushed aside by various initiatives, every year, in the majority of schools” (p. 2). Further, “if we understand and embrace the concept of simplicity, which starts with the recognition that ‘less is more,’ then our schools will achieve what previous generations never thought possible” (p. 3). And, he summarizes by stating: it is important to “rely on our commitment to monitor the implementation of (these three key elements) and encourage teachers to work in teams to help each other to refine and improve on their design and execution. If they do, each of the above will improve dramatically and inexorably. It’s that simple” (p. 217).

Schmoker’s guidance to improve focus is convincing and congruent with the first two of the District’s five strategic directions;

1. Increasing the high levels of student achievement and college/career readiness without predictable gaps (a reasonably coherent curriculum---what we teach), and
2. Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning (sound lessons---how we teach).

These two aspects of the district’s strategic management system are and will continue to be high priorities in moving forward.

MyWay Learning Initiative

The school district engaged in its first year of implementation of its “MyWay” initiative during the 2012-2013 school year. MyWay is the name of the long-term effort underway to deepen the personalization of student learning by providing students with access to digital learning devices. A primary intention of this initiative is to expand the walls of the classroom, personalize learning, and to expand opportunities for “year-round learning.” An overriding goal of MyWay is to complement our current work with another a powerful tool to increase students’ reach, and to help the school district provide a world-class and a more personalized student learning experience.

Question #4: What capabilities must be in place? The set and configuration of capabilities required to win in the chosen way.

The essential capabilities necessary for effective strategy implementation are encompassed within the teachers and all other staff members in the school district. In effect, the departments of Teaching and

Learning, Human Resources, and Business and Finance provide key leadership roles to ensure the necessary capabilities are in place. For example:

- Teaching and Learning: Educational program and staff instructional delivery.
- Human Resources: Systems for hiring and developing the district's professional staff.
- Business and Finance: Financial stability and efficient Maintenance, Food Service, Transportation systems along with effective and welcoming "on-boarding" activities of new students and families.

Key roles are also provided by the departments of Special Services, Technology, Communications and Community Engagement, and Community Education. When a positive school district culture is in place, it is certainly to the credit of the cohesive and collective efforts of all of these departments as they ensure the key capabilities, essential for teachers' ability to successfully meet students' needs, are in place and of high quality. Their collective efforts allow the district to continue delivering an excellent educational program with solid critical support functions.

This really speaks to the importance of alignment of all of these departments throughout the school district. A coordinated effort to align the activities across the district is essential. The creation of an integrated strategic management system will accomplish this. Two citations noted below reinforce the significance of such alignment.

"An outstanding corporate strategy is not a random collection of individual building blocks but a carefully constructed system of interdependent parts. In a great corporate strategy, all of the elements (resources, businesses, and organization) are aligned with one another. That alignment is driven by the nature of the firm's resources; its special assets, skills and capabilities." (Kaplan and Norton, 2008, pp. 125-126)

As suggested by Covey, "If path-finding identifies a path, aligning paves it. Organizations are perfectly aligned to get the results they get. Think about that. If you are not getting the results you want, it is due to a misalignment somewhere in the organization and no pushing, pulling, demanding, or insisting will change a misalignment." (Morgan, Levitt, Malek, 2007, p. 239)

Achieving alignment and maximizing results is a team effort and all departments of the school district will deliver customer intimacy and personalization through their own unique set of activities. Knowing our students' needs, creating and delivering the best total solution to meet their needs, and maintaining an unwavering focus on the difference-making activities, comprise the heart of the Wayzata Public Schools strategy. In other words: "Excellence. For Each and Every Student."

Treacy and Wiersema's (1995) concepts of "customer intimacy" and "best total solution" offer deeper insight to what it means for us all to deliver a promise of excellence.

Customer Intimacy

"What's still in short supply, though, is the ability to effect change, to get things implemented, to make things happen. That's the value provided by customer-intimate companies. Deeply rooted in the culture of a customer-intimate company is the sense that if the client does well, I've done well and we've done well. Customers deserve nothing less than service that dazzles, that awes. For successful customer-intimate companies, mythology supports a strong culture, one that tells employees: Do whatever it takes to please the customer." (p.135)

Best Total Solution

“For a company to become truly customer-intimate, and not just another customer-responsive supplier, it must decide; and throw its full weight behind that decision; to offer clients: expertise that drives client performance; a willingness to share in client’s risks; and real, meaningful tailoring and customization of products and services, not useless “value-added” service. All in all, the bright glow cast by customer-intimate companies, what draws to them the most loyal of customers, is generated by a canny weave of strategies, superior personnel with unparalleled know-how, application of the newest and finest techniques to the customer’s vital processes, and an extended network of product and service capabilities. That glow signals one thing: solution. Solution, like strategy and reengineering, is a concept that is often referred to, but infrequently practiced. But in the customer-intimate company, solution is the foundation of an aggressive and highly successful enterprise.” (p. 142)

As espoused by Schmoker (2011) a sound curriculum, effective instructional design and delivery, and continued or expanded focus on reading, writing, and speaking meets the test of initiative simplicity and serves as an intriguing recipe for educational excellence. One district priority is the creation and maintenance of an excellent product (the curriculum and instructional delivery...key elements identified by Schmoker and defined by the district’s first two strategic directions). A second priority is to remain operationally excellent and efficient (prudent use of district resources and streamlined administrative processes). However, the differentiator for the school district is in how it personalizes the learning experience for each and every student. This is where our teachers and other staff seek to add value; to “compete” as defined by Porter (1996).

Question #5: What management systems are required? The systems and measures that enable the capabilities and support the choices.”

Strategic Project Portfolios

Successful implementation of a strategic management system is often cited as the most important component of strategic progress in organizations. “In large measure, the success or failure of strategic execution rests on how an organization governs its project portfolio.” (Morgan, Levitt, Malek, 2007, p. 144) Unfortunately, organizations adept at strategic implementation are not the norm. To support this grim analysis, here are two excerpts:

Studies have found that less than 10% of effectively formulated strategies carry through to successful implementation. So something like 90% of companies consistently fail to execute strategies effectively.” (Morgan, Levitt, Malek, 2007, p. 1)

They continue by indicating that “the absence of a dynamic strategic system that permeates the entire firm explains why, in our opinion, many organizations are not able to execute their strategies and revise them in a timely way. They continue to hold on to outdated planning and execution methods where strategy becomes lost in the trees of everyday operational problems, never reaching (those who) need to embrace the strategy and act it out with customers.” (Greiner and Cummings, 2008, p. 43)

The Strategic Program Portfolio

The following section provides additional definition to the Strategic Program Portfolio. It includes two prototypes that have been recently developed for the English Learners Program and the Welcome Center Program. Each department or division of the school district is in varying stages of developing a Strategic Program Portfolio that serves as that department's work plan. Each plan will include key lag and lead measures. The lag measures represent the end results that are sought through the activities of the department or division. It is similar to what is often referred to in the educational world as "summative evaluation." In other words, it measures the end result after the instruction or intervention has been implemented. The lead measures can be compared to "formative evaluation," a term that is oftentimes used in education as the "progress checks" during the course of a unit or during any given school year. It provides the teacher with "check-points" that are indicators for whether the student is on track or not. McChesney, Covey, and Huling (2012, p. 299) described each measure in the following way:

- **Lag Measure:** The measure of goal achievement. A historical measure of performance, e.g., end-of-year revenue, quality scores, customer satisfaction numbers. Lag measures are typically easy to measure but difficult to influence directly. A lag measure is always expressed in terms of 'from X to Y by when.'
- **Lead Measure:** The measure of an action planned and taken as a means to achieving a goal. Unlike lag measures, lead measures are able to be influenced by the team and predictive of the goal. Good lead measures are the highest-leverage activities a team can engage in to ensure execution of the goal; therefore, lead measures are carefully tracked on the team scoreboard. The lead measures constitute the team's 'strategic bet' that if they take these measures they will execute the goal with excellence; thus, one purpose of the execution process is to test the lead measures to determine as quickly as possible if the bet is a good one.

Two departmental program portfolios are presented in this report and serve as excellent models; the English Learners Program and the Welcome Center Program. These Program Portfolios identify the key lag measures and also outline the activities assessed by lead measures. Each of the identified "Projects" was determined through problem identification or a challenge to be solved. The portfolios are comprised of projects. Each project has the following general characteristics (Rumelt, 2011, p. 77)

- 1) A diagnosis that defines or explains the nature of the challenge. A good diagnosis simplifies the often overwhelming complexity of reality by identifying certain aspects of the situation as critical.
- 2) A guiding policy for dealing with the challenge. This is an overall approach chosen to cope with or overcome the obstacles identified in the diagnosis.
- 3) A set of coherent actions that are designed to carry out the guiding policy. These are steps that are coordinated with one another to work together in accomplishing the guiding policy." (pp.77-78)

Such structures within organizations are supported by those who specialize in the creation and implementation of effective strategy; specifically:

"Strategy implementation ultimately coalesces into what we call a 'Strategic Master Project Plan,' which is a compilation of all the initiatives that need to be deployed to achieve the vision. This 'plan of plans' is the top team's view of all the pieces of the strategy implementation puzzle. If used wisely, it avoids both fragmentation of the strategy implementation effort and issue clog." (Brache and Bodley Scott, 2006, pp. 29-30)

Aligning Projects, Programs, and Portfolios

“A project is simply a defined set of deliverables that will be accomplished by a defined set of tasks (Tailored Set of Activities) to which resources and time have been allocated. Think of projects as the ‘atoms’ of strategic execution. They are the low-level, well defined packages of work that enable strategic execution.

In many cases, a cluster of related projects must be performed in close coordination, often sharing some key resources, in order to accomplish a strategic goal. This cluster of interdependent projects is called a program. Think of programs as the ‘molecules’ of strategic intent, in which specific clusters of project ‘atoms’ are tightly bound to one another by technical and organizational bonds to yield higher-level strategic deliverables.

The planned portfolio is simply the complete set of projects and programs that have been selected to execute an organization’s strategic intent. The current status of the organization’s set of ongoing projects and programs represents its real, on-the-ground portfolio. In the unlikely event that all projects and programs are proceeding exactly as planned, the real portfolio of ongoing projects and programs is identical to the planned portfolio. In practice, the real portfolio always diverges from the planned portfolio to a greater or lesser extent.” (Morgan, Levitt, Malek, 2007, pp. 185-186)

Closing Thoughts

The material that has been presented thus far and that follows should be considered to be in draft form. A number of people have committed time and energy to begin this journey of creating a strategic portfolio management system. Work that remains on this system includes, but is not limited to:

1. The further refinement of the portfolios for each departmental area;
2. The creation of a solid prototype portfolio for school buildings;
3. The development of an efficient means by which to collect “lead measure” data for the tailored set of activities;
4. A continuous pursuit of organizational alignment;
5. Continuous communication about the district’s strategic work;
6. And, undoubtedly, many other discoveries that are yet to be made.

It is felt that the district is making good progress toward the implementation of a strategic management system. However, much work remains.

The reader is left with the following excerpt to serve as a picture of maintaining and improving the school district’s dynamic and strategic culture of excellence:

“Leaders unleash enormous internal creativity and energy when they can appeal to employees’ desire to work for a successful organization that makes a positive contribution to the world. Employees want to take pride in the organization in which they spend much of their waking lives. They should understand how the success of their organization creates benefits not only to shareholders but also to customers, suppliers, and the communities in which it operates. Employees should feel that their organization functions both efficiently and effectively. No one enjoys working for a failing, underperforming enterprise. Employees should be reassured that the organization does not squander resources in pursuit of its mission. Poorly functioning organizations, bureaucracies that hamper decision making, and turf battles arising from the narrow-mindedness often spawned by functional silos are visible to everyone and demoralizing to all. (Kaplan and Norton, 2008, p. 141)



-DRAFT-
July 15, 2013
English Learners
Strategic Program Portfolio

Director of Special Services
Consulting Associate Principal
Resource Teacher for EL and Title I Programs
English Learner Teachers

Lori Fildes
Alison Nisbet
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Eram Mashadi
Sue Petersen
Fauzia Siddiqui
Terrie Ziesel

A number of paraprofessionals work in cooperation with EL and classroom teachers and serve as an invaluable resource to support student learning. Their efforts are greatly appreciated!

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Wayzata Public Schools Strategic Roadmap

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

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the schools of 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 valued employees;
- 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.

Core Values (Driver of our Words and Actions):

Achievement:	<i>Challenging oneself and others for excellence in all we do</i>
Collaboration:	<i>Working together to maximize opportunities and eliminate barriers to learning for all.</i>
Community:	<i>Maintaining a sense of belonging to and responsibility for the broader community.</i>
Equity:	<i>Meeting the specific needs of all students.</i>
Integrity:	<i>Doing the right thing in the right way at the right time, even when no one is aware.</i>
Respect:	<i>Valuing others for their diverse talents, backgrounds, cultures and viewpoints.</i>

Strategic Directions (Focused Allocation of Resources):

- A. Increasing the high levels of student achievement and college/career readiness without predictable gaps.
- B. Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning.
- C. Supporting all staff in the Increasing accountability for individual and collective performance.
- D. Enhancing the connection to and partnership with families and other constituents in our community.
- E. Implementing effective practices in governance, management and consultation.



