

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session - May 24, 2010 - 4:15 PM
District Administration Building, 210 County Rd. 101 N., Plymouth

AGENDA

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WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

VISION

A model of excellence among learning communities

MISSION

The mission of the Wayzata School District is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.

District Directions for 2008-2010

To ensure high achievement on the part of each student and to realize our vision, the district's directions for 2008-2010 are:

- *Provide a more personalized education for each student.*
- *Eliminate the predictability of student achievement based on race.*
- *Provide opportunities for students to engage in global connections.*
- *Prepare students in skills that they will need to function effectively in the future including creative thinking, diplomacy, problem solving and teamwork.*
- *Enhance the sense of ownership and engagement in the district by all segments of the community.*

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – May 24, 2010

AGENDA SECTION: 1. CALL TO ORDER/ROLL CALL

ITEM: _____

COMMENTS BY: Board Chair Peterson

Susan H. Droegemueller, Board Clerk, will call the roll:

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

World Languages Department Curriculum Review Update

*If we spoke a different language, we would
perceive a somewhat different world.*

*The limits of my language mean the limits of my
world.*

–Ludwig Wittgenstein



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World Languages Department Vision

*Ensuring that our students become
eager life-long learners
and capable global citizens*

Mission and Philosophy (handout)

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A Profound Shift

★ Authentic Language

★ 21st Century Skills

★ Spiraling Curriculum and Articulation

★ Student Self-Evaluation

★ Motivating Assessment

★ Targeted Expectations and Feedback

★ Collaborative Teaming

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World Languages Department Curriculum/Website/Teaming

- ★ Example of Curriculum on [C&I site](#)
- ★ Example of authentic language assessment tasks and rubrics
- ★ Proficiency guidelines
- ★ World Languages AWE MOODLE site

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
<p>Performance Assessment</p> <p>I can identify the main ideas and supporting details in a text about a German musician.</p>	<p>Performance Assessment</p> <p>Discuss a German band with a friend. Include biological information about the people in the band, the songs or albums that they have out, their musical style, and your opinion of them. Try to convince your friend that your band should be included in the Environmental Festival. Be sure to ask about what German band your friend likes and have them describe it too.</p>	<p>Performance Assessment</p> <p>You've been chosen to give a video introduction for your German band at a benefit concert for the environment. Include positive information about the band and incorporate at least a 5 sentence speech about the environment. Tie the band to the environmental cause, fire up the crowd and give the band a warm welcome.</p>
<p>Learning Targets:</p> <p>3. Interpretive</p> <ul style="list-style-type: none"> I can use selective listening and reading to understand lyrics and texts about music and musicians. <p>4. Interpretive</p> <ul style="list-style-type: none"> I can follow a conversation about the weather. I can understand the main points of a online report. I can understand the most important assertions in a newspaper article about a current event. I can understand the meaning of unfamiliar words from the context or 	<p>Learning Targets:</p> <p>3. Interpersonal</p> <ul style="list-style-type: none"> I can describe my music likes and dislikes. (Opinions) I can describe music and musicians. (Describe) I can say why I like certain music. (Opinion/Describe) I can talk about fans and sports clubs. (Describe/ Provide Info) <p>4. Interpersonal</p> <ul style="list-style-type: none"> I can explain increases, reductions and measurement relationships. I can make assertions about the future. (Problem-solving) 	<p>Learning Targets:</p> <p>3. Presentational</p> <ul style="list-style-type: none"> I can describe my music likes and dislikes (Describe) I can describe music and musicians. (Describe) I can say why I like certain music. (Opinion) <p>4. Presentational</p> <ul style="list-style-type: none"> I can structure and train short texts to a non-fiction theme. (Provide Information) I can use a dictionary to edit my work.

3. Vocabulary

- I can identify and use language to describe music and my likes and dislikes.

3. Grammar

- I can use indefinite pronouns and forms with "irgend-"
- I can use demonstrative articles
- I can use adjectives with nouns by applying correct adjective endings.
- I can identify and make adjectives using endings like -ig, -isch, -voll and -los.

4. Vocabulary

- I can identify and use words for weather, climate, and seasons.

4. Grammar

- I can understand and use future tense with adverbs and the forms of "werden."
- I can use subordinate clauses with "ob..."

3. Culture

- I can tell what role music plays in the target culture and I am familiar with some current groups. I am aware how people can be influenced by celebrities and songs

4. Culture

- I can describe what role the weather and talking about the weather plays in the target culture.
- I can tell how people in the target culture care for the environment.
- I can tell about seasonal holidays and how they are celebrated.

3. Strategies

4. Strategies

- I can systematically plan a text (a 5 sentence speech)

Comparisons: I can compare popular German music with music from my culture.

Connections: I can see the similarities and differences in translations of lyrics

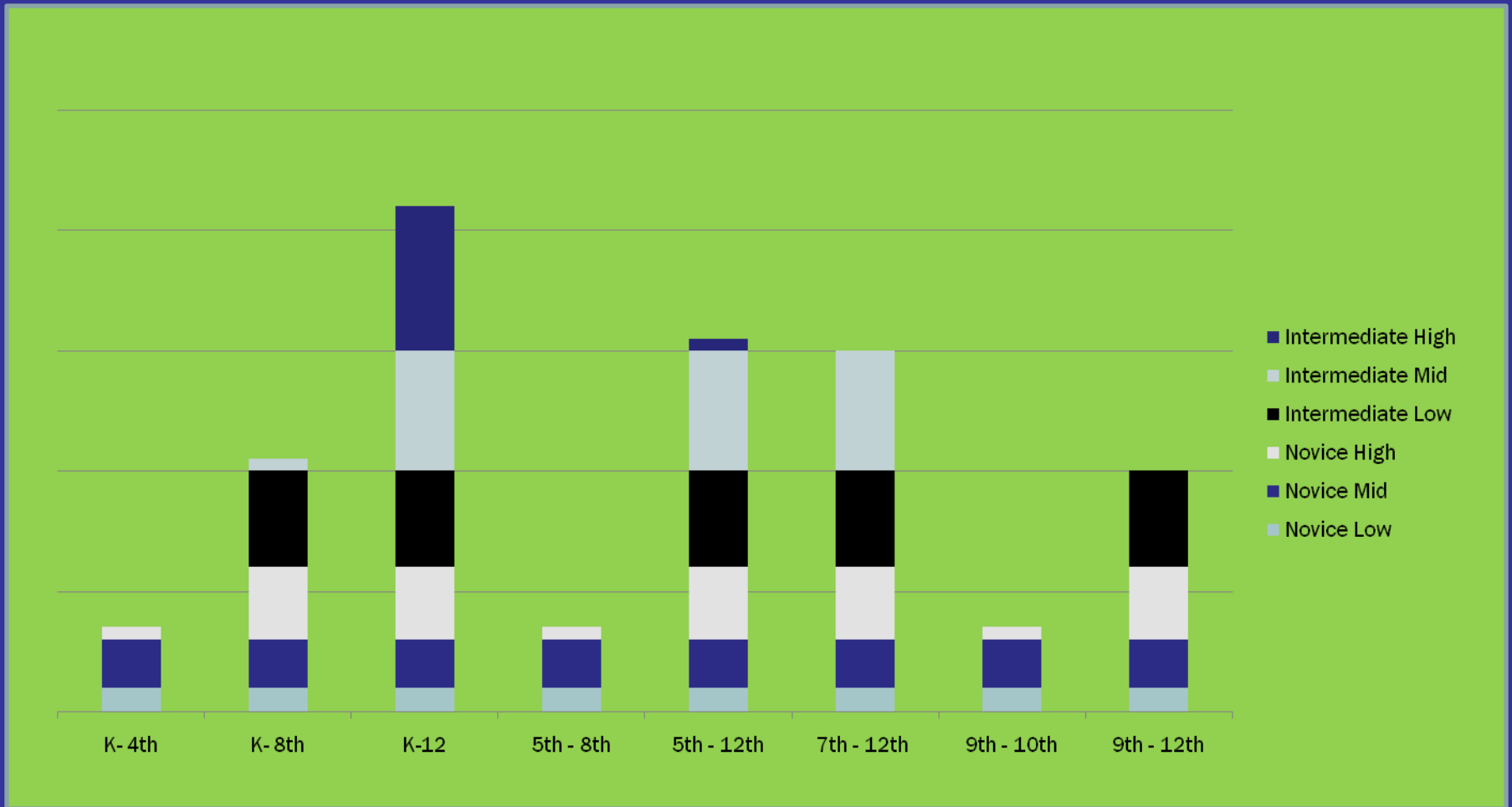
Communities: I can find and participate in German music sites online and sites where people review it.

RUBRIC for IPA INTERPERSONAL PERFORMANCE TASK (Intermediate) Deutsch 3 Unit 2 (3/4) Deutsche Musik und Umwelt
Motivating Assessment, Student Self-Evaluation, Targeted Expectations and Feedback, Spiraling Curriculum

Discuss a German band with a friend. Include biological information about the people in the band, the songs or albums that they have out, their musical style, and your opinion of them. Try to convince your friend that your band should be included in the Environmental Festival. Be sure to ask about what German band your friend likes and have them describe it too.

	Exceeds	Meets Expectations	Partially Meets	Does Not Meet
<p>Language Function</p> <p>Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</p> <ul style="list-style-type: none"> I can describe music.(adjectives and phrases) I can tell about a singer and band. I can express emotion and preference. I can give reasons for liking or disliking a song or band.(weil...) I can say what I think is good about a song or band. I can say what I think the band/singer will do next. (Futur) 	<p>Language expands toward narration and description that includes connectedness, cohesiveness, and different time frames.</p>	<p>Creates with language, ability to express own meaning expands in quantity and quality.</p> <p><i>You had in depth descriptions and showed developed ideas and reasoning.</i></p>	<p>Creates with language, able to express own meaning in a basic way.</p>	<p>Mostly memorized language with some attempts to create.</p>
<p>Text Type</p> <p>Quantity and organization of language discourse – continuum: <u>word-phrase-sentence-connected sentences-paragraph.</u></p>	<p>Mostly connected sentences and some paragraph-like discourse.</p>	<p>Strings of sentences; some connected sentence-level discourse (with cohesive devices), some may be complex (multi-clause) sentences.</p>	<p>Simple sentences and some strings of sentences.</p> <p><i>Use more connectors to combine simple sentences into complex sentences.</i></p>	<p>Simple sentences and memorized phrases.</p>
<p>Communication Strategies</p>	<p>Initiates and</p>	<p>Maintains</p>	<p>Maintains simple</p>	<p>Responds to</p>

ACTFL



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Course: World Languages Collaboration and Intervention, Assessment and Feedback at Work - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://staff.wayzata.k12.mn.us/moodle/course/view.php?id=84

Most Visited Lodging Operators - ... Getting Started LinguaFolio.pdf (appli... Latest Headlines WPS Curriculum and I... Wayzata Public Schoo... Wayzata Web - Intra... Firefox Start

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Course: World Languages Collaborati...

