

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## BOARD OF EDUCATION

Work Session - November 28, 2011 - 4:00 PM  
District Administration Building, 210 County Rd. 101, N., Plymouth, MN

### AGENDA

- |   |    |
|---|----|
| 1. CALL TO ORDER/ROLL CALL  | 3  |
| 2. ADMINISTRATIVE   |    |
| A. District Strategic Plan Discussion - C. Anderson - <i>30 minutes</i>                                 | 4  |
| 3. TEACHING AND LEARNING  |    |
| A. East Middle School Site Improvement Plan - P. Paetzel - <i>20 minutes</i>                            | 11 |
| B. Teaching and Learning Annual Report on Curriculum and Instruction - B. Arrington - <i>10 minutes</i> |    |
| 4. FINANCIAL  |    |
| A. District Audit - 2010 - 2011 - J. Westrum - <i>40 minutes</i>  | 29 |
| B. Two-Year and Ten-Year Facility Plan - J. Westrum - <i>20 minutes</i>                                 |    |
| C. Tax Levy - Jim Westrum - <i>10 minutes</i>   |    |
| 5. HUMAN RESOURCES  |    |
| 6. BOARD REPORTS  |    |
| 7. SCHOOL BOARD   |    |
| A. School Board Member Compensation 2012 - <i>5 minutes</i>   | 47 |
| B. Tentative Board Agenda for December 12, 2011 - <i>5 minutes</i>                                      | 48 |
| 8. ADJOURN  | 49 |

**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 – November 28, 2011**

**AGENDA SECTION:** 1. CALL TO ORDER/ROLL CALL

**ITEM:** \_\_\_\_\_

**COMMENTS BY:** Board Chair Gleason

**Linda A. Cohen, 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	_____	_____

# MEMO

November 22, 2011

To: Wayzata Public Schools Board of Education

From: Dr. Chace B. Anderson, Superintendent of Schools

Re: Summary of Feedback for Strategic Road Map

## Background

The Wayzata Public Schools Board of Education and Leadership Council members have been engaged in a strategic planning process since January of 2011. The process has been facilitated by Dennis Cheesebrow of Teamworks, International. The goal of the process was to create a Strategic Road Map that would include: 1) Mission, 2) Vision, 3) Core Values, and 4) Strategic Directions. In addition, Mr. Cheesebrow has been working with our Leadership Council members in the creation of balanced scorecards called VisionCards. Work on the VisionCards will continue well into and perhaps through the current school year. These scorecards will be used to outline measures for each of the Strategic Directions. The measures will be scored based on a metric of a 1-5 rating with a score of "5" being the highest. On September 1, 2011 the School Board and Strategy Leadership Team agreed to a draft copy of the Strategic Road Map that they agreed was ready to share with the community and to solicit and receive feedback about its content.

The strategic planning process included numerous meetings facilitated by Mr. Cheesebrow with the school board and the district's administrative leadership teams. Additionally, I have sought feedback from school staff members, school PTA groups, and other school district and community committees. In the spring of 2011, I visited each of the eleven school buildings and spent nearly a full day in each school meeting with staff members. The purpose of these meetings was to discuss the strategic planning process, share some preliminary thoughts, and to solicit feedback from staff members. The strategic planning process was also presented to PTA groups during the 2010-2011 School Year. During October and November of the 2011-2012 School Year, I met again with many school staff members in each building, PTA groups, and community groups (District Liaison Committee, Communities in Collaboration Council, Legislative Action Committee, Wayzata Public Schools Education Foundation, Community Education Advisory Council, Citizens Finance Advisory Council) to provide an update on the process, to respond to questions and to accept feedback; a total of 33 meetings were held this fall. Due to scheduling conflicts, the only school PTA group that was not visited with for a second time was at the high school.