Introduction and Background Information

EL Student Demographics: A Growing Population

“The number of ELLs attending US schools has grown dramatically over the past 25 years, and it appears that this number will continue to increase. Between 1979 and 2003, the overall number of school-age children (ages 5-17) increased by 19%. However, during this same time period, the number of children who spoke a language other than English at home increased by 161%; of those, the number who spoke English with difficulty (i.e., less than ‘very well’) grew by 124%. Overall, 5.5% of the school-age population in the US speaks a language other than English at home and speaks English with difficulty, but this number varies when the nation is broken down by region. Regional percentages range from 8.7% in the West to 3.2% in the South (US Department of Education, National Center for Education Statistics, 2005). (Classroom Instruction that Works with English Language Learners, Jane D. Hill, Kathleen M. Flynn, ASCD, 2006.)”

Hattie’s Core 5 – Five Big Influences on Student Learning

Wayzata Public Schools Teaching and Learning Team have identified five areas identified by John Hattie as influencing student achievement for all learners. For Wayzata, this has been termed, “The Core 5.” In the field of education, John Hattie is known as a seminal researcher. His 2006 book, Visible Learning, synthesizes over 800 meta-analyses relating to student achievement. His research findings have proven surprising to many, but they shed light on what key practices and approaches make a difference for students. In his subsequent book, Visible Learning for Teachers, Hattie offers practical guidance on how to implement the strategies that most positively impact student learning. Among the most impactful are: Setting and communicating learning targets, formative assessment, classroom discussion, feedback, and teacher-student relationships. Professional development, teacher evaluation, and teamwork will focus on these areas, thereby maximizing student achievement.

Schmoker’s Key Elements

In addition to Hattie’s research on impacting learning, Mike Schmoker, in his 2011 book, Focus: Elevating the Essentials to Radically Improve Student Learning, recommends building on three core elements: a focused curriculum, clear lessons, and authentic literacy. He says, “There is always a temptation to add fresh material in the concluding chapter of a book. Not this time. I would merely like to say: We know what to do, so please, let’s do it. If you’ll allow just a little more repetition in what has been admittedly repetitious book:

- We know what a sound, coherent curriculum is. Let’s build one for every course we teach, with common assessments, and then actually monitor to ensure that it’s being taught.
- We know, now more than ever, that structurally sound lessons will literally multiply the number of students who will be ready for college, careers, and citizenship.
- We know that students desperately need to do lots of meaningful reading and writing, along the lines described in these chapters, and that this does not necessitate inordinate amounts of paper grading. Let’s stop making excuses for not doing it.

- We know that the implementation of all of the above relies on our commitment to monitor that implementation and encourage teachers to work in teams to help each other to refine and improve on their design and execution. If they do, each of the above will improve dramatically and inexorably. It's that simple.”

The work of Wayzata Public Schools’ EL team addresses the issues raised generally in the field of education by Hattie and Schmoker, and also includes areas of concern specific to the education of ELs. The recent adoption of new EL standards by the State of Minnesota requires a fresh look at the instruction of ELs. To help address the changing landscape of EL education, organizations such as WIDA provide tools for addressing the needs of ELs. The projects described in this portfolio have been chosen to enhance student achievement, and to equip students and staff with skills to carry them into the future by using these tools and aligning with district initiatives.

The data listed below is taken from the Minnesota Department of Education report of Annual Measurable Achievement Objectives for Wayzata Public Schools. This data is based on assessment results from the 2011-12 school year. The Progress and Attainment rates listed below are calculated using ACCESS for EL’s and are based on Wayzata’s school EL population.

AMAO 1: PROGRESS toward English Language Proficiency

State Progress Target	30.56%
Number of English Learners (those with two years of ELP assessment scores)	155
Number of English Learners making Progress	78
Percent Making Progress	50.32%
Met Progress AMAO 1	Yes

AMAO 2: ATTAINMENT of English Language Proficiency

State Attainment Target	8.33%
Number of English Learners (those enrolled during the ELP testing window)	213
Number of English Learners Attaining Proficiency	50
Percent Attaining Proficiency	23.47
Met Attainment AMAO 2	Yes

AMAO 3: ACADEMIC ACHIEVEMENT and SUCCESS

The reading and math proficiency indices, participation rates, attendance rates and graduation rates listed below are the same as the Adequate Yearly Progress (AYP) measurements for the EL subgroup at the LEA level. The reading and math information is generated using the Minnesota Comprehensive Assessments (MCA) or the appropriate alternative assessment.

AYP EL Indicators	Student Count	Index/Rate	Target	Met AMAO
Math Participation	86	98.84	95.00	Yes
Reading Participation	89	100.00	95.00	Yes
Math Proficiency	138	69.93	40.12	Yes
Reading Proficiency	138	75.00	50.85	Yes
Other Indicator – Attendance	207	95.86	90.00	Yes
Other Indicator – Graduation	Cell size too small to measure			N/A

Summary: AMAO Results

Met AMAO 1: Progress toward English Proficiency	Yes
Met AMAO 2: Attainment of English Language Proficiency	Yes
Met AMAO 3: Academic Achievement and Success	Yes
Met OVERALL AMAO	Yes

AMAO Status History

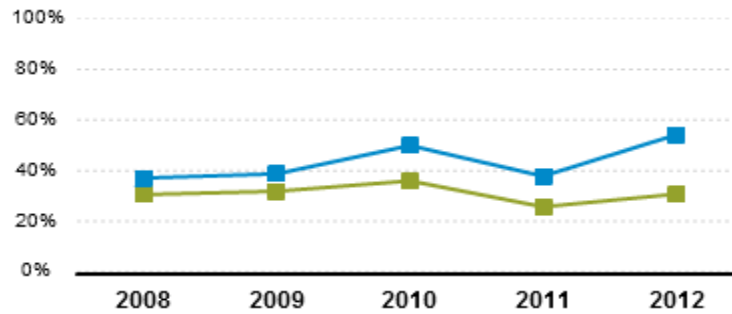
Year	2004	2005	2006	2007	2008	2009	2010	2011	2012
Met Overall AMAO	Yes	Yes	Yes	No	No	No	No	Yes	Yes

The graphs below are taken from the data and reporting analytics section of the MDE website and describe Wayzata Public School English Learner proficiency trend data for Reading and Mathematics for the years 2008-2012. Also depicted is a comparison of Wayzata ELs to ELs Statewide.

Trend Proficiency

Math All Grades

EL

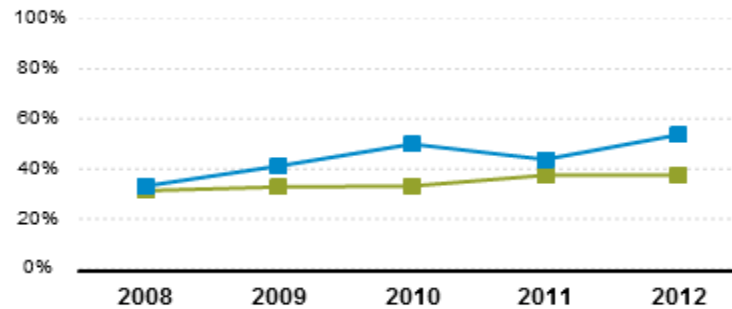


	2008	2009	2010	2011	2012
STATEWIDE	30.6%	31.9%	36.0%	25.8%	30.8%
WAYZATA PUBLIC ..	37.1%	38.8%	50.0%	37.9%	54.2%

Trend Proficiency

Reading All Grades

EL



	2008	2009	2010	2011	2012
STATEWIDE	31.5%	32.9%	33.3%	37.6%	37.7%
WAYZATA PUBLIC ..	33.3%	41.3%	50.0%	43.9%	53.7%

LAG INDICATORS

Annual Measurable Achievement Objectives (AMAO) for English Learners (ELs):

- Specific Metrics:**
- EL-AMAO-1: Progress Toward English Learning Proficiency*
 - EL-AMAO-2: Attainment of English Language Proficiency*
 - EL-MMR-1: Percent Proficiency of EL Students in Reading*
 - EL-MMR-2: Percent Proficiency of EL Students in Mathematics*

Lag Indicator Metric: EL-AMAO-1: Progress Toward English Learning Proficiency				
Level 01	Level 02	Level 03	Level 04	Level 05
Intervention Required	High Concern	Baseline	Progressing	Vision
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
30% or less to 39% of EL Students Making Progress toward English Language Proficiency	40% to 49% of EL Students Making Progress toward English Language Proficiency	50% to 59% of EL Students Making Progress toward English Language Proficiency	60% to 69% of EL Students Making Progress toward English Language Proficiency	70% or more of EL Students Making Progress toward English Language Proficiency

Lag Indicator Metric: EL-AMAO-2: Attainment of English Language Proficiency				
Level 01	Level 02	Level 03	Level 04	Level 05
Intervention Required	High Concern	Baseline	Progressing	Vision
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
20% or less to 24% of EL Students Attaining English Language Proficiency	25% to 29% of EL Students Attaining English Language Proficiency	30% to 34% of EL Students Attaining English Language Proficiency	35% to 39% of EL Students Attaining English Language Proficiency	40% or more of EL Students Attaining English Language Proficiency

Lag Indicator Metric: EL-MMR-1: Percent Proficiency of EL Students in Reading				
Level 01	Level 02	Level 03	Level 04	Level 05
Intervention Required	High Concern	Baseline	Progressing	Vision
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
30% or less to 39% of EL Students Proficient in Reading	40% to 49% of EL Students Proficient in Reading	50% to 59% of EL Students Proficient in Reading	60% to 69% of EL Students Proficient in Reading	70% or more of EL Students Proficient in Reading

Lag Indicator Metric: EL-MMR-2: Percent Proficiency of EL Students in Mathematics				
Level 01	Level 02	Level 03	Level 04	Level 05
Intervention Required	High Concern	Baseline	Progressing	Vision
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
30% or less to 39% of EL Students Proficient in Mathematics	40% to 49% of EL Students Proficient in Mathematics	50% to 59% of EL Students Proficient in Mathematics	60% to 69% of EL Students Proficient in Mathematics	70% or more of EL Students Proficient in Mathematics



English Learners Program Gold Card

Lag Indicators	Lag Indicator Scorecard (Specific Metrics)	Date Target Set	2012 Previous Score	2013 Current Score	2014 Target Score	Actual Score on Target Date	Difference Target vs. Actual
Special Services: English Learners							
Metric Reference							
Lag Indicator Metrics							
BL-AMAO-1	Percentage Making Progress Toward English Language Proficiency	9/1/2013	3.3	3.3	3.4	3.3	-0.10
BL-AMAO-2	Percentage Attaining English Language Proficiency	9/1/2013	3.3	3.3	3.9	3.3	-0.60
BL-AMMR-1	Percentage Proficiency of EL Students in Reading	9/1/2013	3.3	3.3	3.9	3.3	-0.60
BL-AMMR-2	Percentage Proficiency of EL Students in Mathematics	9/1/2013	3.3	3.3	3.4	3.3	-0.10
TBD							
TBD							
Summary Score of Key Lag Indicators for this Portfolio							
			3.30	3.30	3.40	3.30	-0.10

Year-to-Year Change in Proficiency

2008: 80% (90%), 80% (85%), 80% (85%)
 2009: 85% (90%), 85% (90%), 85% (90%)
 2010: 90% (95%), 90% (95%), 90% (95%)
 2011: 95% (100%), 95% (100%), 95% (100%)
 2012: 100% (100%), 100% (100%), 100% (100%)

Year-to-Year Change in Proficiency

2008: 80% (85%), 80% (85%), 80% (85%)
 2009: 85% (90%), 85% (90%), 85% (90%)
 2010: 90% (95%), 90% (95%), 90% (95%)
 2011: 95% (100%), 95% (100%), 95% (100%)
 2012: 100% (100%), 100% (100%), 100% (100%)

LEAD INDICATORS: Projects, Tailored Set of Activities, & Metrics

PROJECT TITLE ENGLISH LEARNERS PROJECT #1 ENGLISH INSTRUCTION

This Project aligns with the following Strategic Direction(s):

- Strategic Direction A: Increasing the high levels of student achievement and college/career readiness without predictable gaps.
- Strategic Direction B: Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning.
- Strategic Direction C: Supporting all staff in the Increasing accountability for individual and collective performance.

Analysis of the rationale for prioritizing this Project area (Diagnosis):

State and Federal accountability measures assist the school district in determining achievement for ELs. They include ACCESS, MCA, MCA-M, and MTAS. In addition to these accountability measures, licensed professionals use data derived from NWEA MAP, common assessments, and classroom formative assessments. In analyzing data from the accountability measures, Wayzata ELs outperform ELs statewide. However, a gap exists between the achievement of Wayzata ELs and all Wayzata students. This is the focus of our work.