Would you like to change the stored password for knickel? Change Don't Change

You are logged in as Karen Nickel (Logout)

welearning ► w10910 Switch role to... Turn editing on

People

Participants

Activities

Forums
Resources
Wikis

Search Forums

Go

[Advanced search](#)

Administration

Turn editing on
Settings
Assign roles
Grades

Topic outline

World Languages Collaboration and Intervention Assessment and Feedback at Work

World Language teachers will learn how to use protocols and talk about student work. We will work on inter-rater reliability and refining our assessments. World Language teachers will explore various methods of intervention including learning strategies, effective feedback, student reflections, and others, We will work together to organize actions to intervene to help struggling students.

October 22nd only:
 HS 3:30 - 4:30 Collaboration, 4:30 - 5:30 Intervention
 MS 4:00 - 4:30 Collaboration, 4:30 - 5:30 Intervention, 5:30 - 6:00 Collaboration
 ES 4:30 - 5:30 Intervention, 5:30 - 6:30 Collaboration

All other dates:
 HS 3:00 - 4:30 Collaboration, 4:30-5:30 Intervention
 MS 4:00 - 4:30 Collaboration, 4:30 - 5:30 Intervention, 5:30 - 6:30 Collaboration
 ES 4:30 - 5:30 Intervention, 5:30 - 7:00 Collaboration

Latest News

[Add a new topic...](#)
(No news has been posted yet)

Upcoming Events

There are no upcoming events

[Go to calendar...](#)
[New Event...](#)

Recent Activity

Activity since Wednesday, 19 May 2010, 11:44 AM
[Full report of recent activity...](#)

Nothing new since your last login

Done

Start | Inbox - Microsoft Outlook | WL School Board Present... | Microsoft PowerPoint - [... | Course: World Langua... | 12:56 PM

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Course: World Languages Collaboration and Intervention, Assessment and Feedback at Work - Mozilla Firefox

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Course: World Languages Collaborati...

Would you like to change the stored password for knickel? Change Don't Change

INTERVENTION

- Styles and Matching Strategies to Skills
- LinguaFolio as intervention tool

To get the NUA strategies:
Go to www.wayzata.k12.mn.us/curriculum
Login using Novell
Look in the yellow bar for the NUA link
Find the strategies links
[Thinking Strategies](#) by Nessel & Grahams

COLLABORATION

- Inter-rater Reliability - Assessing IPA Assessments
- Follow protocol to talk about an IPA Assesmmnt

- [Questioning Technique](#)
- [Rubric Row Descriptors](#)
- [Rubrics with space to add Strategies](#)
- [Strategies for Rubric Areas List on 11.19.09 SEE WIKI BELOW TO ADD MORE](#)
- [Strategy Quotes - list](#)
- [Strategy Quotes - to post](#)
- [How to Assess Assessments \(IPA's\)](#)
- [AWE presentation 11.19.09.notebook](#)
- [Exit Slip 11.19.09](#)
- [Strategies for Rubric Areas WIKI](#)

Done

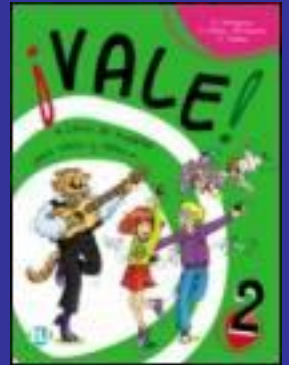
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World Languages Department Elementary

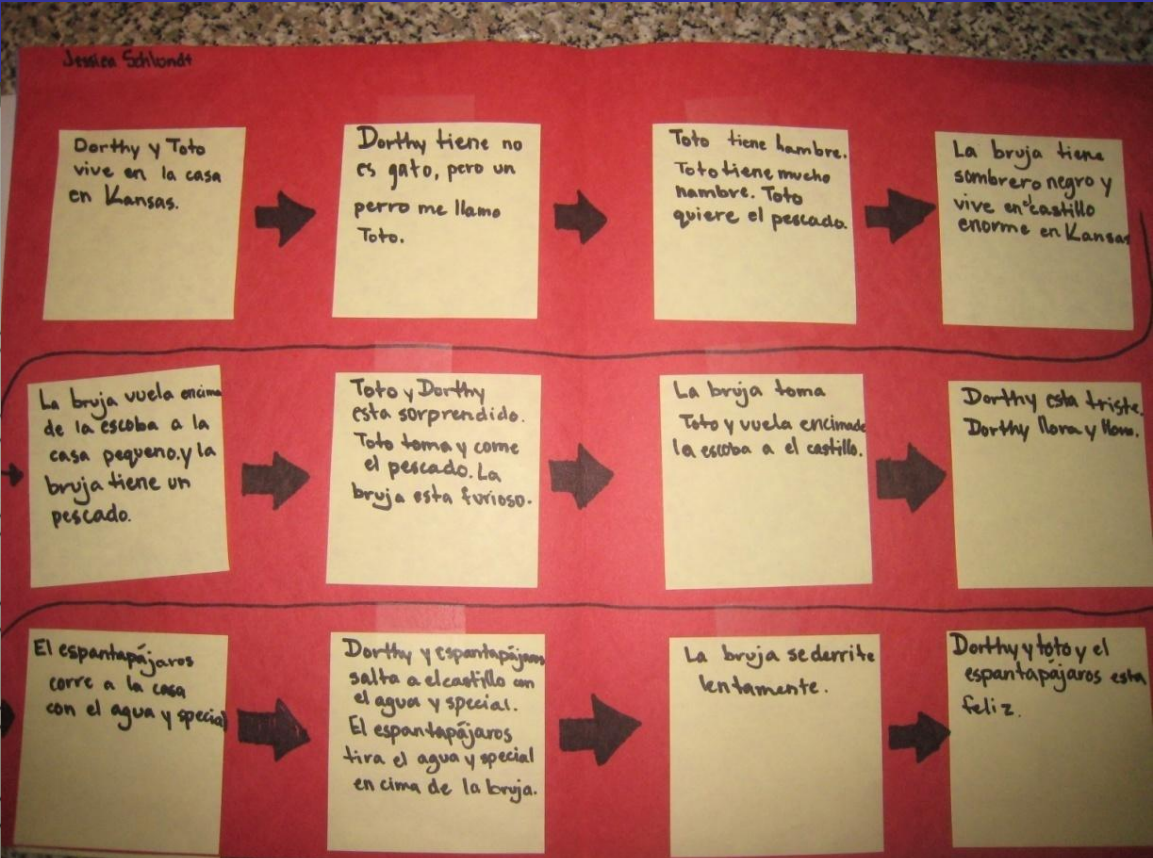
- ★ Updated curriculum
- ★ Developed common assessments
- ★ Introduced textbook and materials
- ★ Updated classroom technology



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Example of 4th grade story board



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World Languages Department Middle School

- ★ Updated curriculum
- ★ Common Assessments
- ★ Updated materials
- ★ Updated classroom technology
- ★ 6th and 7th grade Spanish now a semester each.
- ★ 8th grade Spanish remains a semester elective and students can now finish Spanish level 1 in MS.

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Example of 7th grade writing:

7th Grade Spanish:

Writing IPA

- After 1 qtr. 6th grade + 1 qtr 7th grade
- Describing their classes in detail

En la primera hora, tengo la clase de matemáticas. La clase es muy fácil. Me gusta matemáticas. ¿Y tú? ¿Te gusta matemáticas? En la clase yo trabajo, y no hablo mucho. La profesora se llama señora Tanka. Ella es muy inteligente, y no es desordenada. La clase de matemáticas no es aburrida.

! Mi segunda hora es educación física. En la clase nosotros bailamos y practicamos deportes. Señor Schultz enseña la clase, él es gracioso. Me gusta educación física, y me gusta el profesor. Los estudiantes están encima de las bicicletas. ellos montan en bicicletas. ¿Montas en bicicleta?

La clase de español es mi tercera hora. nosotros hablamos español. Hablo no rápido, español es más difícil que inglés. La profesora es simpática y estudiosa. Ella está delante del escritorio. muchas hojas de papel están en el escritorio. La clase de español es mi clase favorita. Me gusta mucho señora Eugenia. :)

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World Languages Department High School

- ★ Updated curriculum
- ★ Common Assessments
- ★ Updated materials
- ★ Updated classroom technology
- ★ Arabic
- ★ Travel opportunities in Chinese, French, German and Spanish.



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Examples of high school interactive learning:



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World Languages Curriculum Review Committee

- ★ **PARENTS:** Philip Adam, Colleen Brady, Nancy Litvack, Laura Witte
- ★ **ELEMENTARY:** Tom Koch, Liz Seeland, Robyn Vethe
- ★ **MIDDLE SCHOOL:** Susan Sommerfeld, Samara Eugene, Marnie Nelson
- ★ **HIGH SCHOOL:** Paul Paetzel, Jim Bollum, Barbara Melbye Janssen, Lisa Parra Staves, Larry Tuura, Sheen Heng Zhang
- ★ **CURRICULUM :** Jane Sigford, Karen Nickel

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Recommendations

- ★ **Elementary Schools: Consistency across district as part of Potential Program Review?**
- ★ **District-wide: Continue collaborating to increasing student achievement in the WL Communication standards with more emphasis on Culture standards (and Comparisons, Connections and Communities standards)**

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ACTFL Levels

- ★ 0-1 Novice: No functional ability; speech limited to memorized material.
- ★ 1-2 Intermediate: Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction. (Intermediate Mid – Survive and cope in country,* Intermediate High – Limited work ability.)
- ★ 2-3 Pre-Advanced: Handle some complicated situations.

* deal with everyday situations, get directions, casual conversation, basic info, avoid culture errors, operational language skills.

WORLD LANGUAGES DEPARTMENT WAYZATA SCHOOLS

Vision:

Ensuring that our students become eager life-long learners and capable global citizens.

Mission:

Language and cultural proficiency are essential skills for the 21st century and therefore the mission of the Wayzata Public Schools World Languages Department is to prepare students to communicate linguistically and culturally in a language other than English. Teachers will align classroom environments with real world environments giving students opportunities to demonstrate proficiency in authentic language and in cultural awareness. By explicitly teaching strategies, students will gain the cognitive benefits that language learning provides.

Philosophy:

We believe all students can be successful language learners when motivated and provided with strategies and interventions. All students should be given the opportunity to start a language early and have a choice of languages in which they can become proficient.

All students deserve the cognitive benefits that becoming proficient in another language provides. (Studies have shown repeatedly that foreign language learning increases critical thinking skills, creativity, and flexibility of mind in young children. Students who are learning a foreign language out-score their non-foreign language learning peers in the verbal and math sections of standardized tests. The relationship between foreign language study and skill development in the area of problem solving, points to the fact that second language learning is more of a cognitive than linguistic activity. Therese Sullivan Caccavale, president of the National Network for Early Language Learning [NNELL] ACTFL).