In addition to the aforementioned site visits, parents and staff members were invited to provide their input into the Road Map through an on-line mechanism. A copy of the Road Map was placed on the website and the community was presented with the following statements to which they were asked to respond:

- What I like about the Road Map
- What I don't like about the Road Map
- What I think is missing in the Road Map
- What I would improve on the Road Map

- Other Comments/Suggestions

Approximately 80 individuals responded using the on-line mechanism. The respondents were a mix of parents (40%), residents (19%), and staff members (41%). A summary of this feedback is included in this memo. A community forum was also held on October 25, 2011 at Central Middle School. All current families and staff members were sent an e-mail to inform them of the forum. An invitation to the forum was also included on the district's website and in The Communicator. Although not heavily attended, the conversation at the forum was helpful to gain community perspectives. Again, feedback collected through this process is also included within this memo.

### **Community Feedback from the On-Line System...**

Included below is a summary of the on-line feedback collected from the community. It should be noted that not all responses have been included in their entirety. An informal qualitative analysis process was used to create the categories or themes under each of the statements the respondents were asked to respond to. Every effort was made to include substantive comments in one of the categories listed below (bullet points). Single responses about specific issues, were not necessarily included in the summary statements. For example, if someone felt it was important to implement a new program or add a project or work on character education, while very likely worthwhile consideration, that level of detail is not part of a one page Road Map. Such initiatives can be considered by staff members in the future as the school improvement plans and other initiatives are implemented.

#### What I like about the Road Map

- It is simple/clear/concise/understandable/provides direction and big ideas (23)
- High Expectations/Focus on Growth and Excellence/Strong Aims/Direct (12)
- I Like the Values (7)
- I Like the Vision (6)
- It is comprehensive (5)

#### What I don't like about the Road Map

- There is no reference to how this will be done...needs an implementation plan (9)
- It is too Vague (6)
- Reference to "Each and Every-No exceptions/No excuses" (5)
- Reference to "Predictable Gap" hard to understand...what does it mean? (4)
- Reference to "World Class" (4)
- Too Wordy...Everything to everybody (4)

#### What I think is missing in the Road Map

- Specific Strategies/Measurable outcomes/Implementation plan (6)
- Nothing is missing/It is Well Done (5)
- Zero tolerance for bullying/valuing others/safety and wellness of our students (3)
- Demanding staff excellence to enable exceptional student learning (2)
- References to technology (2)
- More focus on students in Road Map (2)
- More focus on welcoming diversity and cultural awareness (2)

#### What I would improve on the Road Map

- More details/specific actions/measures/metrics (13)
- Simplified and shorter version for distribution (3)
- Nothing, if we do this we be will doing fine (2)

#### Other Comments/Suggestions

- Very good document. Proud to work under this document. Good work. Thorough/Concise (5)
- Implementation measures/metrics needed (4)
- Looks great and very positive (2)
- Excellent work! Makes me proud to work here. Great work. (2)
- Thanks for allowing feedback (2)

#### **Community Feedback from the Community Forum...**

The bullet points included below were collected at the community forum held on October 27. The format of this session evolved more into a conversation than a facilitated forum. A relatively small number of individuals attended the forum which resulted in taking a different approach. The topics or comments below were shared by attendees.

- What does the phrase “predictable gaps” really mean?
- Why is there no mention of “technology?” (One person at the forum responded that technology immerses into everything and doesn’t really need to be cited as a stand-alone component of a plan.)
- It is all about what you measure. It is important to have alignment among the staff and the work of the school district.
- How will you go about setting goals? It is important to prioritize and to get people to enroll into the plan.

- Consider connecting Strategic Direction C to the students. (Hold them accountable too.)
- Share the core values with students.
- I like the Mission. I like the Vision. The scope of the Core Values is too broad in order to fund it. Keep the main thing the main thing.
- Strategic Direction E seems very inwardly focused. How can this be reworked to be more outwardly focused? Strategic Directions are inward focused. The inward focus and accountability information should be in the Vision Cards.
- Ensure accurate tense in phrases (grammar, etc.)
- Increasing the high levels of achievement is too generic. This is a given and shouldn't even have to be mentioned.
- Love the College/Career Readiness aspect.
- The plan should be "Strikingly Wayzata." (I am not sure exactly what this meant but I liked it!)