Obstacles to be overcome for successfully achieving Project goals (Guiding Policies):

We believe our schools are enhanced by the presence of students who come from a variety of linguistic backgrounds. We provide English Learner services to approximately 200 students annually. These students come to Wayzata Public Schools with a wide range of needs. By definition, an English Learner is one that experiences difficulty in accessing the general curriculum due to the fact the curriculum is taught in English. Seeking to build on students' strengths, we design our program to support students learning English in ways that allow them to access the curriculum and develop English language proficiency.

Our work with students is framed by WIDA's Guiding Principles of Language Development:

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
2. Students' home, school, and community experiences influence their language development.
3. Students draw on their metacognitive, metalinguistic, and meta-cultural awareness to develop proficiency in additional languages.
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
5. Students learn language and culture through meaningful use and interaction.
6. Students use language in functional and communicative ways that vary according to context.
7. Students develop language proficiency in listening, speaking, reading, and writing inter-dependently, but at different rates and in different ways.
8. Students' development of academic language and academic content knowledge inter-related processes.

9. Students’ development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
10. Students’ access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

Source: <http://www.wida.us/aboutus/AcademicLanguage/>

PROJECT DETAIL
ENGLISH LEARNERS PROJECT #1
ENGLISH INSTRUCTION

Tailored Set of Activities and Performance Metrics

(The actions and initiatives considered most likely to produce strong lead indicator results and accelerate lag indicator results.)

**EL-PR1-EI1: Progress Monitoring Rubrics and Using Performance Definitions
 (Formative Assessment)**

Continuous progress monitoring is essential in order for teachers to assess the effectiveness of their instruction on student learning. WIDA provides tools that can be used for progress monitoring. The writing and speaking rubrics offer guidance for goal setting and on-going formative assessment. In addition, the Performance Definitions are the criteria that are used to determine proficiency levels. These criteria describe the language ELs will process, understand, produce, or use. They include all three features of academic language – vocabulary usage, language forms and conventions, and linguistic complexity. This activity, conducted in conjunction with parent/teacher conferences will allow teachers to use specific formative assessment to inform their instruction with students and to give parents feedback on their child’s growth.

Lead Indicator Metric: EL-PR1-EI1: Progress Monitoring Rubrics and Using Performance Definitions (Formative Assessment)				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
< 4 EL Teachers report completing formative assessment	Teachers report using Formative Assessments 60% to 69% of lessons taught.	Teachers report using Formative Assessments 70% to 79% of lessons taught.	Teachers report using Formative Assessments 80% to 89% of lessons taught.	Teachers report using Formative Assessments with 90% or more of lessons taught.

EL-PR1-EI2: English Learner Teachers will use Learning Targets

In his book, Visible Learning for Teachers: Maximizing Impact on Learning, John Hattie has identified learning targets to be one of the key influences on student learning. For English Learners, emphasizing a specific focus on language skill and development through clearly identified learning targets is critical. English Learner teachers will write learning targets that are specific and measurable, communicating these to their students, daily.

Lead Indicator Metric: EL-PR1-EI2: English Learner Teachers will use Learning Target Assessment				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Teachers report using Learning Targets 50% or less to 59% of lessons taught.	Teachers report using Learning Targets 60% to 69% of lessons taught.	Teachers report using Learning Targets 70% to 79% of lessons taught.	Teachers report using Learning Targets 80% to 89% of lessons taught.	Teachers report using Learning Targets with 90% or more of lessons taught.

EL-PR1-EI3: Professional Development Outcome Data

The Wayzata Public School’s Teaching and Learning Leadership Team has provided guidance to all teachers regarding the focus of teaching and learning. A specific emphasis is being placed on John Hattie’s book, Visible Learning for Teachers: Maximizing Impact on Learning with a focus on five key influences on student learning; learning targets, formative assessment, feedback, discussion, and relationships. Professional development for the EL team will focus on the application of these five influences.

Lead Indicator Metric: EL-PR1-EI3: Professional Development Outcome Data				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
40% or lower to 49% of EL staff score 90% or higher on the “Five Key Influences” professional development checklist administered quarterly	50% to 69% of EL staff score 90% or higher on the “Five Key Influences” professional development checklist administered quarterly	70% to 79% of EL staff score 90% or higher on the “Five Key Influences” professional development checklist administered quarterly	80% to 89% of EL staff score 90% or higher on the “Five Key Influences” professional development checklist administered quarterly	90% or more of EL staff score 90% or higher on the “Five Key Influences” professional development checklist administered quarterly

LEAD INDICATORS: Projects, Tailored Set of Activities, & Metrics

PROJECT TITLE ENGLISH LEARNERS PROJECT #2 PERSONALIZED LEARNING

This Project aligns with the following Strategic Direction(s):

- Strategic Direction A: Increasing the high levels of student achievement and college/career readiness without predictable gaps.
- Strategic Direction B: Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning.

Analysis of the rationale for prioritizing this Project area (Diagnosis):

ELs are a heterogeneous group. They come to school with a wide range of knowledge and skill. While some ELs have studied English previously and are literate in their first language, others may have had little or no exposure to English or have limited formal schooling. As with every educational endeavor, the path to English proficiency varies depending on a number of factors. Given these differences among ELs, teachers need to have a number of different tools and strategies available to them for teaching English.

MyWay is the name of the long-term effort underway in the Wayzata Public Schools to make sure that each and every one of our over 10,000 students, including ELs are prepared to thrive today and excel tomorrow in an ever-changing global society. As a part of MyWay, we are committed to putting digital learning devices (iPads) in the hands of students. At its core, the overriding goal of MyWay is to provide a world-class and personalized student learning experience.

MyWay provides a way to offer instruction tailored to meet the needs of ELs. The integration of the MyWay work into personalized learning for ELs responds to the section of the District's Vision that provides for the following:

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

MyWay goes far beyond just giving students iPads. It is about putting the world in their hands. It's a learning initiative aimed at providing all students with personalized learning experiences that stimulate creativity and imagination. We want students to experience, connect and interact with the world in ways that traditional textbooks and curriculum alone can't provide.

Obstacles to be overcome for successfully achieving Project goals (Guiding Policies):

ELs face unique challenges that are different from their English-speaking peers. These challenges may include limited or different background knowledge and underdeveloped vocabulary and oral language fluency in English. These challenges can prevent the EL from being able to fully participate in the general education classroom, requiring teachers to have the skills and tools necessary to differentiate for these unique learners.

As reported to the Wayzata School Board on February 25 2012 in the *iPad Learning Tool Idea Brief*, the following is the premise for the MyWay effort:

Purpose:

- A. Increasing the high levels of student achievement and college/career readiness without predictable gaps.
- B. Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning.
- C. Supporting all staff in the Increasing accountability for individual and collective performance.
- D. Enhancing the connection to and partnership with families and other constituents in our community.

Goals:

- Personalized Education
- Individualized Education
- Connection, Collaboration and Creativity
- K-12 Media \ Teach and STEAM Implementation
- Core Curriculum enhancement, extension and intervention
- Digitalization of the educational process
- Delivery tool for key learning systems and processes
- Reduction in printing and paper consumption
- 24/7 Access to Teaching and Learning

iPads in Education:

The Apple iPad is poised to help transform learning as we know it. The iPad is an ideal product for education because it can support students in problem solving by facilitating easy access to the wide world of information, provides easy to use ways to collaborate with people near and far, and it provides easy to use tools for personal expression. Using iBooks, iTunes and the hundreds of thousands of resources available for the iPad, provides innovative and up-to-date resources for all our students. The potential for success is unlimited.

PROJECT DETAIL

***ENGLISH LEARNERS PROJECT #2
PERSONALIZED LEARNING***

Tailored Set of Activities and Performance Metrics

(The actions and initiatives considered most likely to produce strong lead indicator results and accelerate lag indicator results.)

EL-PR2-PL1: Integrating iPad technology into EL instruction

The iPad is an ideal product for education because it supports students in problem solving by facilitating easy access to the wide world of information. It provides ways to collaborate with people near and far and it offers easy-to-use tools for personal expression. Using iBooks, iTunes and the hundreds of thousands of resources available, the iPad provides innovative and up-to-date resources for all our students. In addition, the tool offers instant interpreter support for students and their families who enter the District with limited or no English. The potential for interpersonal and academic success is unlimited. This activity encourages teachers to integrate iPad technology into their instruction and promotes opportunities to enhance

formative assessment, class discussion, feedback, and communication using this tool. EL Teachers and students will be surveyed on a five-point scale and will be asked to rate their level of integration of iPads into instruction and learning. The scale is defined as: 1=never, 2=rarely, 3=sometimes, 4=often, 5=always.

Lead Indicator Metric: EL-PR2-PL1: Integrating iPad Technology into EL Instruction				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
55% or less to 64% of EL teachers report a summary score of 4.5 or higher on a Likert Scale Measure regarding the frequency of iPad technology use during instruction.	65% to 74% of EL teachers report a summary score of 4.5 or higher on a Likert Scale Measure regarding the frequency of iPad technology use during instruction.	75% to 84% of EL teachers report a summary score of 4.5 or higher on a Likert Scale Measure regarding the frequency of iPad technology use during instruction.	85% to 94% of EL teachers report a summary score of 4.5 or higher on a Likert Scale Measure regarding the frequency of iPad technology use during instruction.	95% or more of EL teachers report a summary score of 4.5 or higher on a Likert Scale Measure regarding the frequency of iPad technology use during instruction.

EL-PR2-PL2: Integrating iPad Technology into Classroom Use

Lead Indicator Metric: EL-PR2-PL2: Integrating iPad Technology into Classroom Use				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
55% or less to 64% of EL students report a summary score of 4.5 or higher on a Likert Scale Measure regarding the frequency of iPad technology use during instruction.	65% to 74% of EL students report a summary score of 4.5 or higher on a Likert Scale Measure regarding the frequency of iPad technology use during instruction.	75% to 84% of EL students report a summary score of 4.5 or higher on a Likert Scale Measure regarding the frequency of iPad technology use during instruction.	85% to 94% of EL students report a summary score of 4.5 or higher on a Likert Scale Measure regarding the frequency of iPad technology use during instruction.	95% or more of EL students report a summary score of 4.5 or higher on a Likert Scale Measure regarding the frequency of iPad technology use during instruction.

EL-PR2-PL3: Professional Development Outcome Data

The District has designed professional development opportunities for teachers to learn more about using the iPad intentionally during instruction. This professional development has been general in nature, across disciplines. The purpose of this activity is to tailor professional development for EL teachers and paraprofessionals that combine implementation of the new EL curriculum with the art of integrating iPad technology into lesson design. The resource teacher for EL will collaborate with the technology integrationists to customize this training. Data will be collected from the EL teachers and paraprofessionals regarding their preparedness to implement the strategies taught.

Lead Indicator Metric: EL-PR1-PL3: Professional Development Outcome Data				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Less than 50% to 59% of EL staff score 90% or higher on the “Ready to Implement iPad Technologies Checklist” administered quarterly.	60% to 69% of EL staff score 90% or higher on the “Ready to Implement iPad Technologies Checklist” administered quarterly.	70% to 79% of EL staff score 90% or higher on the “Ready to Implement iPad Technologies Checklist” administered quarterly.	80% to 89% of EL staff score 90% or higher on the “Ready to Implement iPad Technologies Checklist” administered quarterly.	90% or more of EL staff score 90% or higher on the “Ready to Implement iPad Technologies Checklist” administered quarterly.

LEAD INDICATORS: Projects, Tailored Set of Activities, & Metrics

PROJECT TITLE ENGLISH LEARNERS PROJECT #3 ACADEMIC ENGLISH

This Project aligns with the following Strategic Direction(s):

- Strategic Direction A: Increasing the high levels of student achievement and college/career readiness without predictable gaps.
- Strategic Direction B: Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning.

Analysis of the rationale for prioritizing this Project area (Diagnosis):

Our accountability data indicates that there is an achievement gap among groups in Wayzata Public Schools. This provides for a focus of our work, given Strategic Direction A, Increasing the high levels of student achievement and college/career readiness without predictable gaps. This performance on standardized assessments parallels the struggle ELs experience in their content area work. Strategic Direction B, Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning challenges us to look closely at instruction and how the classroom teacher supports the needs of ELs in meeting the standards of the content areas.

Obstacles to be overcome for successfully achieving Project goals (Guiding Policies):

Prior to the implementation of the WIDA Guiding Principles of Language Development, English instruction occurred primarily in isolation with some collaboration occurring between the EL teacher and the classroom teacher. Although effective in teaching English, this approach does not fully address the needs of ELs as outlined in current research and best practices. Current best practices suggest that teachers provide explicit instruction in Academic English. This means that teachers need to analyze language demands and determine what skills the student needs to fully participate and meet the standard. This is a collaborative effort between the EL teacher and the general education teacher.