Because “Global English” falls short of the communication needed to effectively collaborate with others, we believe pluralilingual students will be able to participate fully in the global community as well as promote cooperation and navigate amongst cultures. All students deserve this opportunity, not as a luxury, but as a necessity for true global citizenship.

The National Foreign Language Standards for the 21st Century outline 5 areas of second language learning (Communication, Culture, Comparisons, Connections, and Communities) that all benefit students. Communication with its three modes (Interpretive, Interpersonal, and Presentational) is most important. Cultural awareness is embedded in each of these modes of Communication.

ACTFL Performance Guidelines

Authentic language use is our goal for students. Students become functional at the ACTFL Intermediate level. They can become proficient at this level in a 4-12 or 9-12 program. Learning vocabulary, grammar and strategies are formative building blocks toward this goal.

Students learn best through formative assessment with meaningful feedback and summative assessment to show evidence of progress.

We have adopted the use of Integrated Performance Assessments (IPA's) as common assessments to assess students' Interpretive, Interpersonal and Presentational modes of communication in the target language. These assessments give evidence of learning at various articulated levels as measured against the ACTFL performance guidelines. Using these tools to assess common learning targets promotes the articulation of our program.

Incorporating the LinguaFolio philosophy encourages students to value all of their language and culture experience, to use language learning strategies more effectively, to self evaluate, and to reflect on their learning. Using the LinguaFolio, students may also keep a portfolio of work showcasing evidence of their abilities.

Students should be provided the opportunity for connection with people of the target culture and language and should have opportunities for international travel as part of their curricular experience.

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
<p>Performance Assessment</p> <p>I can identify the main ideas and supporting details in a text about a German musician.</p>	<p>Performance Assessment</p> <p>Discuss a German band with a friend. Include biological information about the people in the band, the songs or albums that they have out, their musical style, and your opinion of them. Try to convince your friend that your band should be included in the Environmental Festival. Be sure to ask about what German band your friend likes and have them describe it too.</p>	<p>Performance Assessment</p> <p>You've been chosen to give a video introduction for your German band at a benefit concert for the environment. Include positive information about the band and incorporate at least a 5 sentence speech about the environment. Tie the band to the environmental cause, fire up the crowd and give the band a warm welcome.</p>
<p>Learning Targets:</p> <p>3. Interpretive</p> <ul style="list-style-type: none"> I can use selective listening and reading to understand lyrics and texts about music and musicians. <p>4. Interpretive</p> <ul style="list-style-type: none"> I can follow a conversation about the weather. I can understand the main points of a online report. I can understand the most important assertions in a newspaper article about a current event. I can understand the meaning of unfamiliar words from the context or by looking them up in a dictionary. I can understand a weather map and weather report. 	<p>Learning Targets:</p> <p>3. Interpersonal</p> <ul style="list-style-type: none"> I can describe my music likes and dislikes. (Opinions) I can describe music and musicians. (Describe) I can say why I like certain music. (Opinion/Describe) I can talk about fans and sports clubs. (Describe/ Provide Info) <p>4. Interpersonal</p> <ul style="list-style-type: none"> I can explain increases, reductions and measurement relationships. I can make assertions about the future. (Problem-solving) I can express agreement or disagreement. (Opinions) I can make predictions about the future. (Problem-solving) 	<p>Learning Targets:</p> <p>3. Presentational</p> <ul style="list-style-type: none"> I can describe my music likes and dislikes (Describe) I can describe music and musicians. (Describe) I can say why I like certain music. (Opinion) <p>4. Presentational</p> <ul style="list-style-type: none"> I can structure and train short texts to a non-fiction theme. (Provide Information) I can use a dictionary to edit my work.

<p>3. Vocabulary</p> <ul style="list-style-type: none"> I can identify and use language to describe music and my likes and dislikes. <p>3. Grammar</p> <ul style="list-style-type: none"> I can use indefinite pronouns and forms with “irgend-“ I can use demonstrative articles I can use adjectives with nouns by applying correct adjective endings. I can identify and make adjectives using endings like –ig, –isch, –voll and –los. <p>4. Vocabulary</p> <ul style="list-style-type: none"> I can identify and use words for weather, climate, and seasons. <p>4. Grammar</p> <ul style="list-style-type: none"> I can understand and use future tense with adverbs and the forms of “werden.” I can use subordinate clauses with “ob...” 	
<p>3. Culture</p> <ul style="list-style-type: none"> I can tell what role music plays in the target culture and I am familiar with some current groups. I am aware how people can be influenced by celebrities and songs. <p>4. Culture</p> <ul style="list-style-type: none"> I can describe what role the weather and talking about the weather plays in the target culture. I can tell how people in the target culture care for the environment. I can tell about seasonal holidays and how they are celebrated. 	<p>3. Strategies</p> <p>4. Strategies</p> <ul style="list-style-type: none"> I can systematically plan a text (a 5 sentence speech)
<p>Comparisons: I can compare popular German music with music from my culture.</p> <p>Connections: I can see the similarities and differences in translations of lyrics.</p> <p>Communities: I can find and participate in German music sites online and sites where people review it.</p>	

RUBRIC for IPA INTERPERSONAL PERFORMANCE TASK (Intermediate) Deutsch 3 Unit 2 (3/4) Deutsche Musik und Umwelt
Motivating Assessment, Student Self-Evaluation, Targeted Expectations and Feedback, Spiraling Curriculum

Discuss a German band with a friend. Include biological information about the people in the band, the songs or albums that they have out, their musical style, and your opinion of them. Try to convince your friend that your band should be included in the Environmental Festival. Be sure to ask about what German band your friend likes and have them describe it too.

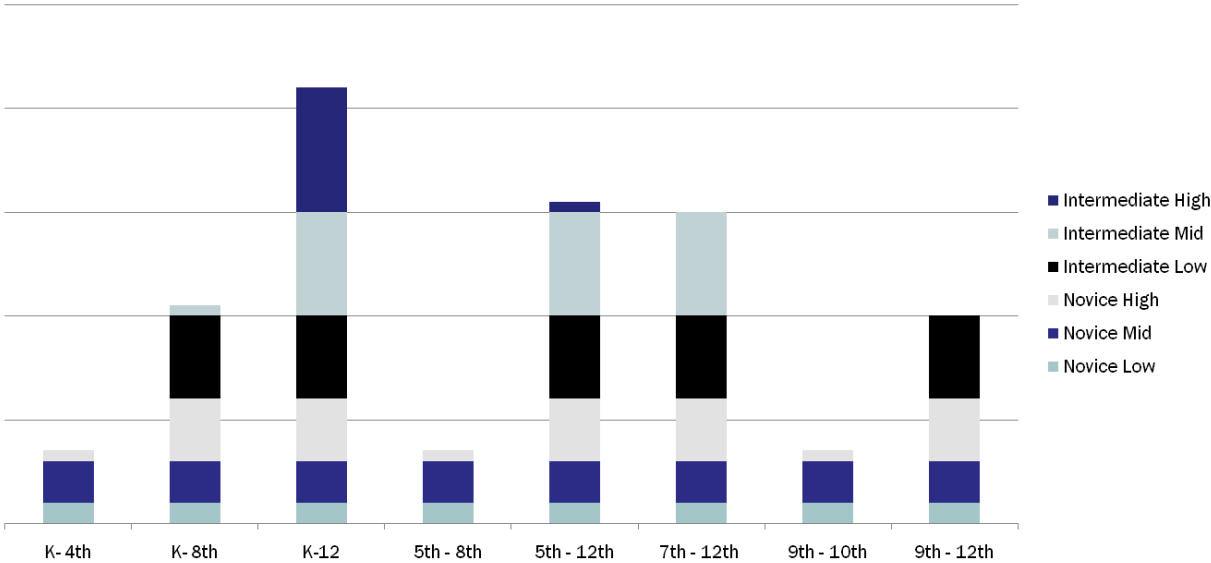
	Exceeds	Meets Expectations	Partially Meets	Does Not Meet
<p>Language Function Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</p> <ul style="list-style-type: none"> I can describe music.(adjectives and phrases) I can tell about a singer and band. I can express emotion and preference. I can give reasons for liking or disliking a song or band.(weil...) I can say what I think is good about a song or band. I can say what I think the band/singer will do next. (Futur) 	<p>Language expands toward narration and description that includes connectedness, cohesiveness, and different time frames.</p>	<p>Creates with language, ability to express own meaning expands in quantity and quality.</p> <p><i>You had in depth descriptions and showed developed ideas and reasoning.</i></p>	<p>Creates with language, able to express own meaning in a basic way.</p>	<p>Mostly memorized language with some attempts to create.</p>
<p>Text Type Quantity and organization of language discourse – continuum: word-phrase-sentence-connected sentences-paragraph.</p>	<p>Mostly connected sentences and some paragraph-like discourse.</p>	<p>Strings of sentences; some connected sentence-level discourse (with cohesive devices), some may be complex (multi-clause) sentences.</p>	<p>Simple sentences and some strings of sentences.</p> <p><i>Use more connectors to combine simple sentences into complex sentences.</i></p>	<p>Simple sentences and memorized phrases.</p>
<p>Communication Strategies Quality of engagement and interactivity; amount of negotiation of meaning, how one participates in the conversation and advances it.</p> <ul style="list-style-type: none"> I can agree or disagree with my friend. I can ask someone to talk about his/her favorite thing. 	<p>Initiates and maintains conversation using a variety of strategies.</p> <p>Clarifies by paraphrasing.</p>	<p>Maintains conversation by asking and answering questions.</p> <p>Clarifies by asking and answering questions.</p>	<p>Maintains simple conversation; asks and answers some basic questions (but still may be reactive.)</p> <p>Clarifies by asking and answering questions.</p>	<p>Responds to basic direct questions. Asks a few formulaic questions</p> <p>Clarifies by occasionally selecting substitute words.</p>

<p>Comprehensibility Who can understand this person's meaning? How sympathetic must the listener be? How independent of the teaching situation is the conversation?</p>	<p>Although there may be some confusion about the message, generally understood by those unaccustomed to inter-acting with language learners.</p>	<p>Generally understood by those accustomed to interacting with language learners.</p>	<p>Generally understood by those accustomed to interacting with language learners.</p>	<p>Understood with occasional difficulty by those accustomed to interacting with language learners.</p>
<p>Language Control Accuracy, form, appropriate vocabulary, degree of fluency.</p> <ul style="list-style-type: none"> • Adjectives (with appropriate endings!) • Indefinite pronouns • Demonstratives <p>Word order Vocabulary music, feelings Verb forms & agreement</p> <p style="text-align: right;">New</p>	<p>Most accurate with connected discourse in present time. Accuracy decreases when narrating and describing in time frames other than present.</p>	<p>Most accurate with connected sentence-level discourse in present time. Accuracy decreases as language becomes more complex. <i>More mistakes when you try to focus on adjective endings – not yet natural.</i></p>	<p>Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.</p>	<p>Most accurate with memorized language, including phrases. Accuracy decreases when creating, when trying to express own meaning.</p>
<p>Culture, Connections, Comparisons, Communities: You must be a German, Austria, Swiss band that sings in German.</p>				
<p>Student Additions</p>				