### **Other Community Feedback...**

- Add measures right in the document (Road Map)
- Make sure the building principals are actively engaged with the Road Map as they are directly connected to the teaching and learning.
- Consider creating and using a similar dashboard for each school and on the district website.
- Consider adding something about a "Safe and Healthy Environment for Learning." (Food/Nutrition in the cafeterias and freedom of bullying and harassment). Safety in all other regards as well.
- What does "Educational choice of families" mean?

### **Some selected supportive quotes about the Road Map ...**

"I think the progress you've made on the Roadmap and strategic visioning document is incredibly well done. I know you didn't focus much on the values in our discussion given time constraints, but in my opinion starting there then moving through the vision and strategy is most certainly the way to engage, energize and excite people (via their hearts) as you also look to engage their minds and hands in the work ahead."

“Although I am known for my critical thought, I did not see anything that needs to be added. I thought the road map was structurally sound and addresses what I feel are the important issues facing our kids, educators and the community.”

“The mission statement is great especially the global perspective. I appreciate that the Vision includes not only top notch education for all but also strong relationships with educators.”

“It’s tight, inclusive, nimble, and inspirational. I especially like the commitment and awareness of the challenges inferred in the mission statement. I like the language/focus of the vision statement - discovery of unique talents, love and tenacity for learning and confidence and capacity for success. I appreciate the awareness of and commitment to the rigor and importance of providing the experiences, relationships, community engagement and operational excellence needed to help students and schools achieve. I like the core values driving all of the language/strategies/actions of the road map.”

“Great start, keep going! Include in the plan a requirement for each building leader to create an implementation and communication plan for their building. Hold each accountable to, not only communicate it clearly and regularly, but to lead the implementation of it and involve their staffs - equally across the board. This road map should be visible and stay alive. It should be the beacon up to which we hold each new item that comes before us and of which we ask the question, "Does this help us achieve our vision, mission? Take us down the road to success?" If it does not, throw it out! We should all feel empowered to do that. That is how we will succeed. We all need to feel that kind of clarity and empowerment on this new journey. (It is not so new, but if you succeed in getting it out there clearly, boldly and with conviction, it will feel new, and if it stays alive in this way, we will achieve it! People will be on a mission and will be excited to have clear direction!)”

“It is good to take a fresh look at things and determine the direction for the next few years. Nice job!”

### **Some selected non-supportive quotes ...**

“This draft is everything that I fully expect that a public school would offer. Nothing here is new or amazing. It's pretty much standard. I do, however, particularly dislike the use of "no exceptions, no excuses" language. This expectation of 'every' student is why the 'no child left behind' failed. To have 'high achievement' expectations from 'every student' is unrealistic and to put that verbiage into the strategic direction sets this particular point up for failure. If there are 'no exceptions, no excuses', how will the administration/teachers accommodate those kids who don't have high achievement? Do you pass them anyway, to accommodate the 'no child left behind' doctrine? Or do you work like crazy to help them fulfill THEIR level of achievement -- to feel secure in THEIR successes, even if they might seem mediocre. I don't believe that this draft addresses the old adage of "as long as you do your very best work, you're succeeding.”

“Not that uncommon. No new strategy.”

“How much of the time and money of district officials and residents was spent (writing this)? It's all boilerplate and "mom and apple pie". Who doesn't believe in preparing students?”

“I'd drop it out of embarrassment. Seriously - it's this kind of nonsense mission on a powerpoint that has this country in the mess it is in. Vision should be - EDUCATE OUR CHILDREN. period.”

## **Some generally helpful thoughts worthy of consideration as the work plan develops and moves forward...**

“This outline is a great idea. The challenge is to continue to keep this information top of mind and create habits with the information. When one posts the information on the wall and forgets about it, the initial intent is in vain.”

“I suggest you identify the metrics that the board will use to assess progress before presenting this document for comment. What gets measured is what gets done. Before this road map will have meaningful value, it must define its vision and direction statements by identifying the metrics the board will use to monitor and evaluate performance. Otherwise, every mediocre effort can be claimed to have "elevated or supported" some vague positive result.”