The Minnesota Department of Education released in 2012, the following guiding document: *English Language*

Development Standards Implementation, A Stage-Based Features Document For District Leaders Engaged in Academic Content Standards and English Language Development Standards Implementation and Curriculum Development. This document provides guidance to District EL teams in implementing the English Language Development standards. The following is an excerpt from the document that outlines when full implementation is realized and the timeframe predicted for full implementation, beginning with the 2011-12 school year:

“The Full Implementation stage is about realizing full benefit for students, expanding, replicating practices in other locations, individuals and times; as well as making adjustments from initial implementation. The Full Implementation Stage is characterized by skillful use of the Implementation Drivers of training, coaching and fidelity assessment, so that teachers and staff have the support needed to skillfully engage students in the new instructional approaches. While reaching Full Implementation takes approximately 3-4 years, if there is a very complex, multi-modal program or set of practices and fairly high teacher and building leadership turnover, it may take longer to reach Full Implementation. Full Implementation occurs as the new learning at all levels becomes integrated into classroom, building, and district operations. Staff directly involved have received training and are being supported through coaching processes. Administrative and support staff have been oriented so that they can facilitate new ways of work. Data are being

collected and used for decision-making and everyone is more skillful in their respective roles. In addition, necessary changes in policies, procedures, and guidance documents have been made to create a supportive and functional administrative environment for the new ways of work.”

PROJECT DETAIL
ENGLISH LEARNERS PROJECT #3
ACADEMIC ENGLISH

Tailored Set of Activities and Performance Metrics

(The actions and initiatives considered most likely to produce strong lead indicator results and accelerate lag indicator results.)

EL-PR3-AE1: Linkages between ELD Standards, Common Core, and other Content Area Standards

The Wayzata High School EL teachers, in collaboration with representatives from the Social Studies Department, will collaborate to use WIDA’s framework to design instruction for students at the various levels of English development within the Cultural Literacy course. This is a process that began in December 2012 and will be implemented in January 2014. The goal of the Cultural Literacy course is to assist ELs in meeting the Social Studies Standards by being mindful and intentional about the instruction necessary at each level of language proficiency. This collaborative work includes:

- Review of new assessments for ELs
- Examining the WIDA Framework
- Use of Kinsella’s Planning Tool for writing language objectives
- Transforming model performance indicators to insure differentiation

Lead Indicator Metric: EL-PR3-AE1: Linkages between ELD Standards, Common Core, and other Content Area Standards				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
At semester end, 75% or fewer to 79% of ELs enrolled will have met the standards taught in the Cultural Literacy Class.	At semester end, 80% to 84% of ELs enrolled will have met the standards taught in the Cultural Literacy Class.	At semester end, 85% to 89% of ELs enrolled will have met the standards taught in the Cultural Literacy Class.	At semester end, 90% to 94% of ELs enrolled will have met the standards taught in the Cultural Literacy Class.	At semester end, 95% or more of ELs enrolled will have met the standards taught in the Cultural Literacy Class.


EL-PR3-AE2: Embedded Professional Development for EL Team

The Wayzata Public Schools EL team has participated in program review since Fall 2011. A major component of the program review has involved reviewing and discussing the new WIDA standards and the steps in implementing these standards. According to MDEs guiding document, *English Language Development Standards Implementation, A Stage-Based Features Document for District Leaders Engaged in Academic Content Standards and English Language Development Standards Implementation and Curriculum Development*, current best practices suggest that teachers provide explicit instruction in Academic English. This means that

teachers need to analyze language demands and determine what skills the student needs to fully participate and meet the standard. This analysis is done using a tool called the Model Performance Indicators (MPI). The MPI framework assists teachers in analyzing the language demands and helps to inform the differentiation that occurs during instruction. This is the focus of professional development for the EL team. The collaborative work that has already begun at Wayzata High School within the Cultural Literacy Course is a step ahead of the rest of the District’s EL programs and will assist in informing professional development needed at the other two program levels.

Lead Indicator Metric: EL-PR3-AE3: Embedded Professional Development for EL Team				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Less than 50% of EL staff score 90% or higher on the Model Performance Indicators Checklist administered bi-annually.	50% to 69% of EL staff score 90% or higher on the Model Performance Indicators Checklist administered bi-annually.	70% to 79% of EL staff score 90% or higher on the Model Performance Indicators Checklist administered bi-annually.	80% to 89% of EL staff score 90% or higher on the Model Performance Indicators Checklist administered bi-annually.	90% or more of EL staff score 90% or higher on the Model Performance Indicators Checklist administered bi-annually.

English Learners Program Blue Card

19-Jul-13 Blue Card		 School Year: 2013-2014 Portfolio: English Learners Owner: Lori Filides		= Lead Indicator Information				
Lead Indicators	Lead Indicator Scorecard (Specific Metrics)	Date Target Set	2012 Previous Score	2013 Current Score	2014 Target Score	Actual Score on Target Date	Difference Target vs. Actual	
Key Lead Indicators: English Learners								
Metric Reference								
EL-PR1-EI1	English Instruction Lead Indicator Metrics Progress Monitoring and Using Performance Definitions (Formative Assessment)	9/1/2013	3.3	3.3	3.8	3.3	-0.50	
EL-PR1-EI2	English Learners Teachers will use Learning Targets	9/1/2013	3.3	3.3	3.8	3.3	-0.50	
EL-PR1-EI3	Professional Development Outcome Data-English Instruction	9/1/2013	3.3	3.3	3.8	3.3	-0.50	
Metric Reference								
EL-PI2-PI1	Personalized Learning Lead Indicator Metrics Integrating Pd Technology into EL Instruction (Teacher)	9/1/2013	3.3	3.3	3.8	3.3	-0.50	
EL-PI2-PI2	Integrating Pd Technology into Classroom Use (Student)	9/1/2013	3.3	3.3	3.8	3.3	-0.50	
EL-PI2-PI3	Professional Development Outcome Data Personalized Learning	9/1/2013	3.3	3.3	3.8	3.3	-0.50	
Metric Reference								
EL-PI3-AE1	Academic English Lead Indicator Metrics Linkages Between ELD Standards, Common Core, and other Content Area Standards	9/1/2013	3.3	3.3	3.8	3.3	-0.50	
EL-PI3-AE2	Professional Development Outcome Data Academic English	9/1/2013	3.3	3.3	3.8	3.3	-0.50	
Summary Score of Key Lead Indicators for this Portfolio			3.30	3.30	3.80	3.30	-0.50	

APPENDIX A: WIDA PERFORMANCE DEFINITIONS

At the given level of English language proficiency, English language learners will process, understand, produce or use:

Level 6: Reaching

- Specialized or technical language reflective of the content areas at grade level
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- Oral or written communication in English comparable to English-proficient peers

Level 5: Bridging

- Specialized or technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- Oral or written language approaching comparability to that of English-proficient peers when presented with grade level material

Level 4: Expanding

- Specific and some technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- Oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

Level 3: Developing

- General and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

Level 2: Beginning

- General language related to the content areas
- Phrases or short sentences
- Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

Level 1: Entering

- Pictorial or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
- Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

<http://www.wida.us/standards/PerfDefs.pdf>

APPENDIX B1: WIDA DEFINITIONS-SPEAKING AND WRITING GRADES K-12

WIDA Performance Definitions - Speaking and Writing Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
	Level 6 - Reaching Language that meets all criteria through Level 5, Bridging		
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms/terms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to present ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

... within sociocultural contexts for language use



APPENDIX B2: WIDA DEFINITIONS-LISTENING AND READING GRADES K-12

WIDA Performance Definitions - Listening and Reading Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word Phrase Level
	Linguistic Complexity		
	Level 6 - Reaching Language that meets all criteria through Level 5 - Bridging		
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrases, verb phrases, prepositional phrases) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.



APPENDIX C: APPLICABLE MINNESOTA ADMINISTRATIVE STATUTES

124D.59 DEFINITIONS.

Subdivision 1. Generally.

For purposes of sections [124D.58](#) to [124D.65](#), the terms defined in this section shall have the meanings given them.

Subd. 2. English learner.

- (a) "English learner" means a pupil in kindergarten through grade 12 who meets the following requirements:
- (1) the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
 - (2) the pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.
- (b) Notwithstanding paragraph (a), a pupil in grades 4 through 12 who was enrolled in a Minnesota public school on the dates during the previous school year when a commissioner provided assessment that measures the pupil's emerging academic English was administered, shall not be counted as an English learner in calculating English learner pupil units under section [126C.05, subdivision 17](#), and shall not generate state English learner aid under section [124D.65, subdivision 5](#), unless the pupil scored below the state cutoff score or is otherwise counted as a nonproficient participant on an assessment measuring emerging academic English provided by the commissioner during the previous school year.
- (c) Notwithstanding paragraphs (a) and (b), a pupil in kindergarten through grade 12 shall not be counted as an English learner in calculating English learner pupil units under section [126C.05, subdivision 17](#), and shall not generate state English learner aid under section [124D.65, subdivision 5](#), if:
- (1) the pupil is not enrolled during the current fiscal year in an educational program for English learners in accordance with sections [124D.58](#) to [124D.64](#); or
 - (2) the pupil has generated five or more years of average daily membership in Minnesota public schools since July 1, 1996.

Subd. 3. Essential instructional personnel.

"Essential instructional personnel" means the following:

- (1) a teacher licensed by the state Board of Teaching to teach bilingual education or English as a second language;
- (2) any teacher as defined in section [122A.15](#) who holds a valid license from the state Board of Teaching, if the district assures the department that the teacher will obtain the preservice and in-service training the department considers necessary to enable the teacher to provide appropriate service to English learners.

Subd. 4. English as a second language program.

"English as a second language program" means a program for the instruction of English learners in the following English language skills: reading, writing, listening and speaking.

Subd. 5. Bilingual education program.

"Bilingual education program" means an educational program in which instruction is given in both English and the primary language of the English learner to the extent necessary to allow the pupil to progress effectively through the educational system and to attain the basic skills of reading, writing, listening, and speaking in the English language so that the pupil will be able to perform ordinary classwork successfully in English.

Subd. 6.Primary language.

"Primary language" means a language other than English which is the language normally used by the child or the language which is spoken in the child's home environment.

Subd. 7.Parent.

"Parent" includes a child's legal guardian.

Subd. 8.Educational program for English learners.

"Educational program for English learners" means an English as a second language program, bilingual education program, or both an English as a second language and a bilingual education program.

124D.60 RIGHTS OF PARENTS.

Subdivision 1.Notice.

Within ten days after the enrollment of any pupil in an instructional program for English learners, the district in which the pupil resides must notify the parent by mail. This notice must:

- (1) be in writing in English and in the primary language of the pupil's parents;
- (2) inform the parents that their child has been enrolled in an instructional program for English learners;
- (3) contain a simple, nontechnical description of the purposes, method and content of the program;
- (4) inform the parents that they have the right to visit the educational program for English learners in which their child is enrolled;
- (5) inform the parents of the time and manner in which to request and receive a conference for the purpose of explaining the nature and purpose of the program; and
- (6) inform the parents of their rights to withdraw their child from an educational program for English learners and the time and manner in which to do so. The department shall, at the request of the district, prepare the notice in the primary language of the parent.

Subd. 2.Withdrawal from program.

Any parent whose child is enrolled in an educational program for English learners shall have the right, either at the time of the original notification of enrollment or at the close of any semester thereafter, to withdraw the child from the program by providing written notice of this intent to the principal of the school in which the child is enrolled or to the superintendent of the district in which the child resides. Nothing in this section shall preclude a parent from reenrolling the child in an educational program for English learners.

Subd. 3.Parental involvement.

A district which receives moneys pursuant to section [124D.65](#) must encourage involvement of parents of pupils enrolled in the educational program for English learners in this program. The district shall solicit the views of parents about the program and its effects upon their children.

124D.61 GENERAL REQUIREMENTS FOR PROGRAMS.

A district that enrolls one or more English learners must implement an educational program that includes at a minimum the following requirements:

- (1) identification and reclassification criteria for English learners and program entrance and exit criteria for English learners must be documented by the district, applied uniformly to English learners, and made available to parents and other stakeholders upon request;
- (2) a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners through an educational program for English learners;

- (3) professional development opportunities for ESL, bilingual education, mainstream, and all staff working with English learners which are: (i) coordinated with the district's professional development activities; (ii) related to the needs of English learners; and (iii) ongoing;
- (4) to the extent possible, avoid isolating English learners for a substantial part of the school day; and
- (5) in predominantly nonverbal subjects, such as art, music, and physical education, permit English learners to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the district must assure to pupils enrolled in a program for English learners an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.

124D.65 ENGLISH LEARNER (EL) PROGRAMS AID.

Subdivision 1.

[Repealed, [1999 c 241 art 1 s 69](#)]

Subd. 2.

[Repealed, [1999 c 241 art 1 s 69](#)]

Subd. 3.

[Repealed, [1999 c 241 art 1 s 69](#); art 2 s 62]

Subd. 4.

[Repealed, [1Sp2003 c 9 art 1 s 54](#)]

Subd. 5. School district EL revenue.

- (a) A district's English learner programs revenue equals the product of (1) \$700 in fiscal year 2004 and later times (2) the greater of 20 or the adjusted marginal cost average daily membership of eligible English learners enrolled in the district during the current fiscal year.
- (b) A pupil ceases to generate state English learner aid in the school year following the school year in which the pupil attains the state cutoff score on a commissioner-provided assessment that measures the pupil's emerging academic English.

Subd. 6. Participation of nonpublic school pupils.