ACTFL Level	American Council on the Teaching Foreign Languages Descriptions	Minimal Contact Hours ACTFL	Wayzata Hours and Levels
Novice Low			ES Spanish 1- 3 times a wk for 1-1.5 hrs 108 average hours total 54 average hours in 4 th grade 54 average hours in 5 th grade
Novice Mid		K-4 th grades 5 th – 8 th grades 9 th -10 th grades	MS Spanish One semester each year 312 hours total with 8 th 68 hours in 6 th grade 68 hours in 7 th grade (68 hours in 8 th grade)
Novice High	Able to satisfy immediate needs using learned utterances. Can ask questions or make statements as short memorized utterances or formulae. There is no real autonomy of expression, although there may be some emerging signs of spontaneity. Word endings are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Communication is inhibited even with persons used to dealing with such learners.	150 hours (at least 30 minutes daily non-interrupted, articulated program) 9 th – 12 th grades	HS Spanish 2 for those who had 4 th – 8 th grade 441 hours total 129 hours in Spanish 2 HS French, German and beginning Spanish Semester block classes 258 hours total 129 hours in level 1 129 hours in level 2 HS Arabic and Chinese Semester block classes 129 hours in level 1 129 hours in level 2 129 hours in level 3 387 total hours
Intermediate Low	Able to satisfy basic survival needs and minimum courtesy requirements. Can ask and answer simple questions and maintain very simple face-to-face conversations on very familiar topics. Almost every utterance contains fractured syntax and other grammatical errors. Vocabulary inadequate to express anything but the most elementary needs. Generally understood by native speakers in	French, German & Spanish 300 hours (at least 30 minutes daily non-interrupted, articulated program) K-8 th grades Arabic and	HS Level 3 129 hours Semester block classes Spanish ES – level 3 570 total hours French and German 387 total hours Arabic and Chinese 129 hours level 4 129 hours level AP 516-645 total hours

	regular contact with foreigners attempting to speak their language.	Chinese 520 hours	
Intermediate Mid	Able to satisfy some survival needs and some limited social demands. Vocabulary permits discussion of topics beyond basic survival needs such as personal history and leisure time activities. Some evidence of grammatical accuracy in basic constructions.	450 hours (at least 30 minutes daily non-interrupted, articulated program) K – 8 th grades	HS levels 4 129 hours Semester block classes Spanish ES – level 4 699 total hours French, German and HS beginning Spanish – level 4 516 total hours
Intermediate High	Able to satisfy most survival needs and limited social demands. Shows some spontaneity in language production. Can initiate and sustain a general conversation, but has little understanding of the social conventions of conversation. Limited vocabulary range necessitates much hesitation and circumlocution. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Articulation is comprehensible to native speakers used to dealing with foreigners. Still has to repeat utterance frequently to be understood by the general public.	600 hours (at least 30 minutes daily non-interrupted, articulated program) K-12 th grades	HS level AP 129 hours Semester block classes Spanish ES – level AP 828 total hours French, German and HS beginning Spanish – level AP 645 total hours

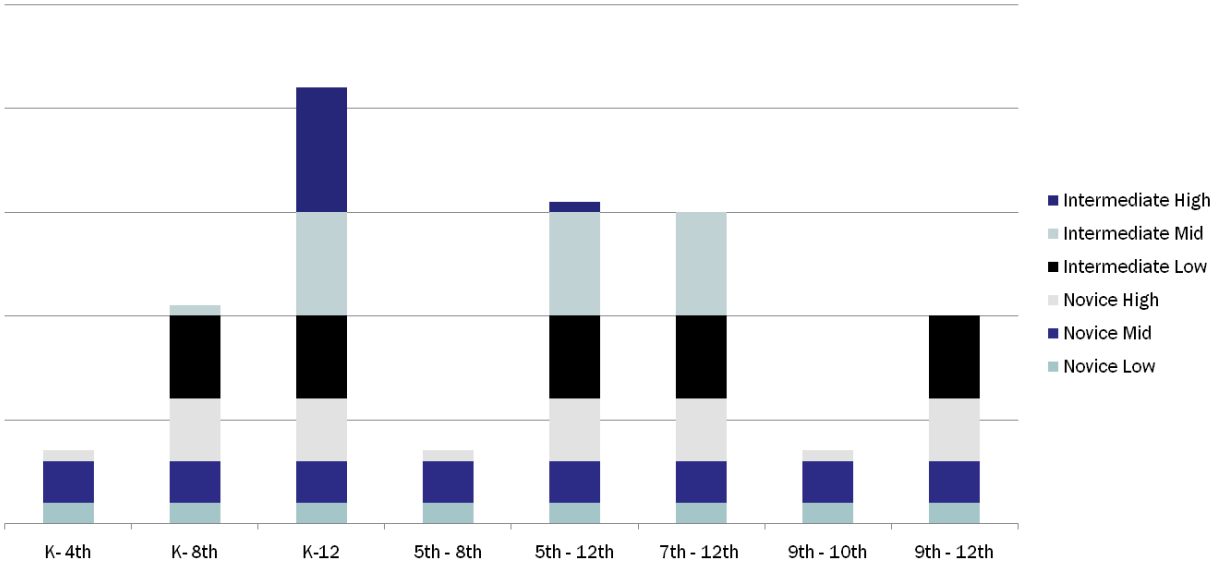
ACTFL Performance Guidelines



ACTFL Level	American Council on the Teaching Foreign Languages Descriptions	Minimal Contact Hours ACTFL	Wayzata Hours and Levels
Novice Low			ES Spanish 1- 3 times a wk for 1-1.5 hrs 108 average hours total 54 average hours in 4 th grade 54 average hours in 5 th grade
Novice Mid		K-4 th grades 5 th – 8 th grades 9 th -10 th grades	MS Spanish One semester each year 312 hours total with 8 th 68 hours in 6 th grade 68 hours in 7 th grade (68 hours in 8 th grade)
Novice High	Able to satisfy immediate needs using learned utterances. Can ask questions or make statements as short memorized utterances or formulae. There is no real autonomy of expression, although there may be some emerging signs of spontaneity. Word endings are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Communication is inhibited even with persons used to dealing with such learners.	150 hours (at least 30 minutes daily non-interrupted, articulated program) 9 th – 12 th grades	HS Spanish 2 for those who had 4 th – 8 th grade 441 hours total 129 hours in Spanish 2 HS French, German and beginning Spanish Semester block classes 258 hours total 129 hours in level 1 129 hours in level 2 HS Arabic and Chinese Semester block classes 129 hours in level 1 129 hours in level 2 129 hours in level 3 387 total hours
Intermediate Low	Able to satisfy basic survival needs and minimum courtesy requirements. Can ask and answer simple questions and maintain very simple face-to-face conversations on very familiar topics. Almost every utterance contains fractured syntax and other grammatical errors. Vocabulary inadequate to express anything but the most elementary needs. Generally understood by native speakers in	French, German & Spanish 300 hours (at least 30 minutes daily non-interrupted, articulated program) K-8 th grades Arabic and	HS Level 3 129 hours Semester block classes Spanish ES – level 3 570 total hours French and German 387 total hours Arabic and Chinese 129 hours level 4 129 hours level AP 516-645 total hours

	regular contact with foreigners attempting to speak their language.	Chinese 520 hours	
Intermediate Mid	Able to satisfy some survival needs and some limited social demands. Vocabulary permits discussion of topics beyond basic survival needs such as personal history and leisure time activities. Some evidence of grammatical accuracy in basic constructions.	450 hours (at least 30 minutes daily non-interrupted, articulated program) K – 8 th grades	HS levels 4 129 hours Semester block classes Spanish ES – level 4 699 total hours French, German and HS beginning Spanish – level 4 516 total hours
Intermediate High	Able to satisfy most survival needs and limited social demands. Shows some spontaneity in language production. Can initiate and sustain a general conversation, but has little understanding of the social conventions of conversation. Limited vocabulary range necessitates much hesitation and circumlocution. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Articulation is comprehensible to native speakers used to dealing with foreigners. Still has to repeat utterance frequently to be understood by the general public.	600 hours (at least 30 minutes daily non-interrupted, articulated program) K-12 th grades	HS level AP 129 hours Semester block classes Spanish ES – level AP 828 total hours French, German and HS beginning Spanish – level AP 645 total hours

ACTFL Performance Guidelines



Kimberly Lane Elementary Site Plan

May 24, 2010

School Board Work Session

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

School Trend Data

NWEA MAP

Measure of student Achievement Individual	Fall – Spring 06-07	Fall – Spring 07-08	Fall – Spring 08-09
Growth Target met or exceeded	3 rd -63.6%	3 rd -77.3%	3 rd -76.2%
	4 th - 60.5%	4 th -66.0%	4 th -75.8%
	5 th - 64.7%	5 th -70.4%	5 th -81.8%

A Model of Excellence Among Learning Communities

Wayzata Public Schools

Goal

- ★ **Improve student achievement in the areas of reading and math as measured by performance on NWEA Measures of Academic Progress (MAP).**
 - ★ **The percentage of all students in grades 3-5 at Kimberly Lane Elementary who achieve or exceed their individual RIT score growth target on the reading NWEA MAP will increase from 77.7 percent in spring 2009 to 79.7 percent in spring 2010, with growth being measured from Fall 2009 to Spring 2010.**

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Action Plan Activities

- ★ Use fall and spring assessments, K-1 to measure accuracy, fluency, and comprehension. MAP testing in grades 3-5 to measure growth and define instruction in the areas of Word Recognition, Analysis, and Vocabulary Expansion, Comprehension: Informational and Narrative, and Literature.
- ★ Use baseline and benchmark assessment from Pearson/Scott Foresman in grades 2-5 to analyze student achievement and develop student action plans.
- ★ Continue and expand staff development opportunities in the areas vocabulary, comprehension and literature.
- ★ Improve reading instruction by embedding learned best practice in vocabulary and comprehension.

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Building Initiatives

- ★ **To create opportunities for teachers to take on leadership roles within our community.**
- ★ **Embrace technology to increase student learning.**
- ★ **To create opportunities for staff and students to experience and develop cultural awareness**
- ★ **To create opportunities for students to take on leadership roles within our community.**

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Staff Activities

- ★ Cultural awareness
- ★ Book Studies
- ★ Academy Classes
- ★ Continued NUA Training
- ★ Embracing technology
- ★ PLC's to make individual learning personalized
- ★ Commitment to professional growth

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

PTA Initiatives

- ★ **Together we can make a difference in our school and the lives of our kids**
 - ★ Supported by parents, teachers, and administrators who work to make our school a better place
- ★ **To build community within our school**
 - ★ Providing support for community, staff, students, and programs
 - ★ Provide activities within our community.

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools



SCHOOL IMPROVEMENT PLAN

**Kimberly Lane
Gary Kipling, Principal**



VISION

A model of excellence among learning communities

MISSION

The mission of the Wayzata School District is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.