“The sentence "High achievement by each and every student – no exceptions, no excuses" is too passive. If a student feels they are not "smart" enough for high achievement they may not try. It is too easy to feel defeated by the statement rather than inspired. I would suggest changing it to "High achievement and effort by each and every student – no exceptions, no excuses.” High achievement is not easy for all of our students. By adding these two simple words it makes the sentence more action oriented. High achievement is not something that happens to you...it is something you achieve through effort.”

“Just be more specific about where we are using data to support. As well as being more specific about where we want to be and when we would like to be there. It makes it easier to plan how we might get there at that point. We need to have specific goals and we need to base those goals on where we are, what is important to us and where we would like to be.”

“I think the phrase “no exceptions, no excuses,” is daunting. Educational success comes from many pieces working together. Measuring and assuring growth for all is achievable but assuring high achievement for all? These are dangerous words.”

“It doesn't mention anything about teaching students to become well-rounded individuals; learning about the arts, being physically fit, eating healthy are all important components. Obesity is at an all-time high. Music has shown to help in learning math. Art creates ingenuity.”

“Need to continue to build community with taxpayers in the district (that don't have students in the district). Need to show off financial responsibility. Keep printed materials sent to households coming!”

“In Strategic Direction A, replace “college” with “post-secondary” or something more inclusive.”

“This is a map; a guideline for setting our kids, schools and community on an exciting new path to success. What are appropriately missing are the turns, opportunities and new insights along the way that will drive the tactical detail for keeping the vision and staying “on mission.”

## **Some additional word-smithing/clarity thoughts...**

- Consider removing the word “efficient” from the operational excellence section under vision to read, “Effective use of time and . . .”
- Under strategic directions item A, the phrase “without predictable gaps” was not clear to some.
- In the mission statement, the term “world-class education” was not clear to some.

- “Educational choice of families” was not clear to some.
- Under the vision in the community trust, confidence and partnership section, the term “educational choice of families” was not clear to some.

### **Closing Thoughts/Recommendation**

The School Board and Leadership Council have been engaged in a lengthy process to develop this Strategic Road Map. The Leadership Council has been working on the development of VisionCards for the school buildings and the individual departmental areas. While this work is still in progress, it is moving forward. It is my recommendation that the School Board should make plans to approve the one page Road Map at the December 12, 2011 school board meeting. A number of opportunities have been afforded for community feedback and it is time to move the plan forward. Thank you for your engagement and involvement with this process. The time and energy expended to develop this is greatly appreciated! Thank you!



## **Principal Report**

District and Site Improvement Initiatives  
2011 - 2012

SITE: Wayzata East Middle School

Date: November 28, 2011

### **District Initiatives**

[Site Plan for Implementation of District Initiatives]

#### **PLC's:**

The concept of Professional Learning Communities (PLC's) was formally introduced to East Middle School staff in the 2008 – 2009 school year. The principles of collaboration, however, are embedded in the middle school philosophy and have been implemented in the Wayzata Public Schools for over a decade.

The middle school schedule allows teachers to collaboratively plan for learning 42 minutes per day. The configuration of the team membership changes as reflected on the attached meetings calendar. Over the course of the year, 80% of the time is spent directly planning for student learning. The remaining 20% of the time is spent on tasks outlined in the attached diagram that impact student learning in an indirect way.

Collaborative Inquiry, Common Summative and Formative Assessment, National Urban Alliance, Positive Behavioral Interventions and Supports, and Response to Intervention provide frameworks for the work of the PLC's. A wide variety of skills and background knowledge that supports this work has been developed in the staff at East Middle School.

#### **Collaborative Inquiry; Student Response Devices:**

East Middle School understands the power of data analysis and feedback. It leads to deeper levels of discovery about the learning process for our students. The Collaborative Inquiry process challenges the status quo and has helped us transform our practice. We have witnessed more intentional lesson design to meet the needs of every level of learner. The use of data allows teachers to take an objective and results-oriented view of their teaching.

Student Response Devices (SRD's) have been used for the past two years at East Middle School. This year we have implemented the 1:1 initiative as outlined by the district.