In counting the number of English learners for purposes of this section, districts may include English learners who attend nonpublic schools in the district. A district which counts those pupils and receives aid pursuant to this section must offer those pupils the same programs on the same terms that it offers to English learners who attend the public school. A program provided for a nonpublic school pupil pursuant to this subdivision must be provided at a public school or a neutral site as defined in section [123B.41, subdivision 13](#). Nonpublic school pupils served by a district's educational program for English learners must be counted for average daily membership pursuant to sections [126C.01](#), subdivisions 6 to 8, and [126C.19](#), subdivisions 1 to 4.

Subd. 7. Application dates.

To obtain aid for English learner programs, a district must submit information required by the department to implement this section.

Subd. 8. Notification; revenue.

The department must promptly inform each applicant district of the amount of revenue it will receive pursuant to this section.

Subd. 9. Records; audit.

A district which applies for aid pursuant to this section must maintain records which support the information contained in all of its applications. The commissioner may audit these records upon request. A district which receives aid pursuant to this section must keep additional records in the manner prescribed by the commissioner to ensure that an educational program for English learners is implemented and operated in accordance with sections [124D.58](#) to [124D.64](#).

Subd. 10. Money from other sources.

A district providing a program for English learners must be eligible to receive moneys for these programs from other government agencies and from private sources when these moneys are available.

Subd. 11. Allocations from cooperative units.

For the purposes of this section, English learners enrolled in a cooperative or intermediate school district unit shall be counted by the school district of residence, and the cooperative unit shall allocate its approved expenditures for English learner programs among participating school districts. English learner aid for services provided by a cooperative or intermediate school district shall be paid to the participating school districts.

APPENDIX D: APPLICABLE MINNESOTA ADMINISTRATIVE RULES

The Office of the Revisor Statutes

3501.1210 ENGLISH LANGUAGE DEVELOPMENT STANDARDS.

Subpart 1. Application.

English learners will meet the language development standards in subparts 2 through 6.

Subpart 2. Social and instructional language.

English learners communicate for social and instructional purposes within the school setting.

Subpart 3. The language of language arts.

English learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Subpart 4. The language of mathematics.

English learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

Subpart 5. The language of science.

English learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Subpart 6. The language of social studies.

English learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

<https://www.revisor.mn.gov/rules/?id=3501.1210>



Welcome Center Strategic Program Portfolio

Jim Westrum, Executive Director Business and Finance
Kristin Tollison, Director Administrative Services
Theresa Becker, Student Accounting Secretary
Rebecca Nelson, Welcome Center Secretary
Gayle Ortlip, Student Registration Secretary

General Background Information:

Since its inception in July of 2012, the Welcome Center has sought to create the positive first impression for families interested in enrolling in the Wayzata Schools. A “one-stop shop” for enrollment, address changes, open enrollment, and district and community information. In the winter of 2013, additional services were brought under the umbrella of the Welcome Center including student accounting, enrollment projections and emergency procedures and planning.

At first glance, student enrollment seems to align most closely with “Operational Excellence” of the District Vision. As the department accounts for all our students through the Minnesota Automated Reporting Student System, facilitates the State of Minnesota’s Open Enrollment program, and supports the collection of information for programs such as “No Shots, No School”, free and reduced lunch and special education staff we must strive for a high degree of accuracy and efficiency.

However, it may be the “each and every” of the Mission Statement and the Vision of “Exceptional Student Learning, Experiences and Relationships” that is the difference maker the Welcome Center leverages. By viewing the Welcome Center through the lens of a family new to the area, state or country, perhaps the most important work to be done is strengthening the foundation that supports this component of the district’s Vision: “meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment.”



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Wayzata Public Schools Strategic Roadmap

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

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the schools of 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 valued employees;
- 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.

Core Values (Driver of our Words and Actions):

Achievement:	<i>Challenging oneself and others for excellence in all we do</i>
Collaboration:	<i>Working together to maximize opportunities and eliminate barriers to learning for all.</i>
Community:	<i>Maintaining a sense of belonging to and responsibility for the broader community.</i>
Equity:	<i>Meeting the specific needs of all students.</i>
Integrity:	<i>Doing the right thing in the right way at the right time, even when no one is aware.</i>
Respect:	<i>Valuing others for their diverse talents, backgrounds, cultures and viewpoints.</i>

Strategic Directions (Focused Allocation of Resources):

- F. Increasing the high levels of student achievement and college/career readiness without predictable gaps.
- G. Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning.
- H. Supporting all staff in the Increasing accountability for individual and collective performance.
- I. Enhancing the connection to and partnership with families and other constituents in our community.
- J. Implementing effective practices in governance, management and consultation.

LAG INDICATORS


Specific Metrics: **WC-EXP-1:** *Positive Experience follow-up surveys after visiting or Contacting The Welcome Center*

WC-DATA-1: *Positive surveys of key district staff regarding the consistency, quality and timeliness of the enrollment data*

Lag Indicator Metric: Positive Experience follow-up surveys after visiting or contacting the Welcome Center				
Level 01	Level 02	Level 03	Level 04	Level 05
Intervention Required	High Concern	Baseline	Progressing	Vision
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
50% or fewer to 59% of respondents report a positive impression of their contact with the Welcome Center including timeliness, correct and current information and customer service	60% to 69% of respondents report a positive impression of their contact with the Welcome Center including timeliness, correct and current information and customer service	70% to 79% of respondents report a positive impression of their contact with the Welcome Center including timeliness, correct and current information and customer service	80% to 89% of respondents report a positive impression of their contact with the Welcome Center including timeliness, correct and current information and customer service	90% or more of respondents report a positive impression of their contact with the Welcome Center including timeliness, correct and current information and customer service

Lag Indicator Metric: Positive surveys of key district staff regarding the consistency, quality and Timeliness of the enrollment data				
Level 01	Level 02	Level 03	Level 04	Level 05
Intervention Required	High Concern	Baseline	Progressing	Vision
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
50% or fewer to 59% of respondents report that data entered or provided by the Welcome Center is accurate, timely, complete, and conveyed in an efficient manner.	60% to 69% of respondents report that data entered or provided by the Welcome Center is accurate, timely, complete, and conveyed in an efficient manner.	70% to 79% of respondents report that data entered or provided by the Welcome Center is accurate, timely, complete, and conveyed in an efficient manner.	80% to 89% of respondents report that data entered or provided by the Welcome Center is accurate, timely, complete, and conveyed in an efficient manner.	90% or more of respondents report that data entered or provided by the Welcome Center is accurate, timely, complete, and conveyed in an efficient manner.

Welcome Center Program Gold Card

		2013-2014 School Year Portfolio: Administrative Services/Welcome Center Owner: Kristin Tullison/Jim Westrum		= Lag Indicator Information = Subgroup Score Information				
ID-Just-13 Gold Card	Lag Indicators	Lag Indicator Scorecard (Specific Metrics)	Date Target Set	2012 Previous Score	2013 Current Score	2014 Target Score	Actual Score on Target Date	Difference Target vs. Actual
		Business and Finance: Administrative Services/Welcome Center						
		Metric Reference						
	WC-RXPA	Lag Indicator Metrics						
		Positive Experiences at the Welcome Center	9/1/2013	3.3	3.3	3.8	3.3	-0.50
		Survey Feedback from District Staff on Enrollment Process Efficiency	9/1/2013	3.3	3.3	3.8	3.3	-0.50
		TBD	9/1/2013	3.3	3.3	3.8	3.3	-0.50
		TBD	9/1/2013	3.3	3.3	3.8	3.3	-0.50
		TBD	9/1/2013	3.3	3.3	3.8	3.3	-0.50
		Summary Score of Key Lag Indicators for this Portfolio		3.30	3.30	3.80	3.30	-0.50

LEAD INDICATORS: Projects, Tailored Set of Activities, & Metrics

ADMINISTRATIVE SERVICES AND WELCOME CENTER PROJECT #1 Electronic Initiative for Student Enrollment

This Project aligns with the following Strategic Direction(s): (Choose those that apply.)

- E. Enhancing the connection to and partnership with families and other constituents in our community.
- F. Implementing effective practices in governance, management and consultation.

Analysis of the rationale for prioritizing this Project area (Diagnosis):

In a digital era, we continue to rely on significant amount of paperwork for enrolling students which must be data entered, copied, mailed, scanned and stored. Parents also express frustration when they have to repeatedly provide similar information for preschool screening, enrollment, and building information requests. Streamlining the information flow and providing robust information to other departments will minimize the duplication of requests.

Obstacles to be overcome for successfully achieving Project goals (Guiding Policies):

Issues such as multiple families in a home, blended families and changes in guardianship all complicate the process of electronic access.

Tailored Set of Activities:

WC-PR1-ESE1: Develop Electronic/On-Line Registration

WC-PR1-ESE2: Develop iPad On-Boarding for Mid-Year Enrollments

WC-PR1-ESE3: Develop Electronic Resources for Families; Supplies, Forms, E-Pay, Etc.

WC-PR1-ESE4: Develop Web Page for Non-Publics and Home School Forms and Resources

PROJECT DETAIL

PROJECT #1 Electronic Student Enrollment Tailored Set of Activities and Performance Metrics

ASWC-PR1-ESE1: Develop Electronic/On-Line Registration

Many systems rely on the completed enrollment being entered into Skyward. Timely entry of enrollment allows schools to “see” the student, enrollment counts are current, and other departments such as Culinary Express, Transportation and Technology can proceed with their respective functions.

Lead Indicator Metric: ASWC-PR1-ESE1: Develop Electronic/On-Line Registration				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
50% or less to 59% of new registrants are electronically enrolled within 24 hours of their enrollment being completed	60% to 69% of new registrants are electronically enrolled within 24 hours of their enrollment being completed	70% to 79% of new registrants are electronically enrolled within 24 hours of their enrollment being completed	80% to 89% of new registrants are electronically enrolled within 24 hours of their enrollment being completed	90% or more of new registrants are electronically enrolled within 24 hours of their enrollment being completed

ASWC-PR1-ESE2: Develop iPad On-Boarding for Mid-Year Enrollments
 (Insert a general and brief narrative about the activity here.)

Parents that start school mid-year have missed some of the key information on iPads such as insurance, policies, safety, etc. Being able to offer this information at the time of the Welcome Center visit will allow families to receive their iPad more quickly with the most current parent information.

Lead Indicator Metric: ASWC-PR1-ESE2: iPad On-Boarding for Mid-Year Enrollments				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
50% or less to 59% of new students who missed the initial iPad distribution and training have been provided information, forms and next steps when visiting the Welcome Center.	60% to 69% of new students who missed the initial iPad distribution and training have been provided information, forms and next steps when visiting the Welcome Center.	70% to 79% of new students who missed the initial iPad distribution and training have been provided information, forms and next steps when visiting the Welcome Center.	80% to 89% of new students who missed the initial iPad distribution and training have been provided information, forms and next steps when visiting the Welcome Center.	90% or more of new students who missed the initial iPad distribution and training have been provided information, forms and next steps when visiting the Welcome Center.

ASWC-PR1-ESE3: Develop Electronic Resources for Families; Supplies, Forms, E-Pay, Etc.

Many resources are offered to families at the time of registration. It may or may not be the right time for a family to learn of resources or systems. By providing a web site with all the links for a new parents that they can review where and when they are ready for the information.

Lead Indicator Metric: ASWC-PR1-ESE3: Develop Electronic Resources for Families; Supplies, Forms, E-Pay, Etc.				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Fewer than 20% registrants have visited the website and indicated that it was helpful information.	20% to 39% of new registrants have visited the website and indicated that it was helpful information.	40% to 59% of new registrants have visited the website and indicated that it was helpful information.	60% to 79% of new registrants have visited the website and indicated that it was helpful information.	80% or more of new registrants have visited the website and indicated that it was helpful information.

ASWC-PR1-ESE4: Develop Web Page for Non-Publics and Home School Forms and Resources
 Home school and non-public facilities must file paperwork with Welcome Center staff each year. Much of the paperwork is the same and is filed by the same people each year. We can save in staff time, copying and postage each year. In addition the forms as well as resources and timelines can be available whenever the parent or nonpublic school staff member wants them.

Lead Indicator Metric: ASWC-PR1-ESE4: Develop Web Page for Non-Publics and Home School Forms and Resources				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
50% or less to 59% of Non-Public and Home-School Families have received a direct communication (letter, e-mail, phone call) from the Welcome Center to ensure they are aware of the website location of all forms and resources relating to their school enrollment status	60% to 69% of Non-Public and Home-School Families have received a direct communication (letter, e-mail, phone call) from the Welcome Center to ensure they are aware of the website location of all forms and resources relating to their school enrollment status	70% to 79% of Non-Public and Home-School Families have received a direct communication (letter, e-mail, phone call) from the Welcome Center to ensure they are aware of the website location of all forms and resources relating to their school enrollment status	80% to 89% of Non-Public and Home-School Families have received a direct communication (letter, e-mail, phone call) from the Welcome Center to ensure they are aware of the website location of all forms and resources relating to their school enrollment status	90% or more of Non-Public and Home-School Families have received a direct communication (letter, e-mail, phone call) from the Welcome Center to ensure they are aware of the website location of all forms and resources relating to their school enrollment status

LEAD INDICATORS: Projects, Tailored Set of Activities, & Metrics

ADMINISTRATIVE SERVICES AND WELCOME CENTER PROJECT #2

Transitioning to Wayzata Public Schools Tailored Set of Activities and Performance Metrics

(The actions and initiatives considered most likely to produce strong lead indicator results and accelerate lag indicator results.)