DISTRICT DIRECTIONS for 2008-2010

- **Provide a more personalized education for each student.**
- **Eliminate the predictability of student achievement based on race.**
- **Provide opportunities for students to engage in global connections.**
- **Prepare students in skills that they will need to function effectively in the future including creative thinking, diplomacy, problem solving and teamwork.**
- **Enhance the sense of ownership and engagement in the district by all segments of the community.**



**Shared Decision Agreement
Between Kimberly Lane
Elementary and the Wayzata
School Board**

This plan was reviewed on: _____

This plan was approved on: _____

Signature of School Board Chair _____



Shared Decisions Agreement Review Team Check List Form

Procedure:

Prior to presentation to the Board, Site Improvement Plans will be reviewed for compliance with statutes, contracts, policies, and administrative regulations. Site Teams are advised that plans should be submitted at least thirty (30) days prior to date of desired Board action.

- Site Improvement Plans are sent to the Office of the Superintendent of Schools.
- The school improvement plan must be completed at least **thirty days** prior to the initial presentation at the Work Session. Copies must be given to, Supt, Curriculum Director, Finance Director and Director of Human Resources and WEA representative for review, in case changes have to be made prior to being reviewed by the Board of Education.

Review Team Response

Office of the Superintendent

Check here if an additional page is attached detailing questions or concerns.

Signature and Date

Executive Director of Curriculum and Instruction

Check here if an additional page is attached detailing questions or concerns.

Signature and Date

Executive Director of Finance

Check here if an additional page is attached detailing questions or concerns.

Signature and Date

Executive Director of Human Resources

Check here if an additional page is attached detailing questions or concerns.

Signature and Date

Wayzata Education Association Representative

Check here if an additional page is attached detailing questions or concerns.

Signature and Date



Building Leadership Members

<u>Name</u>	<u>Position</u>	<u>Year</u>
Cathy Thoma	Parent	
Carla Lo	Parent	
Vicki Bitner	Parent	
Lisa Mayberry	Parent	
Kristin Smith	Parent	
MayAnn Severud	Parent	
Syeda Husain	Parent	
Lisa Brua	Parent	
Nancy Carlson	Kindergarten Teacher	
Deb Engelbretson	1 st Grade Teacher	
Nicole Ringate	2 nd Grade Teacher	
Michele Thomas	3 rd Grade Teacher	
Joesph McAllif	4 th Grade Teacher	
Krisitin Hoppesch	5 th Grade Teacher	
Diane Vogen	Literacy Specialist	
Debbie Mossefin	Media Specialist	
Gary Kipling	Principal	



Student Achievement Goals 2008-2009

2008-2009 Site Goal: Improve student achievement in the areas of reading and math as measured by performance on Measures of Academic Progress (MAP). The percent of students in grades 3-5 at Kimberly Lane, who meet or exceed their individual RIT target score in reading will increase from an average of 66.65 percent in the previous testing seasons to 68.65% in the 08-09 testing season including the standard error of measurement.

Goal Achieved: 77.9 percent of Kimberly Lane students in grade 3-5 met or exceeded their RIT score growth target as measured by the NWEA MAP Reading assessment.

2008-2009 Elementary Equity Goal: Increase the reading mean RIT growth for black students from 8.76 to 10.76 as measured on the NWEA MAP reading assessment

Goal Achieved: Mean growth for black students 12.2 RIT points as measured on the NWEA MAP reading assessment.

Student Achievement Goals 2009-2010

2009-2010 Site Goal: Improve student achievement in the areas of reading and math as measured by performance on NWEA Measures of Academic Progress (MAP). The percentage of all students in grades 3-5 at Kimberly Lane Elementary who achieve or exceed their individual RIT score growth target on the reading NWEA MAP will increase from 77.7 percent in spring 2009 to 79.7 percent in spring 2010, with growth being measured from Fall 2009 to Spring 2010.

2009-2010 Elementary Equity Goal:

The percent of elementary black students who meet the MCA projected proficiency level as measured by the NWEA MAP spring 2010 reading assessment will increase from 73% to 78%.



Identify standardized assessment: NWEA MAP									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> <input type="checkbox"/> Other	Identify assessed grades: 3-5						District trend data for all grades (MCA-II/MTAS)		
	School trend data			District trend data			07 Percent	08 Percent proficient	09 Percent
	06-07	07-08	08-09	06-07	07-08	08-09			
Measure Movement Individual or exceeded	Fall-Spring 3 rd -63.6% 4 th - 60.5% 5 th - 64.7%	Fall-Spring 3 rd - 77.3% 4 th -66.0% 5 th - 70.4%	Fall-Spring 3 rd -76.2% 4 th - 75.8% 5 th - 81.8%	Fall-Spring 3 rd - 64% 4 th 62.4% 5 th - 63%	Fall-Spring 3 rd -75.5% 4 th - 72.0% 5 th -70.9%	Fall-Spring 3 rd - 75.7% 4 th - 76.6% 5 th - 77.8%	Spring 3 rd - 92.7% 4 th - 84.9% 5 th - 90.6%	Spring 3 rd - 91.8% 4 th - 89.0% 5 th - 87.6%	Spring 2009 3 rd - 91.4% 4 th -88.5% 5 th - 90.8%
Number of students Grades 3-5	375	345	378	2109	2156	2267	2145	2164	2283
Number of students Grades 3-5	376	347	379	2151	2172	2301	2151	2172	2301

Summary/Interpretation of Data Analysis:

- When comparing Kimberly Lane Elementary School to others schools in the nation that administer the NWEA MAP test, the school percentile rank for the percentage of students meeting or exceeding their RIT point growth target in reading is as follows:
 Third grade students approximately the 97.8th percentile
 Fourth grade students approximately the 99.2th percentile
 Fifth grade students above the 99.1th percentile
- Students can show growth without meeting or exceeding their expected RIT growth target.
- Significant decrease in the number of students who were below projected proficiency (for those students who made expected growth and those students who did not make expected growth) from the 07-08 school year to the 08-09 school year. In the 08-09 school year, a total of 2 students were below projected proficiency.
- Greatest opportunity for growth continues to be with the students whose MAP scores identify them as projected proficient on the MCA, yet are not making expected growth.
- In relation to the equity goal, the 12 black students at Kimberly Lane gained an average of 7.1 RIT points.



Action Plan to Achieve Goals:

- Use fall and spring assessments in grades K-1 to measure accuracy, fluency and comprehension.
- Use fall and spring MAP testing in grades 3-5 to measure growth and define instruction in the areas of Word Recognition, Analysis, and Vocabulary Expansion, Comprehension: Informational and Narrative, and Literature.
- Use baseline and unit assessments from Pearson/Scott Foresman in grades 2-5 to help identify student needs and to develop student action plans.
- Use *Emergent Reader* and *Soar to Success* strategies with lower quartile students.
- Train a cadre of teachers in the National Urban Alliance (NUA) strategies related to vocabulary, comprehension skills and thinking maps.
- Continue staff training initiatives from the National Urban Alliance.
- Continue and expand staff development opportunities in the areas vocabulary, comprehension and literature.
- Develop team and/or individual teacher goals to address individual student needs and plan for intervention strategies.
- Review strategies from *Bringing Words to Life: Robust Vocabulary Instruction* by Isabel L. Beck PhD, *Strategies That Work: Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis, and *Thinking Strategies for Student Achievement: Improving learning across the curriculum, K-12* by Denise D. Nessel and Joyce M. Graham.
- Embed best practices in vocabulary, comprehension, and NUA strategies we have learned into reading instruction.
- Provide continued support for new reading series.
- Use grade-level and cross-grade-level sharing of reading strategies and interventions to monitor progress at quarterly grade level planning days and staff meetings.
- Document the progress of individual learning outcomes of students working on intervention plans and change plans as needed for student growth and support.
- Provide staff with a Professional Development Calendar for the 2009-2010 school year.



Building Initiatives

Initiative 1

To create opportunities for staff and students to experience and develop cultural awareness.

Status/Activities - ongoing

- Assemblies
 - Ethnic dancers
 - Historical Perspectives
 - Climb Theater
- Artist in residence
- Fourth Grade World Fair
- Announcements of cultural holidays
- Identification and respecting significant religious holidays across our student community

Initiative 2

To create opportunities for students to take on leadership roles within our community.

Status/Activities - ongoing

- Cookie drive for Interfaith Outreach
- Adopt a family for Interfaith Outreach
- Money relief effort for Haiti
- Making bag lunches for Caring and Sharing Hands and Interfaith Outreach
- Movie Night for a family in crisis
- Food Drive for Interfaith Outreach
- Good Neighbor Awards
- Money contributions to Heifer project, Humane Society and Mary's Place

Initiative 3

Staff embracing technology to increase student learning.

Status/Activities - ongoing

- Creating notebook files that are embedded in our curriculum.
- Student response system.
- Using Smart Notebook, iMovie, Moodle, Voice Thread, Museum Box for student projects.
- Participation in Academy Notebook classes



Initiative 4

To create opportunities for teachers to take on leadership roles within our community.

Status/Activities - ongoing

- Teaching and participation in Academy classes
 - Seven staff members have taught academy classes or lead book studies
 - Over 85% of our staff have taken academy classes or book studies
- Continued NUA training
- Faculty members have taught NUA strategies at Staff Meetings
- The use and interpretation of data with PLC's to make individual learning more personalized.