**Rounds/Walk-Throughs:**

Instructional rounds were introduced to the East Middle School staff during the 2010-2011 school year. Incorporating models from Pete Hall, Richard Elmore, and Robert Marzano, instructional rounds are conducted by the administrative staff in order to glean a “big picture” of instructional practice at East Middle School. General feedback is provided to the staff through the weekly staff bulletin. Instructional rounds for teachers have been introduced this current school year. The purpose for teachers is to provide an opportunity for reflection on their practices in comparison to their colleagues.

Walk-Throughs are designed to provide specific individual feedback to staff after a brief (10-15 minute) observation by an administrator. East Middle School is currently refining the process for walk-throughs. It has provided an opportunity to open a dialogue between teacher and administrator around the topic of instructional practice. As is with the district, we are working through the process of data collection and use of the data at a site level.

**Domain 4 – Professional Conversations:**

Professional conversations were conducted between the building principal and each certified staff between the dates of September 26 and October 4, 2011. The conversations were about 30 minutes in length and followed the framework of the “Continuing Contract Educator’s Assessment Form: Professional Responsibilities.” The conversations ranged from inspiring to challenging. The overall themes included:

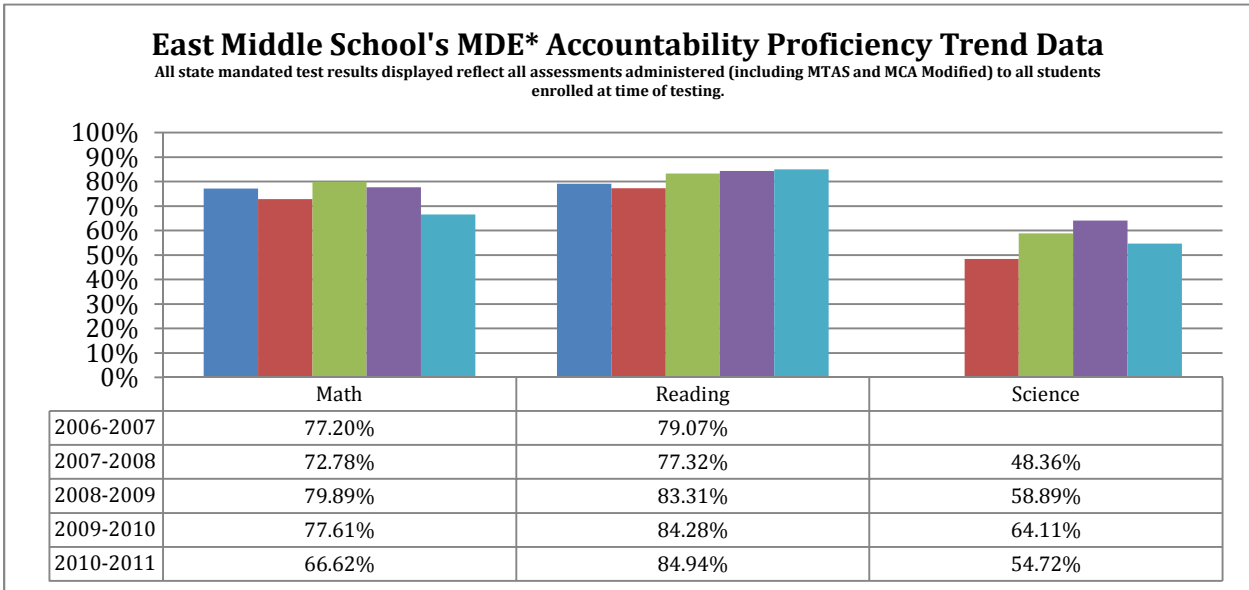
- Differentiation is hard work, and we need to increase our focus on how to meet students' needs at both ends of the spectrum.
- All of our PLC’s are at different spots along the continuum of effective PLC’s. Most are focusing on issues of curriculum and assessment. A few are anticipating problems and making adjustments to instruction. From time to time, PLC’s have reflected on their own practice and have focused on professional growth based on the needs of their students.
- Our staff has a wide range of life situations. Everyone is 100% committed to the success of their students in the classroom. Some have the interest and ability to contribute more at a school level while others have to prioritize their time and focus on efficiency.
- Our staff is committed to the idea that we must be THE models of life-long learning. We will always be pushing ourselves to be better.
- The pace of change is increasing at a rate never experienced in the history of education. We need to maintain our focus on instruction while learning new technologies and strategies. Some of us need to consciously remind ourselves that change is okay. It is up to us not to get overwhelmed and use change as a catalyst for growth.
- We sometimes need to remind ourselves that everyone at East has positive intentions.
- We seem to have universal agreement that nothing is more important than a quality teacher for student learning.
- Some of us aspire to take on challenges outside the classroom while some of us plan to never leave what we are currently doing.