This Project aligns with the following Strategic Direction(s): (Choose those that apply.)

- A. Increasing the high levels of student achievement and college/career readiness without predictable gaps.
- B. Enhancing the connection to and partnership with families and other constituents in our community.
- C. Implementing effective practices in governance, management and consultation.

Analysis of the rationale for prioritizing this Project area (Diagnosis):

Educators often note key times that students transition during their education i.e. middle school to high school. However one transition we don't often note is the transition to our community. Families from out of the area, state or country have often experienced differences in educational systems and have differing expectations of WPS.

Obstacles to be overcome for successfully achieving Project goals (Guiding Policies):

Families come to WPS under many different circumstances- new job, relocating due to family circumstances, choosing this area for education, etc. and the timing of their arrival varies greatly. In some instances a move is planned months in advance to a family moving in with a parent. One of the obstacles is meeting families where they are at and when they are ready and then providing the resources and information that is important to them in an efficient manner.

Tailored Set of Activities

WC-PR2-TRAN1:	Develop Realtor Information
WC-PR2-TRAN2:	Postcard Outreach to New Families
WC-PR2-TRAN3:	Contact Key Employers for Continuous Improvement in Onboarding
WC-PR2-TRAN4:	Survey Key Stakeholders for Continuous Improvement in Onboarding

PROJECT DETAIL

ADMINISTRATIVE SERVICES AND WELCOME CENTER

PROJECT #2

**Transitioning to Wayzata Public Schools
 Tailored Set of Activities and Performance Metrics**

WC-PR2-TRAN1: Develop Realtor Information

Provide an annual realtor workshop in conjunction with Communication and Community Engagement.

Lead Indicator Metric: ASWC-PR2-TRAN1: Develop Realtor Information				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
50% or fewer to 59% of the realtors on the district's distribution list attend the Realtor Workshop or connect directly with the Welcome Center for information about the school district.	60% to 69% of the realtors on the district's distribution list attend the Realtor Workshop or connect directly with the Welcome Center for information about the school district.	70% to 79% of the realtors on the district's distribution list attend the Realtor Workshop or connect directly with the Welcome Center for information about the school district.	80% to 89% of the realtors on the district's distribution list attend the Realtor Workshop or connect directly with the Welcome Center for information about the school district.	90% or more of the realtors on the district's distribution list attend the Realtor Workshop or connect directly with the Welcome Center for information about the school district.

ASWC-PR2-TRAN2: Postcard Outreach to New Families

Some families visit the Welcome Center and begin school within days. Their point of contact for WPS shifts quickly from the Welcome Center to their new school. However for some families it can be weeks or months until the family becomes part of a school community. A postcard during the transition period can be a positive impression as well as remind the parents of our phone number if they have questions.

Lead Indicator Metric: ASWC-PR2-TRAN2: Postcard Outreach to New Families				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
55% or less to 64% of new registrants moving to the area have had a personalized post card mailed to them over the summer.	65% to 74% of new registrants moving to the area have had a personalized post card mailed to them over the summer.	75% to 84% of new registrants moving to the area have had a personalized post card mailed to them over the summer.	85% to 94% of new registrants moving to the area have had a personalized post card mailed to them over the summer.	95% or more of new registrants moving to the area have had a personalized post card mailed to them over the summer.

ASWC-PR2-TRAN3: Contact Key Employers for Continuous Improvement in Onboarding

Lead Indicator Metric: ASWC-PR2-TRAN3: Contact Key Employers for Information they would like to know/receive from WPS to support their new families				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
1 large area businesses are contacted and receive information that they think their new employees would find supportive	2 large area businesses are contacted and receive information that they think their new employees would find supportive	4 large area businesses are contacted and receive information that they think their new employees would find supportive	6 large area businesses are contacted and receive information that they think their new employees would find supportive	10 large area businesses are contacted and receive information that they think their new employees would find supportive

ASWC-PR2-TRAN4: Survey Key Stakeholders for Continuous Improvement in Onboarding

Simply put, we don't know what we are not doing well with respect to transitioning families new to our community. By surveying key district staff members we can find means of continuously improving our onboarding process and resources.

Lead Indicator Metric: ASWC-PR2-TRAN4: Survey Key Stakeholders for Continuous Improvement In Onboarding				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
50% or less to 59% or more of key staff members respond to a survey about the Welcome Centers onboarding of new families and the providing of information and resources.	60% to 69% or more of key staff members respond to a survey about the Welcome Centers onboarding of new families and the providing of information and resources.	70% to 79% or more of key staff members respond to a survey about the Welcome Centers onboarding of new families and the providing of information and resources.	80% to 89% or more of key staff members respond to a survey about the Welcome Centers onboarding of new families and the providing of information and resources.	90% or more of key staff members respond to a survey about the Welcome Centers onboarding of new families and the providing of information and resources.

LEAD INDICATORS: Projects, Tailored Set of Activities, & Metrics

ADMINISTRATIVE SERVICES AND WELCOME CENTER PROJECT #3

World Class First Impression of Wayzata Public Schools

This Project aligns with the following Strategic Direction(s): (Choose those that apply.)

- A. Increasing the high levels of student achievement and college/career readiness without predictable gaps.
- B. Enhancing the connection to and partnership with families and other constituents in our community.
- C. Implementing effective practices in governance, management and consultation.

Analysis of the rationale for prioritizing this Project area (Diagnosis):

Historically, student enrollment has been viewed as a process to complete in order to start school. It is filled with forms, rules and timelines. Instead of viewing student enrollment as a process to leveraging the enrollment process as an opportunity to create a world class first impression.

Obstacles to be overcome for successfully achieving Project goals (Guiding Policies):

This is a culture shift that includes Welcome Center staff as well as other departments and building staff. Over time inviting others to share in the first impression and leverage the Welcome Center's opportunity to visits face to face with families.

Tailored Set of Activities

- WC-PR3-WCFI1: Customer Service Training for Front Line Staff/Set of Beliefs
- WC-PR3-WCFI2: Initiate and Publicize Evening Registration Events in Early August
- WC-PR3-WCFI3: Cross Train Staff for Redundancy and Quick Response

PROJECT DETAIL

ADMINISTRATIVE SERVICES AND WELCOME CENTER PROJECT #3

World Class First Impression of Wayzata Public Schools Tailored Set of Activities and Performance Metrics

ASWC-PR3-WCFI2: Customer Service Training for Front Line Staff/Set of Beliefs

Shifting the image of student enrollment from a process to an opportunity begins with solid customer service training.

Lead Indicator Metric: ASWC-PR3-WCFI2: Customer Service Training for Front Line Staff/Set Of Beliefs				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0)	(2.0)	(3.0)	(4.0)	(5.0)
All Welcome Center staff members complete 4 hours or less of customer service training annually; and on a self-assessment check list, score 2.5 or lower on a 5 point Likert Scale in the key areas of professional customer service beliefs established by the Welcome Center team.	All Welcome Center staff members complete 4 hours of customer service training annually; and on a self-assessment check list, score 3.0 or higher on a 5 point Likert Scale in the key areas of professional customer service beliefs established by the Welcome Center team.	All Welcome Center staff members complete 6 hours of customer service training annually; and on a self-assessment check list, score 3.5 or higher on a 5 point Likert Scale in the key areas of professional customer service beliefs established by the Welcome Center team.	All Welcome Center staff members complete 8 hours of customer service training annually; and on a self-assessment check list, score 4.0 or higher on a 5 point Likert Scale in the key areas of professional customer service beliefs established by the Welcome Center team.	All Welcome Center staff members complete 10 hours or more of customer service training annually; and on a self-assessment check list, score 4.5 or higher on a 5 point Likert Scale in the key areas of professional customer service beliefs established by the Welcome Center team.

ASWC-PR3-WCFI3: Initiate and Publicize Evening Registration Events in Early August
The Welcome Center is staffed and able to assist families every day. However for some families, the end of the summer can be busy. By offering extended office hours in early to mid-August it should encourage families to register and provide flexibility to busy families.


Lead Indicator Metric: ASWC-PR3-WCFI3: Initiate and Publicize Evening Registration Events in Early to Mid-August				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
An opportunity for one non-business hours registration period is publicized in one format	Opportunities for one non-business hours registration period is publicized in two different formats	Opportunities for two non-business hours registration period are publicized in two formats	Opportunities for two non-business hours registration periods are publicized in three different formats	Opportunities for three non-business hours registration periods are publicized in three different formats

ASWC-PR3-WCFI4: Cross Train Staff for Redundancy and Quick Response

One order to serve the community all staff members should be able to answer typical questions immediately and respond to emails and voicemail mails within the day to most or all inquiries.

Lead Indicator Metric: ASWC-PR3-WCFI4: Cross Train Staff for Redundancy and Quick Response				
Level 01	Level 02	Level 03	Level 04	Level 05
Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0)	(2.0)	(3.0)	(4.0)	(5.0)
All Welcome Center staff members self-assess at a score of 2.5 or lower on a 5 point Likert Scale check list, their level of knowledge about their teammates' roles and functions within the Welcome Center and feel comfortable covering their responsibilities during days when colleagues are absent.	All Welcome Center staff members self-assess at a score of 3.0 or higher on a 5 point Likert Scale check list, their level of knowledge about their teammates' roles and functions within the Welcome Center and feel comfortable covering their responsibilities during days when colleagues are absent.	All Welcome Center staff members self-assess at a score of 3.5 or higher on a 5 point Likert Scale check list, their level of knowledge about their teammates' roles and functions within the Welcome Center and feel comfortable covering their responsibilities during days when colleagues are absent.	All Welcome Center staff members self-assess at a score of 4.0 or higher on a 5 point Likert Scale check list, their level of knowledge about their teammates' roles and functions within the Welcome Center and feel comfortable covering their responsibilities during days when colleagues are absent.	All Welcome Center staff members self-assess at a score of 4.5 or higher on a 5 point Likert Scale check list, their level of knowledge about their teammates' roles and functions within the Welcome Center and feel comfortable covering their responsibilities during days when colleagues are absent.

English Learners Program Blue Card

19-Jul-13 Blue Card		School Year: 2013-2014 Portfolio: Welcome Center Owner: Kristin Tollison		= Lead Indicator Information			
							
Lead Indicators	Lead Indicator Scorecard (Specific Metrics)	Date Target Set	2012 Previous Score	2013 Current Score	2014 Target Score	Actual Score on Target Date	Difference Target vs. Actual
Key Lead Indicators: Administrative Services/Welcome Center							
Metric Reference	(Insert Name of Project) Lead Indicator Metrics						
WC-PR1-ES1E1	Develop Electronic On-Line Registration	9/1/2013	3.3	3.3	3.8	3.3	-0.50
WC-PR1-ES1E2	Develop iPad On-Boarding for Mid-Year Enrollments	9/1/2013	3.3	3.3	3.8	3.3	-0.50
WC-PR1-ES1E3	Develop Electronic Resources for Families; Supplies, Forms, E-Pay, Etc.	9/1/2013	3.3	3.3	3.8	3.3	-0.50
WC-PR1-ES1E4	Develop Web Page for Non-Publics and Home School Forms and Resources	9/1/2013	3.3	3.3	3.8	3.3	-0.50
Metric Reference	(Insert Name of Project) Lead Indicator Metrics						
WC-PR2-TRAN1	Develop Realtor Information	9/1/2013	3.3	3.3	3.8	3.3	-0.50
WC-PR2-TRAN2	Postcard Outreach to New Families	9/1/2013	3.3	3.3	3.8	3.3	-0.50
WC-PR2-TRAN3	Contact Key Employees for Continuous Improvement in Onboarding	9/1/2013	3.3	3.3	3.8	3.3	-0.50
WC-PR2-TRAN4	Survey Key Stakeholders for Continuous Improvement in Onboarding	9/1/2013	3.3	3.3	3.8	3.3	-0.50
Metric Reference	(Insert Name of Project) Lead Indicator Metrics						
WC-PR3-WCF1I	Customer Service Training for Front Line Staff/Set of Beliefs	9/1/2013	3.3	3.3	3.8	3.3	-0.50
WC-PR3-WCF1E	Institute and Publicize Evening Registration Events in Early August	9/1/2013	3.3	3.3	3.8	3.3	-0.50
WC-PR3-WCF1B	Cross Train Staff for Redundancy and Quick Response	9/1/2013	3.3	3.3	3.8	3.3	-0.50
Summary Score of Key Lead Indicators for this Portfolio			3.30	3.30	3.80	3.30	-0.50