Initiative 5

To build community within our school

Status/Activities – ongoing

- Fall family walk/run
- Bingo night
- Student council movie night
- Family fun night
- Noodles night
- Applebee's
- Service Projects
- Book Fair



Staff Roster

Principal: Gary Kipling
Secretary: Donna Roehl
Office Para: Deb Betz
Attendance/Health: Carol Talus
District Nurse: Meg Reese

Kindergarten:
Nancy Carlson
Ronda Gjestvang
Ann Marvin
Angie Rietschel

Grade 1:
Deb Engebretson
Rachel Falkowski
Jessica Fricke
Heather Lewis
France Roberts

Grade 2:
Greta Cender
Deb Donahue
Sara Roberts/Jen Hunkins
Barb Hughes
Nikki Ringate

Grade 3:
Ann DesRoches
Laura Dobosenski
Michelle Pool
Michele Stinson
Michele Thomas

Grade 4:
Suzanne Bot
Joe McAuliff
Janelle Mattson
Janet Pearson
Brad Schaffer

Grade 5:
Kristin Hoppesch
Dick Pritchard
Patricia Stellmaker
Karen Ward-Elser/Lisa Carlson
Trevor Windel

Media:
Debbie Mossefin
Jeanne Broms, Paraprofessional
Lilly Perry, Paraprofessional

Music/Choir:
Patty Zabinski

Phy Ed:
Mike Monson
Kelly Allgaier
Belinda Estrem
Sally Gerber, Adaptive PE

Spanish:
Barb Cartford

Art:
Ericka Bachmeier

Technology:
Steve Gustafson
Deb Singler, Paraprofessional

Vision 21:
Brenda Ferrens

Peer Coach/Q Comp:
Tina Sheldon

Special Education:
Carol Clement-Dunsmore
Steffani Bobich

Kindergarten Paraprofessionals:
Linda Leuer
Barb MacIntyre

Paraprofessionals:
Penny Blankenship
Wanda Fischbach
Cheryl Moline
Joyce Poppele
Sandy Schaber
Becky Schellinger
Deb Wiese

Special Education Paras:
Linda Anderson
Patty Knudsen
Pat Malec
Joanne Peterson
Judy Peterson

Psychologist:
Kathie Wotjkiewicz

Social Worker:
Heidi Sandmeier

Speech:
Patty Bloom

ELL:
Eram Mashadi

Literacy Specialist/Behavior:
Dianne Vogen

Literacy Specialist:
Karen Bazany/Camry Monson

Culinary Express:
Vicki O'Brien, Manager
Corrine Guddal
Randi Newton
Geri Scudder

Custodians:
Doug Winzenburg, Head
Jordan Kern, Night Lead
Karen Brandt
Doug Strand



Staff Demographics

Experience Profile of Staff (Percent of Licensed Staff by Years of Teaching Experience)				Education Profile of Staff (Percent of Licensed Staff by education/training)		
1st Year	2-7	8 - 20	20+	BA	Masters	Doctorate
7%	27%	43%	23%	24%	76%	0%



Student Demographics

Student Population by Grade

Grade	2008-2009			2007-2008			2006-2007		
	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size
K	48	34	20.5	52.	43	19.0	63	65	18.3
1	59	57	23.2	55	61	19.3	63.	61	24.8
2	65	60	21.0	58.54	22.4	53	64	64	23.4
3	69	61	25.8	54	64	23.6	58	61	23.8
4	62	67	25.8	50	55	26.3	70	50	24.0
5	53	62	28.8	63	50	22.6	74	62	27.2
Total	356	341	24.0	332	327	22.0	381	363	23.3

Ethnic Distribution

Ethnicity	2008-2009	2007-2008	2006-2007
Native American	0	1	1
Asian/Pacific Islander	128	126	121
Hispanic/Latino	6	9	11
Black	25	21	31
White	538	502	580

Percent of Students on Free/Reduced Lunch

	2008-2009	2007-2008	2006-2007
Free	1.1%	1.7%	3.4%
Reduced	0.8%	0.5%	0.7%

Student Mobility

Percent of students entering and leaving during the year, computed by dividing the number of transfers by the October 1 enrollment.

2007-2008	2006-2007	2005-2006
4.86	9.52 (district)	4.49

Average Daily Attendance

2007-2008				2006-2007				2005-2006			
1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
97.43	96.56	96.49	96.61	96.63	97.21	96.93	96.93	96.73	96.91	96.95	96.89



Minnesota Comprehensive Assessments (MCA-II)

**Percent of Students Proficient on the MCA-II Reading
Includes Minnesota Test of Academic Skills (MTAS)**

Reading Total

All Students	Gr 3	Gr 4	Gr 5
2007	92.6	90.0	93.3
2008	98.3	94.2	92.8
2009	95.4	97.6	93.8

Native American	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	NA	NA	NA
2009	NA	NA	NA

Asian	Gr 3	Gr 4	Gr 5
2007	100	92.3	100
2008	100	100	100
2009	100	100	100

Hispanic	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	NA	NA	NA
2009	NA	NA	NA

Black	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	NA	NA	NA
2009	NA	NA	NA

White	Gr 3	Gr 4	Gr 5
2007	90.6	91.9	92.7
2008	98.0	92.2	92.5
2009	93.8	98.1	91.8



Minnesota Comprehensive Assessments (MCA-II)

**Percent of Students Proficient on the MCA-II Math
Includes Math Test for English Language Learners (MTELL) and
Minnesota Test of Academic Skills (MTAS)**

Mathematics Total

All Students	Gr 3	Gr 4	Gr 5
2007	95.7	89.8	88.9
2008	97.5	94.2	90
2009	96.9	97.6	92.9

Native American	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	NA	NA	NA
2009	NA	NA	NA

Asian	Gr 3	Gr 4	Gr 5
2007	100	100	100
2008	100	100	100
2009	100	100	100

Hispanic	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	NA	NA	NA
2009	NA	NA	NA

Black	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	NA	NA	NA
2009	NA	NA	NA

White	Gr 3	Gr 4	Gr 5
2007	89.6	90.7	89.0
2008	97.0	92.2	89.9
2009	95.8	98.1	92.9

Wayzata Public Schools

Wayzata Public Schools

Thanks to all of the staff and students at Kimberly Lane Elementary School for their hard work.

Thanks to Office of Assessment, Pat Harris, Shelly Nelson and Jodi Dilley for gathering the data and compiling the report.

Thanks to Jane Sigford for providing guidance and input throughout the planning process.



Technology Integration Curriculum Review 09-10



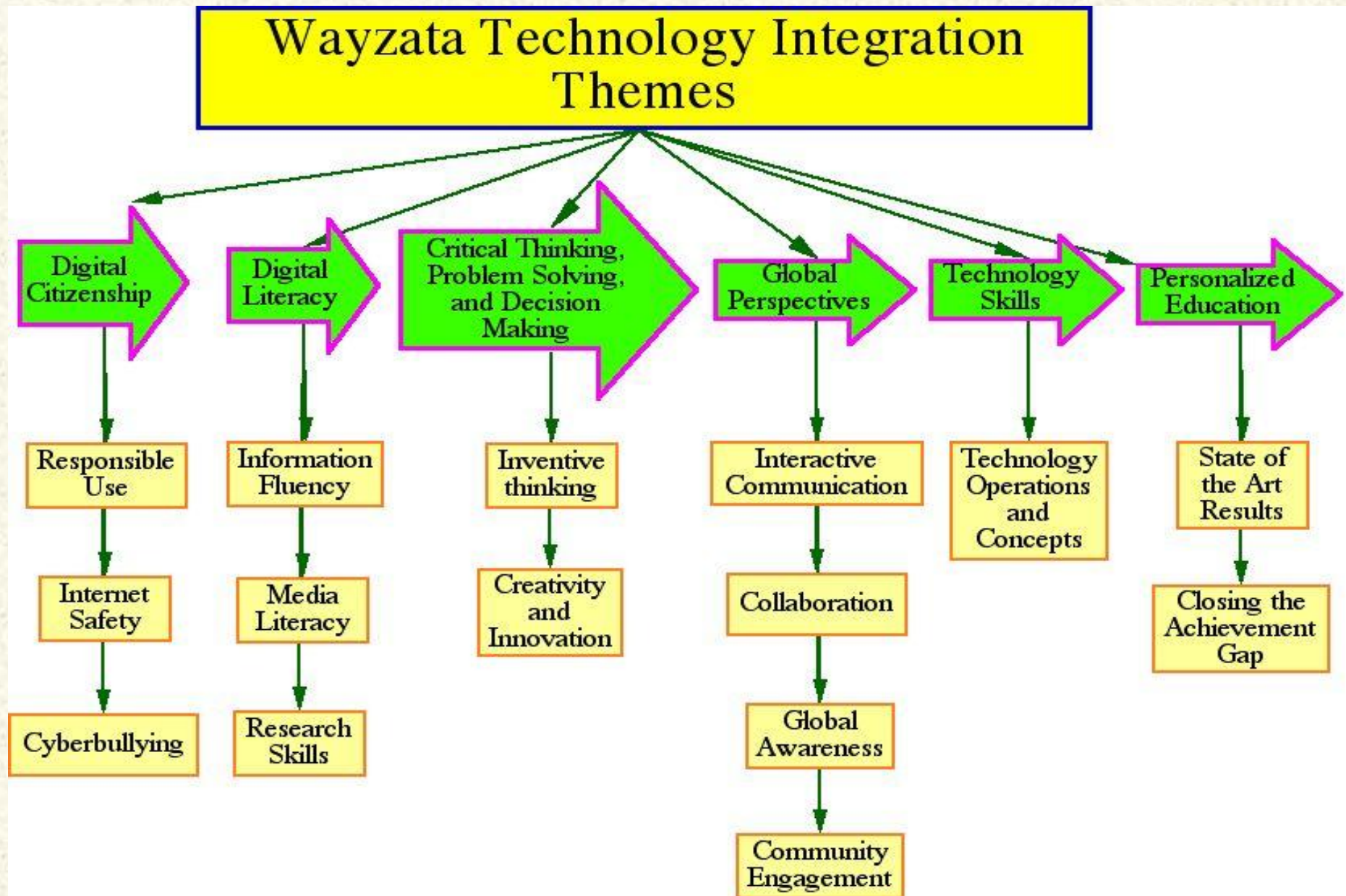
Process

- Representation from every building and grade level and most departments
- Met throughout the last two years
- Studied the national and state standards as well as district directions regarding 21st century learning
- Developed the six themes for technology integration
- Developed a curriculum map at each grade level
- Collected results of a teacher technology assessment
- Developed a technology inventory that explains the prioritization and progression of tools in our district

School Representatives

- WHS - Tina Christopherson, Ken McCarthy, Crystal Gildea, Adrienne Crook, Allison Jakucki
- CMS - Anne Knudsen
- WMS - Seth Brown, Clark Doten, Judy St. Cyr
- EMS - Jim Eberhardt
- BV - Kellie Brannick
- GL - Gloria Sterud
- GW - Linda Gibbons
- KL - France Roberts
- OW - Carrie Ehrlich
- PC - Amy Belikoff
- SH - Cheryl Burdick, Karen Keffeler