# Site Specific Initiatives

[Plan for Implementation of Site Initiatives]

## Data Summary

East Middle School students continue to perform well above the state average in all grades tested on state assessments in reading (84.94% proficient) and math (66.62% proficient). The change in the testing standards for the state math assessment had an impact on Wayzata middle level students that was larger than expected. The new math standards have an increased rigor that is in alignment with college readiness math standards.



East Middle School students continue to perform well above the national average on the NWEA MAP assessments in reading (76<sup>th</sup> percentile average for all students tested) and math (77<sup>th</sup> percentile average for all students tested) assessments.

East Middle School student growth in academic achievement is also well above the national average as measured by the NWEA MAP assessments in reading. From the Spring of 2010 to the Spring of 2011 in reading, 64.5% of all students met growth target and in math 54.4% of all students met growth target.

	% of students meeting expected growth in reading	Equivalent national percentile rank of schools meeting growth in reading	% of students meeting expected growth in math	Equivalent national percentile rank of schools meeting growth in math
6 <sup>th</sup> grade	61.5%	85 <sup>th</sup>	53.6%	55 <sup>th</sup>
7 <sup>th</sup> grade	72.4%	95 <sup>th</sup>	54.3%	45 <sup>th</sup>
8 <sup>th</sup> grade	59.3%	85 <sup>th</sup>	55.3%	55 <sup>th</sup>

For example, this means that the growth rate of 72.4% in reading for 7<sup>th</sup> grade students at East Middle School places their school in the 95<sup>th</sup> percentile of all schools in the nation, based on the percent of 7<sup>th</sup> grade students who were tested and met or exceeded expected growth targets.

**Initiative #1 MCA III Math**

The percentage of all students in grades 6-8 at East Middle School who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA-III will increase from 66.62% in 2010-2011 to 68.62% in 2011-2012.

East Middle School has established a Project Team that will lead the staff through professional development designed to increase awareness around math concepts presented in the MCA III, strategies that can be embedded across the curriculum, and connections between curriculums of math concepts.

**Initiative #2 Equity**

East Middle School enjoys the most diverse demographic among secondary schools in our district. The English Learners program for all middle level students in the Wayzata Public Schools is part of the East Middle School program. 26% of our students have been self-identified as students of color (other than white). One out of five of our students participate in the free or reduced lunch program.

Each of the 6 goals in the “Equity Plan Implementation Guide” published in October, 2011, provides East Middle School with guidance as we strive to provide equal access to education through equitable practices. The primary emphasis of our action plan focuses on Equity Goal 5: Greater representation of parent engagement across the school district.

On Thursday, November 17, 2011, East Middle School hosted a “Dinner and Conversation” event in our media center. All parents of African American students were invited to attend a dinner and a facilitated conversation. The event was attended by 70 family members and 15 staff members. This evening marks a beginning of a continuous feedback loop that, when paired with academic data, will round out the picture of the academic experience for African American students at East Middle School.

From the data collected at these events, 3 – 5 action items will be proposed to the building leadership team. Each approved action item will be assigned to a Project Team that will do further study on the topic and propose an implementation plan. The building leadership team will approve the final timeline and plan for implementation. The dinner and conversation format will be duplicated for other subgroups of our student demographic.