School District Gold Card

19-Jul-13 Gold Card		School Year: 2013-2014 Portfolio: Summary for all District Departments Owner: Chace B. Anderson, Superintendent						
Lag Indicators		= Lag Indicator Information						
Summary of all District Departments								
Metric Reference	Lag Indicator Scorecard (Specific Metrics)	Date Target Set	2012 Previous Score	2013 Current Score	2014 Target Score	Actual Score on Target Date	Difference Target vs. Actual	
1	Teaching and Learning: Standardized Test Achievement	9/1/2013	3.3	3.3	3.8	3.9	0.10	
2	Teaching and Learning: Teaching and Learning Experience	9/1/2013	3.3	3.3	3.8	3.9	0.10	
3	Teaching and Learning: Best Total Solution	9/1/2013	3.3	3.3	3.8	3.9	0.10	
4	Teaching and Learning: Continuous Quality Improvement	9/1/2013	3.3	3.3	3.8	3.9	0.10	
5	Curriculum and Instruction: Achievement Growth	9/1/2013	3.3	3.3	3.8	3.9	0.10	
6	Curriculum and Instruction: College Readiness	9/1/2013	3.3	3.3	3.8	3.9	0.10	
7	Personalized Learning and Interventions: Achievement Gap	9/1/2013	3.3	3.3	3.8	3.9	0.10	
8	Personalized Learning and Interventions: Vision 21/Extended Learning Program	9/1/2013	3.3	3.3	3.8	3.9	0.10	
9	Early Childhood Education/K Readiness	9/1/2013	3.3	3.3	3.8	3.9	0.10	
10	Research, Evaluation and Student Data	9/1/2013	3.3	3.3	3.8	3.9	0.10	
11	Staff Development-Alternative Compensation	9/1/2013	3.3	3.3	3.8	3.9	0.10	
12	Special Services: Special Services	9/1/2013	3.3	3.3	3.8	3.9	0.10	
13	Special Services: English Learners	9/1/2013	3.3	3.3	3.8	3.9	0.10	
14	Special Services: Health Services	9/1/2013	3.3	3.3	3.8	3.9	0.10	
15	Arts, Activities, and Athletics	9/1/2013	3.3	3.3	3.8	3.9	0.10	
16	Human Resources	9/1/2013	3.3	3.3	3.8	3.9	0.10	
17	Business and Finance: Business and Finance	9/1/2013	3.3	3.3	3.8	3.9	0.10	
18	Business and Finance: Buildings and Grounds	9/1/2013	3.3	3.3	3.8	3.9	0.10	
19	Business and Finance: Transportation	9/1/2013	3.3	3.3	3.8	3.9	0.10	
20	Business and Finance: Culinary Express	9/1/2013	3.3	3.3	3.8	3.9	0.10	
21	Business and Finance: Welcome Center	9/1/2013	3.3	3.3	3.8	3.9	0.10	
22	Business and Finance: Administrative Services	9/1/2013	3.3	3.3	3.8	3.9	0.10	
23	Community Education	9/1/2013	3.3	3.3	3.8	3.9	0.10	
24	Communications and Community Engagement	9/1/2013	3.3	3.3	3.8	3.9	0.10	
25	Technology Services	9/1/2013	3.3	3.3	3.8	3.9	0.10	
	TBD	9/1/2013	0.0	0.0	0.0	0.0	0.00	
	TBD	9/1/2013	0.0	0.0	0.0	0.0	0.00	
	TBD	9/1/2013	0.0	0.0	0.0	0.0	0.00	
Summary Score of Key Lag Indicators for this Portfolio			3.36	3.36	3.80	3.90	0.10	

School District Blue Card

19-Jul-13 Blue Card		School Year: 2013-2014 Portfolio: Summary for all District Departments Owner: Chace B. Anderson, Superintendent = Lead Indicator Information					
Lead Indicators	Lead Indicator Scorecard (Specific Metrics)	Date Target Set	2012 Previous Score	2013 Current Score	2014 Target Score	Actual Score on Target Date	Difference Target vs. Actual
Key Lead Indicators: Summary of all District Departments							
Metric Reference							
TBD	Teaching and Learning: Standardized Test Achievement	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Teaching and Learning: Teaching and Learning Experience	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Teaching and Learning: Best Total Solution	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Teaching and Learning: Continuous Quality Improvement	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Curriculum and Instruction: Use of Instructional Data	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Curriculum and Instruction: Achievement Growth	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Curriculum and Instruction: College Readiness	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Personalized Learning and Interventions: Achievement Gap	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Early Childhood Education	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Research, Evaluation and Student Data	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Staff Development/Alternative Compensation	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Special Services	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	English Learners	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Arts, Activities, and Athletics	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Human Resources	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Business and Finance	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Buildings and Grounds	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Transportation	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Culinary Express	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Community Education	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Communications and Community Engagement	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Welcome Center	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Administrative Services	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Health Services	9/1/2013	3.3	3.3	3.8	3.9	0.10
TBD	Technology Services	9/1/2013	3.3	3.3	3.8	3.9	0.10
Summary Score of Key Lead Indicators for this Portfolio							0.90



Human Resources Strategic Portfolio

-See Next Two Pages-

Human Resources Strategic Portfolio

The Human Resources strategic multi-year plan is primarily a vehicle to advance best-practice HR strategies (through comprehensive “people strategies”) in support of the District Road Map -Strategic Directions.

The Team

Helayne Bruntjen, Jodi Dilley, Joanne Fieldseth, David Muscoplat,
 Leslie Myrin & Annie Doughty

Step 1 - Overarching HR Department Goals:

- Continually Improve Individual & Organizational Effectiveness;
- Anticipate and Meet the Changing Needs of our Workforce;
- Champion Career and Professional Growth;
- Create and Enhance Strategic Partnerships;
- Value, Encourage & Support a Diverse Workforce; and
- Enhance Services through Technology.

Step 2 - Strategies & Measurements: We aligned our Department’s Strategies/Priorities/Standard Work with the District Strategic Plan, for example:

District Strategic Direction C: Supporting all staff in the increasing accountability for individual and collective performance.

The HR Departments accomplishes Strategic Direction C by focusing on the following:

Strategies – for District Strategic Direction C	Measures/Goals:
1. Support talent development of our employees through professional and career development.	a. Measures #3 & 4
2. Promote and support a work environment which employees understand their performance expectations, are given timely and relevant feedback to improve performance.	a. Measures #1,2,6

Goal(s)	Priorities:	FY 2013	FY2014	FY2015	FY2016
1, 2	1. Develop professional development opportunities for non-licensed staff to increase potential.	X	X	X	X
1, 2	2. Partnering with SLT members, develop differentiated professional development for manager, directors and principals to increase leadership capacity.	X	X	X	X
2	3. Revise the unaffiliated staff performance assessment to align with Strategic Goals.	X			
2	4. Partner with T & L to design and implement processes and training for principals/supervisors to assist staff in improving performance	X	X		
1,2	5. Revise the non-licensed staff performance assessment.	X	X		
1,2	6. In partnership, develop teacher & principal evaluations that meet the MDE requirements.	X	X		

Standard Work: We provide the following services to our customers:

1. New Employee Welcome	2. Ongoing Consultation to Department to Spur Improved Individual Performance
3. Grievance Resolution	

Human Resources Strategic Portfolio

Step 3 - Strategic Doing: Fortune magazine notes that 70% of all strategies fail, largely because of the inability to execute. We knew we had to turn our strategic intent into implementable projects.

Our intent for our “Strategic Doing” was to: 1) Stay focused on action; 2) Be clear about what we wanted to accomplish and 3) Keep it simple.

Following are several examples of our “Strategic Doing – Action Plan”



Priority/Goal: #2: Develop differentiated professional development for managers, directors and principals to increase leadership capacity.

TIME	PROJECT	LEAD	COSTS/INPU	Notes/Date Completed
2012-13	Design & deliver professional development opportunities for Leadership Council.	SLT		Implemented Plan for 2012-13. Move to Standard Work.
2012-13	May – Review with SLT ongoing PD plans	SLT		Completed – Move to Standard Work
2012-13	Investigate collaborative Emerging Leaders training	Annie & '287 HR Directors		RFP's due May 30, 2013 – Possible Implementation – January 2014

Priority/Goal: #5: Revise the non-licensed staff performance assessment.

TIME	PROJECTS	LEAD	COSTS/INPU	Notes/Date Completed
2012-13	Get Samples from other Districts	Leslie		Completed
2012-13	Work with Culinary Workgroup	Annie		Completed - To be implemented for fall 2013
2012-13	Work with B & G to develop form	Leslie		Completed – Move to Standard Work
2012-13 & 2013-14	Work with Office & Para (2) Workgroups	Leslie/Annie		Completed Core Competencies – 2012-13; New Evaluations - 2014-15

Step 4 – Lessons Learned from Year 1:

- Celebrate our successes! Often, there is so much standard work it is hard to stay focused. Once a month, at team meetings, we reviewed our progress and celebrated completions, if applicable.
- We accomplished a lot of our projects. However, we also needed to review and refine some of our projects & timelines as new information and opportunities became available.
- It was a sense of accomplishment to update our plan with, “Completed – Move to Standard Work” on some of our projects. That told us we were on the right track when we first planned.
- Beginning with the 2013-14 school year, individual’s goals will be based on department goals to enhance our alignment to the District Strategic Plan



Business and Finance Strategic Work

- ***Business and Finance***

It should be noted that an incredible amount of strategic work was conducted during the 2012-2013 school year. Examples include but are not limited to:

- *Facilities Planning*
- *Construction Oversight and Supervision*
- *Elementary and Middle School Boundary Changes*
- *Selling and Purchasing Land*
- *Investing the School District's Assets*
- *Working Cooperatively with our Home Developers in the Community to Gain a Better Understanding of Timelines for New Home Construction*
- *Working Cooperatively with City Government Officials*

Strategic Portfolios in Progress for the following Departments:

- ***Buildings and Grounds***
- ***Transportation***
- ***Culinary Express***
- ***Administrative Services***
- ***Welcome Center***



Teaching and Learning Strategic Portfolio

Dr. Jill P. Johnson, Executive Director
Shelly Nelson, Director of Curriculum and Instruction
Dr. Stacey Lackner, Director of Research and Evaluation
Dr. Karla Thompson, Director of Intervention and Personalization
Brad Anderson, Q-Comp Supervisor
Bobbi Stinger, Administrative Assistant

Excellence. For each and every student. Forward!

General Background Information:

The Department of Teaching and Learning is committed to the preparation and development of each and every student that attends the Wayzata Public Schools.

The Teaching and Learning Department embraces the Mission of the School District, which is “...to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing world.” Therefore, we are dedicated to providing the leadership, expertise, opportunities, experiences and resources to ensure that our principals and teachers are prepared to deliver a world class learning experience for each and every student.

Based on this Mission, the goals of the Teaching and Learning Department are:

- ❖ Increase the high levels of student achievement and college/career readiness without predictable gaps.
- ❖ Increase the high levels of student and family engagement and satisfaction with the teaching and learning experience.
- ❖ Increase the high levels of staff engagement and satisfaction with the teaching and learning work experience.

Based on these goals, we will assess our progress by tracking leading and lagging performance indicators in three areas:

Achievement	Engagement	Aspirations
e.g. -Achievement in Academics e.g. - Achievement in Performing Areas e.g. - Achievement in Athletics e.g. Achievement in Student Activities e.g. – College Remediation	e.g. – Attendance e.g. – Results from Engagement and Satisfaction Surveys e.g. – Participation in Academic opportunities e.g. – Participation in school events and activities	e.g. – Participation in College Credit Program e.g. – Acceptance in Post-Secondary Schools e.g. – Participation in College Testing Program (AP, PSAT, ACT, SAT)

Our priorities for the 2013 – 2014 School Year are:

- ❖ Establish our process for strategic design and operational planning
- ❖ Conduct and complete curriculum reviews as required
- ❖ Implement recommendations from the curriculum review process
- ❖ Conduct and complete program reviews as required
- ❖ Implement recommendations from the program review process
- ❖ Establish a balanced assessment program
- ❖ Administer local, state and national assessments as required.
- ❖ Provide interpretation of our performance indicator results
- ❖ Implement Phase I and II of the MyWay Initiative
- ❖ Support the learning of our principals and teaching through professional development



TEACHING AND LEARNING
Strategic Intent

Dr. Jill P. Johnson, Executive Director

Department Work Priorities
2013 -2014

EXECUTIVE DIRECTOR	CURRICULUM AND INSTRUCTION	RESEARCH AND EVALUATION	PERSONALIZATION AND INTERVENTION
Strategy Design and Management Leadership Development Program Review – Middle School Meeting Management Presentations and Reporting MyWay – Phases III and IV* MyWay – Phases I and II*	Curriculum Implementation Curriculum Review Balanced Assessment System MyWay – Phases I and II*	Assessment Administration Assessment Results – Interpretation Balance Assessment System Program Review – Middle School MyWay – Phases I and II*	Equity and Integration Vision 21 – Phase III Intervention (RtI) Model MyWay – Phases I and II*