Six Themes of Technology Integration

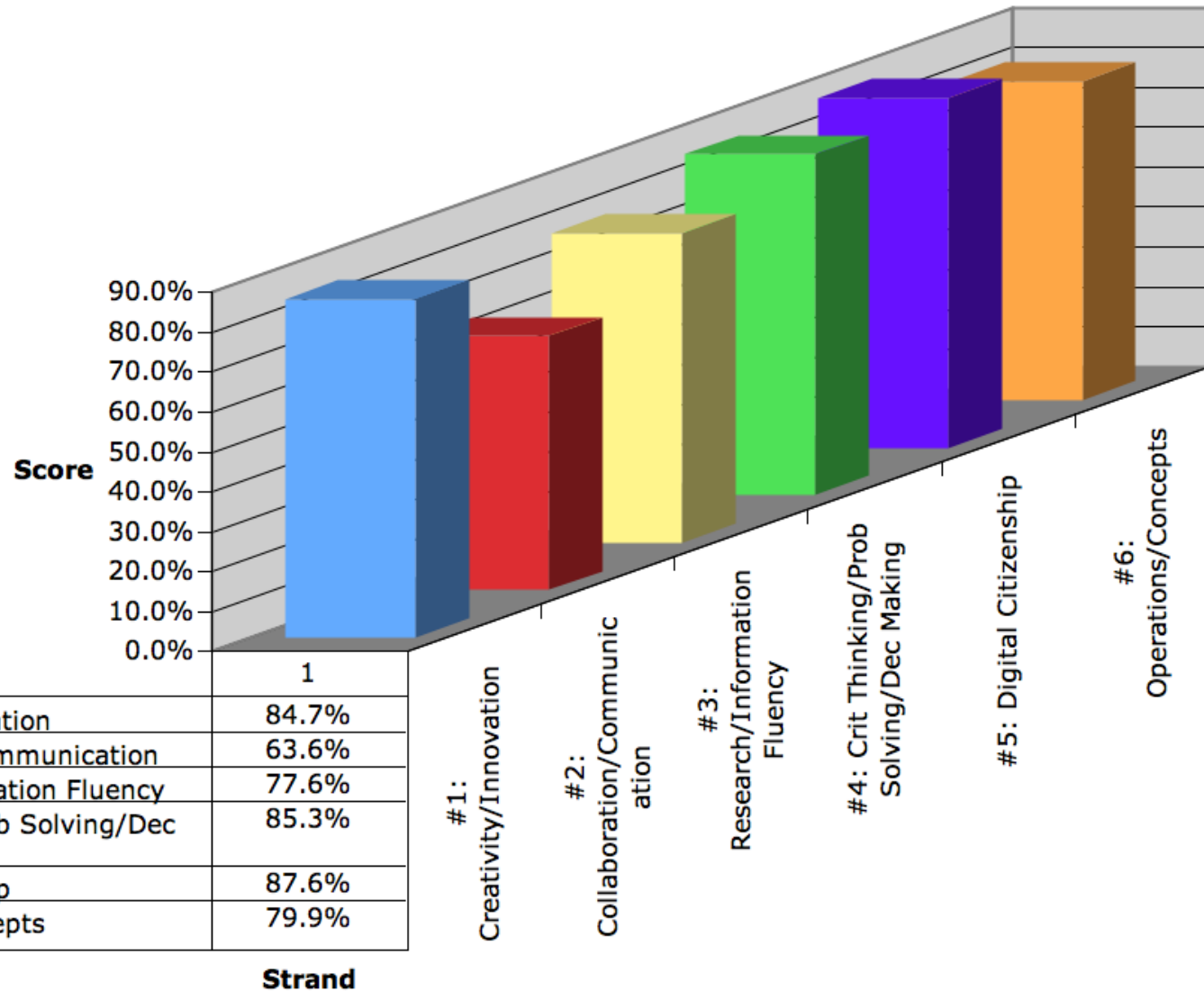


Curriculum Map by Grade Level

- [K-2 Curriculum](#)
- [3-5 Curriculum](#)
- [6-8 Curriculum](#)
- [9-12 Curriculum](#)

Teacher Technology Assessment

Tech Assessment Results by NETS-S Strand



Technology Tool Inventory

Tier 1 Tools	Tier 2 Tools	Tier 3 Tools
Basic Tools all teachers should know	Next Level of Tools the district is teaching across the board and is the next place teachers should go with their skills	High Flying Tools that some are trying
Presentation software (Notebook 10)	Blogging	Podcasting into iTunes
Communication Tools (Moodle / Website)	Voicethread	Virtual Environments
Incorporate multimedia: (youTube/CCC)	Destiny - Library access	Social Networking
Basic Computer Operations	iMovie/Windows Movie Maker	GarageBand/Audacity
Word Processing	spreadsheet	Photo Editing (photoshop and elements)
Sound field/ projector/ DVD/SMARTboard	prezi	Podcast (video)
Google Apps Basics	Google Apps	Skype and Video Conferencing
Internet Safety/Copyright Use	video cameras (FLIP)	Scratch
	Social bookmarking (i.e Delicious)	Sketch Up
Non instructional needs:	Google Earth	Cell phone - student - integration
	Comic Life	Ebooks / Playaways
Erma	digital storytelling (slideshows, animoto, moviemaker)	Lit Trips
Keep Certified	future web 2.0	Student Developed Video Podcasts
Intranet		ArcView GIS
C and I Website		iPods
Skyward / Gradebook/ Attendance	If accessible:	Student Created Web Sites
Sub call-in system		App Design
Performance Matters	Document Cameras	Robotics
Outlook and Entourage	Student Response System	
Network access - Novell/Microsoft		
Online booking system		
Atomic Learning		



To: School Board
From: Jim Westrum
Date: May 24, 2010
Re: 2010-2011 Budget Modifications

At our April 26, 2010 school board work session, we discussed possible budget modifications to achieve a balanced budget for the 2010-2011 fiscal year. Our preliminary calculations indicate that we currently are projected a \$1.1 million gap. The following items are proposals submitted for school board consideration and possible inclusion in the 2010-2011 budget. The proposed 2010-2011 budget will be submitted for board approval at the regularly scheduled school board meeting on June 14, 2010.

Strategies to reduce or eliminate budget gap for 2010-2011 fiscal year for possible consideration:

<u>Strategy</u>	<u>Amount</u>	<u>Cumulative Amo</u>
Reduce contributions to severance & OPEB funds	\$ 500,000	\$ 500,000
Shift cost of bus garage lease to capital fund	\$ 170,000	\$ 670,000
Save utility costs with energy retrofits	\$ 100,000	\$ 770,000
Reduce building supply allocations	\$ 220,000	\$ 990,000
Increase high school parking fees	\$ 50,000	\$ 1,040,000
Increase gate receipts to equal lake conference rates	\$ 20,000	\$ 1,060,000
Increase enrollment without adding additional staff (10 Students)	\$ 40,000	\$ 1,100,000

Additional strategies include using a portion of fund balance, categorical revenues, and the operating capital transfer of 1% (approximately \$600,000)



To: Budget file
From: Jim Westrum
Date: May 2010
Re: 2010-2011 Athletic fees

Per Jaime Sherwood, Wayzata's athletic fees are comparatively low compared to metro and west-metro school districts. With a modest increase, the district could potentially generate an additional \$70,000 in athletic fee revenues.

Mike Trewick and Jaime Sherwood would recommend that we do not increase participation fees in the 2010-2011 school year. Instead, if consideration to this type of fee increase is given, their recommendation would be to increase participation fees in the 2011-12 budget cycle.

By increasing the ticket prices and participation fees in the same year we are tapping parents of participants twice in one year. By waiting until 2011-12, we will have a better understanding of the combination of cuts and revenue generators we have to have in place in a year where heavy cuts will need to be made.

Attached you will find a participation fee comparison for neighboring high schools.



To: Budget file
From: Jim Westrum
Date: May 2010
Re: 2010-2011 Gate receipts

Per Jaime Sherwood, Wayzata's ticket prices are currently \$1 less than ticket prices in the Lake Conference. If we were to increase ticket prices to be the same as others district's in the Lake Conference, prices would be \$7 for adults and \$5 for students.

For the 2010-2011 school year, this translates into an increase of \$22,650 for revenues.



To: Budget file
From: Jim Westrum
Date: May 2010
Re: 2010-2011 High School Parking Lot fees

Per Mike Trewick, Wayzata has about 1,125 parking permits that we issue for the year.

Currently, the cost is \$75 for a semester and \$125 for the year. These are very low compared to our neighbors as seen in the analysis below.

Hopkins (current)	\$300 annual fee
Minnetonka (current)	\$250 annual fee
St. Louis Park (current)	\$185 annual fee
Edina (current)	\$225 annual fee
Orono (current)	\$200 annual fee
Eden Prairie (current)	\$350 annual fee (paved) or \$200 annual fee for back forty
Wayzata (Proposed)	\$175 annual fee

The recommendation would be to increase the per semester fee to \$125 and the yearly fee to \$175. Estimated additional annual revenue: \$50,000.

Activity Fee Deposits
2008-09

	Adapt Soccer*	X-C Boys	X-C Girls	Football	Swim-Girls	Soccer-Boys	Soccer-Girls	Tennis-Girls
Minnetonka High School	Participation Fee (one time payment for all students involved in an activity) \$60.00							
Activity Fee	60.00	73.00	80.00	190.00	104.00	88.00	88.00	81.00
Chaska High School	210	210	210	220	220	210	210	210
Edina High School	n/a	140	140	190	140	155	155	125
Hopkins High School	n/a	220	220	220	220	220	220	220
Wayzata High School	70	105	105	130	120	105	105	95
Armstrong High School	n/a	200	200	200	200	200	200	200
Cooper High School	n/a	200	200	200	200	200	200	200
Eden Prairie High School	n/a	150	150	250	150	200	200	150
Cretin Durham Hall H.S.	n/a	uniform40	uniform 40	50	uniform -55	uniform 15	uniform 15	uniformcosts
Richfield High School		168	168	210	196	168	168	154
Totino Grace High School	All fees for activities are in the cost of tuition---\$11,400.00							
Chanhassen High School	210	210	210	220	220	210	210	210
Maple Grove High School	n/a	190	190	190	190	190	190	190
Orono High School	n/a	340	340	340	340	340	340	340
Prior Lake High School	n/a	150	150	170	170	170	170	145
Note: all fees go up by \$30.00 in 2010-11 for Prior Lake H.S.								
Holy Angels high School	n/a							
Farmington High School	n/a	145	145	145	145	145	145	145
New Prague High School	n/a	125	125	125	125	125	125	125
Northfield High School	n/a	95	95	130	130	140	140	95
Red wing High School	n/a	160	160	160	160	160	160	160
Shakopee High School	n/a	90	90	90	90	90	90	90
Hutchinson High School	n/a	120	120	160	120	n/	n/a	120
Brooklyn Center H.S.	n/a	n/a	n/a	50	n/a	50	50	50
Columbia Hts. High School	n/a	n/a	n/a	185	150	150	150	150
Moundview High School	n/a	180	180	230	180	180	180	180
Irondale High School	n/a	180	180	230	180	180	180	180
Fridley High School	n/a	125	125	125	125	125	125	125
Roseville High School	n/a	150	150	150	150	150	150	150
Jefferson High School	n/a	105	105	130	105	110	110	105
Kennedy High School	n/a	105	105	130	105	110	110	105
St. Louis Park High School	n/a	140	140	160	150	150	150	150
MAX		\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00
MIN		\$ 73.00	\$ 80.00	\$ 50.00	\$ 90.00	\$ 50.00	\$ 50.00	\$ 50.00
AVG		\$ 156.77	\$ 157.04	\$ 171.72	\$ 162.41	\$ 160.04	\$ 160.04	\$ 151.79
Wayzata		\$ 105.00	\$ 105.00	\$ 130.00	\$ 120.00	\$ 105.00	\$ 105.00	\$ 95.00

Activity Fee Deposits
2008-09

	Volleyball	Adapt FH*	Alpine-Boys	Alpine-Girls	BB-Boys	BB-Girls	Comp. Dance	Gymnastics
Minnetonka High School								
Activity Fee	95.00	60.00	94.00	94.00	144.00	144.00	119.00	95.00
Chaska High School	210	210	220	220	230	230	230	220
Edina High School	155	n/a	125	125	155	155	125	140
Hopkins High School	220	n/a	220	220	220	220	220	220
Wayzata High School	115	80	305	305	155	155	135	130
Armstrong High School	200	n/a	200	200	200	200	200	200
Cooper High School	200	n/a	200	200	200	200	200	200
Eden Prairie High School	150	n/a	100	100	200	200	150	200
Cretin Durham Hall H.S.	uniform 30		ski pass 325	ski pass325	uniform 50	uniform 50	fee 75	uniform - 45
Richfield High School	182	n/a	196	196	252	252	196	210
Totino Grace High School								
Chanhassen High School	210	210	220	220	230	230	230	220
Maple Grove High School	190	190	190	190	190	190	190	190
Orono High School	340	n/a	340	340	340	340	340	340
Prior Lake High School	170	n/a	n/a	n/a	180	180	190	245
Note: all fees go up by \$30.00 in 2010-11 for Prior Lake H.S.								
Holy Angels high School								
Farmington High School	145	n/a	n/a	n/a	145	145	145	145
New Prague High School	125	n/a	n/a	n/a	125	125	125	125
Northfield High School	130	n/a	n/a	n/a	130	130	130	180
Red wing High School	160	n/a	n/a	n/a	160	160	n/a	160
Shakopee High School	90	n/a	n/a	n/a	90	90	n/a	n/a
Hutchinson High School	135	n/a	n/a	n/a	135	135	120	n/a
Brooklyn Center H.S.	50	n/a	n/a	na	50	50	50	n/a
Columbia Hts. High School	150	n/a	n/a	n/a	150	150	150	150
Moundview High School	180	n/a	180	180	220	220	180	180
Irondale High School	180	n/a	180	180	220	220	180	180
Fridley High School	125	n/a	n/a	n/a	150	150	150	150
Roseville High School	150	n/a	n/a	n/a	150	150	150	150
Jefferson High School	110	n/a	n/a	105	115	115	105	110
Kennedy High School	110	n/a	n/a	105	115	115	105	110
St. Louis Park High School	150	n/a	n/a	n/a	150	150	140	140
MAX	\$ 340.00	\$ 210.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00
MIN	\$ 50.00	\$ 60.00	\$ 94.00	\$ 94.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 95.00
AVG	\$ 158.11	\$ 150.00	\$ 197.86	\$ 186.25	\$ 171.46	\$ 171.46	\$ 163.65	\$ 175.60
Wayzata	\$ 115.00	\$ 80.00	\$ 305.00	\$ 305.00	\$ 155.00	\$ 155.00	\$ 135.00	\$ 130.00

Activity Fee Deposits
2008-09

	Hockey-Boys	Hockey-Girls	Nordic Ski-Boys	Nordic Ski-Girls	Swim-Boys	Wrestling	Adapt-Bowl*	
Minnetonka High School								
Activity Fee	235.00	235.00	93.00	93.00	104.00	99.00	60.00	
Chaska High School	230	230	220	220	220	220	210	
Edina High School	190	190	125	125	140	n/a	n/a	
Hopkins High School	220	220	220	220	220	220	n/a	
Wayzata High School	145	145	120	120	120	130	80	
Armstrong High School	200	200	200	200	200	200	n/a	
Cooper High School	200	200	200	200	200	200	n/a	
Eden Prairie High School	250	250	150	150	150	200	n/a	
Cretin Durham Hall H.S.	fee 300	fee 300			uniform 55			
Richfield High School	238	238	196	196	196	210	n/a	
Totino Grace High School								
Chanhassen High School	230	230	220	220	220	220	210	
Maple Grove High School	190	190	190	190	190	190	190	
Orono High School	340	340	340	340	340	340	n/a	
Prior Lake High School	300	300	170	170	170	n/a	n/a	
Note: all fees go by \$30.00 in 2010-11 for Prior Lake H.S.								
Holy Angels high School	250	250	All other Activity Fees are covered by Tuition Fees					
Farmington High School	195	195	145	145	145	145	n/a	
New Prague High School	225	225	n/a	n/a	125	125	n/a	
Northfield High School	180	180	180	180	130	130	n/a	
Red wing High School	160	160	n/a	n/a	160	n/a	n/a	
Shakopee High School	90	90	n/a	n/a	n/a	90	n/a	
Hutchinson High School	160	160	n/a	n/a	120	135	n/a	
Brooklyn Center H.S.	50	50	n/a	n/a	n/a	50	n/a	
Columbia Hts. High School	250	250	n/a	n/a	150	150	n/a	
Moundview High School	320	320	180	180	180	180	n/a	
Irondale High School	320	320	180	180	180	180	n/a	
Fridley High School	250	250	n/a	n/a	150	150	n/a	
Roseville High School	250	250	n/a	n/a	150	150	n/a	
Jefferson High School	135	135	105	105	105	110	n/a	
Kennedy High School	135	135	105	105	105	110	n/a	
St. Louis Park High School	190	190	140	140	140	140	n/a	
MAX	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 210.00	
MIN	\$ 50.00	\$ 50.00	\$ 93.00	\$ 93.00	\$ 104.00	\$ 50.00	\$ 60.00	
AVG	\$ 211.31	\$ 211.31	\$ 173.95	\$ 173.95	\$ 165.77	\$ 162.96	\$ 150.00	
Wayzata	\$ 145.00	\$ 145.00	\$ 120.00	\$ 120.00	\$ 120.00	\$ 130.00	\$ 80.00	

Activity Fee Deposits
2008-09

	Adapt-SB*	Baseball	Golf-Boys	Golf-Girls	Lacrosse-Boys	Lacrosse-Girls	Softball	Tennis-Boys
Minnetonka High School								
Activity Fee	60.00	108.00	81.00	81.00	175.00	95.00	95.00	81.00
Chaska High School	210	210	210	210	210	210	210	210
Edina High School	n/a	155	125	125	155	155	155	125
Hopkins High School	n/a	220	220	220	220	220	220	220
Wayzata High School	75	115	115	115	115	115	115	95
Armstrong High School	n/a	200	200	200	200	200	200	200
Cooper High School	n/a	200	200	200	200	200	200	200
Eden Prairie High School	n/a	200	150	150	200	200	200	150
Cretin Durham Hall H.S.		uniform 50	fee 150	fee 150		uniform 50	uniform 35	fee 25& uniforr
Richfield High School	na	182	154	182	182	182	182	182
Totino Grace High School								
Chanhassen High School	210	210	210	210	210	210	210	210
Maple Grove High School	190	190	190	190	190	190	190	190
Orono High School	n/a	340	340	340	340	340	340	340
Prior Lake High School	n/a	170	185	185	n/a	n/a	170	145
Note: all fees go up by \$30.00 in 2010-11 for Prior Lake H.S.								
Holy Angels high School								
Farmington High School	n/a	145	145	145	n/a	n/a	145	145
New Prague High School	n/a	120	120	120	n/a	n/a	120	120
Northfield High School	n/a	140	130	130	n/a	n/a	140	105
Red wing High School	n/a	160	160	160	n/a	n/a	160	160
Shakopee High School	n/a	90	90	90	n/a	n/a	90	90
Hutchinson High School	n/a	120	120	120	120	120	120	120
Brooklyn Center H.S.	n/a	50	n/a	n/a	n/a	n/a	50	50
Columbia Hts. High School	n/a	150	150	150	n/a	n/a	150	150
Moundview High School	n/a	180	180	180	n/a	n/a	180	180
Irondale High School	n/a	180	180	180	n/a	n/a	180	180
Fridley High School	n/a	150	150	150	n/a	n/a	150	150
Roseville High School	n/a	150	150	150	n/a	n/a	150	150
Jefferson High School	n/a	110	105	105	n/a	n/a	110	105
Kennedy High School	n/a	110	105	105	n/a	n/a	110	105
St. Louis Park High School	n/a	110	100	100	n/a	n/a	110	100
MAX	\$ 210.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00	\$ 340.00
MIN	\$ 60.00	\$ 50.00	\$ 81.00	\$ 81.00	\$ 115.00	\$ 95.00	\$ 50.00	\$ 50.00
AVG	\$ 149.00	\$ 159.46	\$ 157.96	\$ 159.00	\$ 193.62	\$ 187.46	\$ 159.00	\$ 152.07
Wayzata	\$ 75.00	\$ 115.00	\$ 115.00	\$ 115.00	\$ 115.00	\$ 115.00	\$ 115.00	\$ 95.00

Activity Fee Deposits
2008-09

	Track-Boys	Track-Girls
Minnetonka High School		
Activity Fee	81.00	81.00
Chaska High School	210	210
Edina High School	155	155
Hopkins High School	220	220
Wayzata High School	115	115
Armstrong High School	200	200
Cooper High School	200	200
Eden Prairie High School	150	150
Cretin Durham Hall H.S.	uniform 40	uniform 40
Richfield High School	182	182
Totino Grace High School		
Chanhassen High School	210	210
Maple Grove High School	190	190
Orono High School	340	340
Prior Lake High School	150	150
Note: all fees go up by \$30.00 in 2010-11 for Prior Lake H		
Holy Angels high School		
Farmington High School	145	145
New Prague High School	120	120
Northfield High School	105	105
Red wing High School	160	160
Shakopee High School	90	90
Hutchinson High School	120	120
Brooklyn Center H.S.	50	50
Columbia Hts. High School	150	150
Moundview High School	180	180
Irondale High School	180	180
Fridley High School	150	150
Roseville High School	150	150
Jefferson High School	105	105
Kennedy High School	105	105
St. Louis Park High School	100	100
MAX	\$ 340.00	\$ 340.00
MIN	\$ 50.00	\$ 50.00
AVG	\$ 154.04	\$ 154.04
Wayzata	\$ 115.00	\$ 115.00

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - June 14, 2010 - 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 - April 12, 2010
 - 2. Regular Meeting - May 10, 2010
 - 3. Special Meeting - May 24, 2010
- B. Finance and Business Recommendations
- C. Human Resource Recommendations

3. STUDENT CURRICULUM PRESENTATION - Kimberly Lane Elementary

4. RECOGNITIONS

- A. June Employee of the Month -
- B. WPS 2009-2010 Retirees
- C. Minnesota Athletic Director of the Year - Jaime Sherwood
- D. Math Masters - Kimberly Lane Elementary
- E. Scholar of Distinction

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. Curriculum and Instruction
 - 1. Approval of Kimberly Lane Elementary Shared Decisions Agreement
- C. Finance and Business Services
 - 1. Monthly Financial Reports
 - 2. Approve Revised 2009 - 2010 Budget
 - 3. Adopt Proposed 2010 - 2011 Budget
- D. Human Resource Services

7. OTHER BOARD ACTION

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. NEW BUSINESS

11. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – May 24, 2010

AGENDA SECTION: 8. ADJOURN

ITEM: _____

COMMENTS BY: Board Chair Peterson

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