* MyWay Details – See Back Page

Performance Indicators

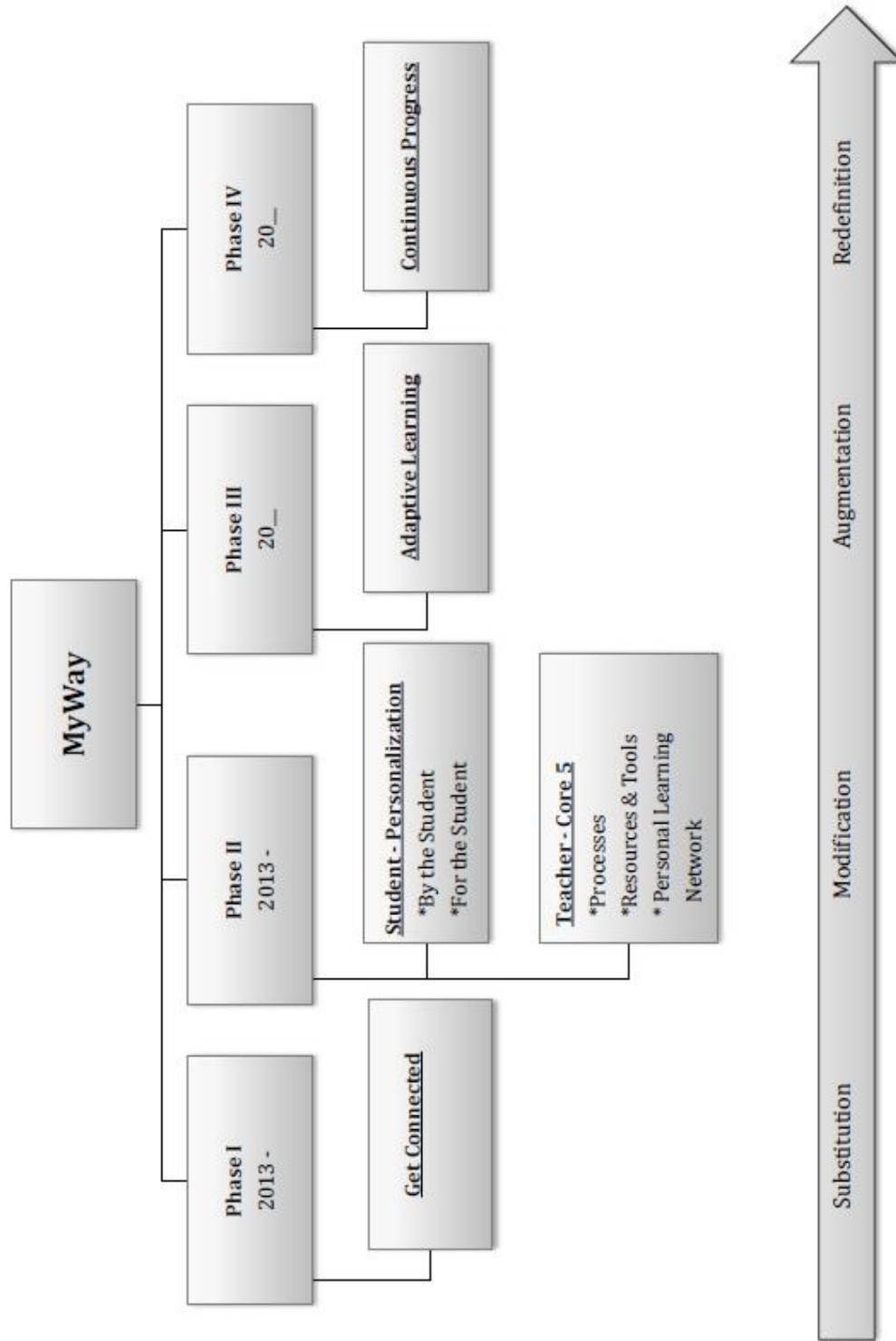
Leading and Lagging Indicators – To Be Determined

ACHIEVEMENT	ENGAGEMENT	ASPIRATIONS
Academic Performance Arts Athletics Student Activities	Attendance Participation Engagement/Satisfaction Survey	e.g. - Participation in AP Program e.g. - Acceptance into Post-Secondary Schools



TEACHING AND LEARNING Strategic Intent

Dr. Jill P. Johnson, Executive Director



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Plans for Our Growing Student Enrollment

School Board Work Session

July 22, 2013

To: Wayzata Public Schools School Board
From: Chace B. Anderson, Superintendent
Re: Superintendent's Preliminary Recommendation for the Board's Consideration

FACILITIES PLANNING: PROCESS

For more than three years, the school district has been involved in a comprehensive facilities study. The key components of the study and other related activities include:

1. Selection of an architectural and engineering firm to do a comprehensive review of the current status of the school district's facilities.
2. The Facility Committee of the school board has met frequently and has been very involved with the process. The committee includes three school board members; Carter Peterson, Susan Gaither, and Cheryl Polzin. They have been integrally involved in every phase of the facility planning process and have done an excellent job of providing their insights. And, they have kept the other school board members apprised of the planning activities.
3. The district's Legislative Action Committee, working in cooperation with school district staff and school board members, helped to secure early eligibility for a state funding mechanism called Alternative Facilities. This allowed the district to initiate facility improvements in advance of its previous eligibility date.
4. A comprehensive enrollment and demographic study was conducted by Hazel Reinhardt, a respected consultant and former State Demographer. The results of her studies demonstrate that the school district can expect significant annual enrollment growth for the next ten years. The total number of resident students at the elementary, middle, and high school levels will increase. Enrollment, even when considering construction projects currently in progress, will exceed current capacities at all three levels. It is anticipated that the high school will see additional growth of up to 900 students within this ten year period.
5. A Citizen's Facilities Task Force engaged in conversation about the district's facility needs during the time period of March through May of 2013. This group learned about and discussed the community's residential growth and the resulting impact of this growth upon student enrollment. They also offered their insights and perspectives and their beliefs about the community's expectations for school facilities. This task force was facilitated by Mr. Scott McQueen of Wold Architects and Engineers. Representatives of the citizen's committee presented at a school board work session and confirmed the preliminary demographic analysis and came to recognize the clear need to take some significant measures to address the school district's projected enrollment growth.
6. The facility planning process resulted in creating a three-phase plan. The three phases are described below.

THREE PHASES OF THE FACILITY PLAN

1. Phase I: Infrastructure Needs

Phase I of the facility plan addresses infrastructure needs across the school district. The district has maintained its facilities well under the leadership of an expert team of a professional buildings and grounds staff. Many of the district's systems have exceeded their expected life cycle. Therefore, replacement of these systems was due. This refurbishment will help to ensure reliable mechanical systems, provide added protection of facilities from environmental elements, create a comfortable learning environment for students, and replace equipment that was simply worn out. This phase is in the early stages of implementation and will last for several years. The source of funding for these projects is through the State's "Alternative Facilities" legislation. The Phase I projects include, but are not limited to, repair and/or replacement of roofs, parking lots, floor coverings, lighting systems, and mechanical units. Further, this work includes painting of walls and replacement of dilapidated cabinetry, student lockers and any other features of the schools and district facilities that are worn out or in need of replacement.

2. Phase II: Elementary Capacity Needs

Phase II of the facility plan placed emphasis on elementary capacity and student attendance areas. During the 2012-2013 school year, a comprehensive student attendance area study was conducted. This resulted in making modest changes to student attendance areas that impacted a relatively small number of elementary and middle school students. Further, construction of new instructional spaces or the remodeling of existing facilities ensued at three of the district's elementary schools; Greenwood, Oakwood, and Sunset Hill. Those projects are underway at the time of this writing. The new spaces include general classroom spaces at all three schools, expanded cafeterias at all three schools, a new gymnasium at Greenwood, and a new media center at Oakwood.

Following the adjustment of attendance areas and at the time these construction projects were approved, the school board and staff were confident that these changes would accommodate the district's elementary student growth for at least 3-5 years. However, two significant changes have occurred resulting in the need for a modified plan; 1) an accelerated growth rate in the number of new homes in the northern areas of the school district, and 2) legislative action in the 2013 session that resulted in state-funded all-day kindergarten for all students. A significant elementary space challenge is the result of these two changes and the timeline for comfortably accommodating the district's elementary enrollment has shorted to within a three year period.

3. Phase III: Secondary Capacity and Educational Adequacy Needs

Phase III of the facility plan is primarily focusing on secondary capacity and educational adequacy. Activities of this phase have included assessing the capacity of the three middle schools and the high school. Further, consideration has been given to making determinations about the quality with which the educational programs can be delivered given the current status of district facilities. Again, the Facility Committee, the school board, and the district's administrative staff have been deeply engaged with this phase of facility discussion and preliminary planning. All of the engaged parties have worked closely with the professionals from Wold Architects and Engineers and their team of consultants and support staff.

The Citizen's Task Force spent much of their time seeking to understand the school district's needs to accommodate anticipated growth and how to make appropriate improvements to the general quality and function of existing facilities. This committee was comprised of about 15 individuals that included

current parents, parents of pre-K, elementary, middle, and high school students, “empty-nesters” of recent graduates, grandparents of current students, and parents who are alumni of the district.

SUMMARY OF KEY FINDINGS FROM THE FACILITIES REVIEW PROCESS

1. New housing growth in our District is significant and will continue.
2. Most district schools are currently at their capacity.
3. The High School is already at capacity and incoming classes from the middle schools will be 50-100 students higher. This fact, in addition to the general growth anticipated within the school district, will result in high school enrollment growing from its current 3200 students up to 4100 students over the next 10 years.
4. The State’s decision to fund All-Day Kindergarten statewide will create the need for 14-16 additional elementary classrooms to manage the increased demand.
5. Not all infrastructure needs can be addressed by the District’s current funding sources.

FACILITIES PLANNING: SUMMARY OF NEEDS AND CRITICAL RESPONSES

Based on the findings of the facilities review and planning processes, the school district must seek to:

1. Address additional capacity needs at Wayzata High School to accommodate projected resident student enrollment.
2. Address additional middle school capacity needs at the three middle schools to accommodate projected resident student enrollment.
3. Address additional elementary capacity needs to accommodate projected resident student enrollment and additional kindergarten capacity needs. The additional kindergarten needs are due to recent legislation that will provide state-funding for all-day kindergarten beginning in the fall of 2014.
4. Invest in infrastructure needs to:
 - Enhance security and safety
 - Leverage energy savings
 - Increase reliability of Technology Infrastructure

SUPERINTENDENT’S PRELIMINARY RECOMMENDATION FOR THE SCHOOL BOARD’S CONSIDERATION

To allow time for continued planning and communication with the community while still addressing the capacity issues in a timely way for students and families, I am recommending that the school board consider the following timeline culminating with a final decision on a plan designed to address the aforementioned capacity and facility needs at the October 14, 2013 school board meeting.

- The administrative team, working in cooperation with Wold Architects and Engineers, will make a presentation at the August 12 school board meeting to provide an overview for the community regarding student growth and capacity challenges of the school district.
- A second presentation, following board discussion at the August 26, 2013 board work session and if so directed by the school board, will be delivered at the September 9, 2013 school board meeting. This presentation will provide a detailed plan designed to respond to the capacity and facility needs of the school district. A proposed funding method and model will also be presented at the September school board meeting.
- Finally, as noted above, it is recommended that the school board make a final decision at the October 14, 2013 school board meeting on how it will move forward to address student enrollment and capacity challenges in the future.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - August 12, 2013 - 7:00 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 - June 10, 2013
 2. Special Meeting - June 24, 2013
 3. Regular Meeting - July 8, 2013
 4. Special Meeting - July 22, 2013
 - B. Waive Statutory Requirement for Weekly Pledge of Allegiance
 - C. Authorize Holding a Regular Board Meeting on Columbus Day, October 14, 2013
 - D. Authorize a Date Change for the November 2013 Regular Board Meeting
 - E. District/Professional Memberships for 2013-2014
 - F. Finance and Business Recommendations
 - G. Approval of Updated 403(b) Summary Plan Document
 - H. Approval of Renewal of IOCP Lease Agreement
 - I. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
5. 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.
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 - B. Teaching and Learning
 - C. Finance and Business Services
 1. Monthly Financial Reports
 2. Approval of the Updated 403(b) Plan Document
 3. RESOLUTION FOR THE 2013 WASTE ABATEMENT INCENTIVE FUND SCHOOL RECYCLING ASSISTANCE PROGRAM
 - D. Human Resource Services
7. OTHER BOARD ACTION
 - A. Approval of Designated Bulletin Board for Legal Public Announcements for the 2013 - 2014 School Year
 - B. Approval of Designated Radio Station for Legal Public Announcements for the 2013 - 2014 School Year
 - C. Approval of Designated Newspaper for Legal Public Announcements for the 2013 - 2014 School Year
 - D. Approval of the Wayzata School District Contract with the City of Wayzata - Community Room and Equipment
8. 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.
9. BOARD REPORTS
10. ADJOURN

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – July 22, 2013

AGENDA ITEM: 8. ADJOURN

COMMENTS BY: Board Chair Droegemueller

If there is no additional business before the School Board, the Chair will call for a motion to adjourn the meeting.

Motion by: _____ Yes _____ Passed _____

Second by: _____ No _____ Failed _____

Abstentions _____