February 13, 2012, has been established as the date that East Middle School will host an event aligning with National African American Parent Involvement Day. This event occurs during the school day. It includes a breakfast hosted by the PTA, a cultural based talent show, and an opportunity for parents to sit in on their child’s classes.

It is the unyielding belief of all staff members at East Middle School that each and every student is capable of high intellectual performance. To that end, we are committed to using culturally responsive strategies that foster this belief.

### **Initiative #3 Technology Integration**

The district has recognized the significant contribution of technology in pursuing our mission. We have tools to assist our work in the areas of: learning, assessment, teaching productivity, engagement, and capacity. It is the ongoing goal of East Middle School to use existing technologies in innovative ways to maximize the impact of technology.

East Middle School has implemented a 1:1 I-pad initiative for all EL students. Each EL student is assigned an I-pad that they can use 24 hours a day and 7 days a week during the school year. A full description of this project can be viewed at: <https://sites.google.com/a/isd284.com/the-ipad-project/?pli=1>

Each teacher website uses Google apps to weekly update the homework assignments in a universal format. This serves as a tool for students and parents to keep track of assignments that are due each week.

Student Response Devices are being used in all content areas to provide instant feedback on learning and populate performance matters for further analysis by PLC's.

While change is difficult, it also provides opportunities for innovation. East Middle School is committed to using existing technology in prescribed and innovative ways to maximize the learning experience for our students.

## Initiative #4 Tiered Interventions: Integration of PBIS and RtI

East Middle School has been a PBIS school for the last 5 years. Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. East Middle School staff has developed a systems approach to enhance the capacity to educate all children by developing researched-based, school-wide, and classroom discipline systems that have improved the over-all atmosphere of East Middle School.

The PBIS program is not a curriculum. It is a team-based process for systematic problem solving, planning, and evaluation. It is an approach to creating an environment within schools where school-based teams of educators are trained regarding:

1. Systems change
2. Problem solving model
3. Using data to make change
4. Effective behavior management principles and practices
5. Applications of research-validated instruction and management practices

Response to Intervention (RtI) is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al., 2005). Based on a problem-solving model, the RtI approach considers environmental factors as they might apply to an individual student’s difficulty, and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, RtI has emerged as the new way to think about both disability identification and early intervention assistance for all students.

The frameworks for both PBIS and RtI are very similar: a Three Tier approach to intervention, universal data collection, data-driven decision making, and the implementation of “evidence-based” practices. Additionally, both models recognize and prioritize systematic and on-going professional development to facilitate implementation.

The Three Tier Approach includes:

- **Universal Support (Tier 1) All**  
Successful schools use strategies to prevent problems before they occur. Evidence-based teaching and behavior management methods used consistently can reduce the need for academic and behavioral interventions. These universal strategies form the bottom tier of the prevention pyramid.
- **Targeted Strategies (Tier 2) Some**  
Every school has academic and behavioral challenges that persist, even with good universal practices. Evidence-based targeted interventions have been shown to be effective for many of these students. These targeted interventions form the middle tier of the prevention pyramid.
- **Individual Interventions (Tier 3) Few**  
Implementing effective universal and targeted interventions will reduce the number of students requiring intensive support. Directing focused resources to the needs of this third tier of students will reduce the number referred to special education or suspended from school for behavioral issues.

# SUCCESS

EVERY STUDENT. EVERY TIME.

Culturally Responsive Strategies

Reading, Writing and Math Across Curriculum

RtI / PBIS

Learning Objectives

Turning Technology

Common Content Rich Curriculum

Agreed Upon Standards

Common Balanced Assessments

Performance Matters

Instructional Rounds

Walk Throughs

Domain IV Conferences

Peer Coaches

School Improvement Plan

Aligned & Embedded PD

Trojan Pride (PBIS / RtI)

Internal & External Communications

Advisory

Website

Professional Development Leadership Team (PDLT)

Staff Handbook

Student Handbook



Learning Instruction



Engagement Assessment



Innovation Change



Relationships Experience



Governance Management

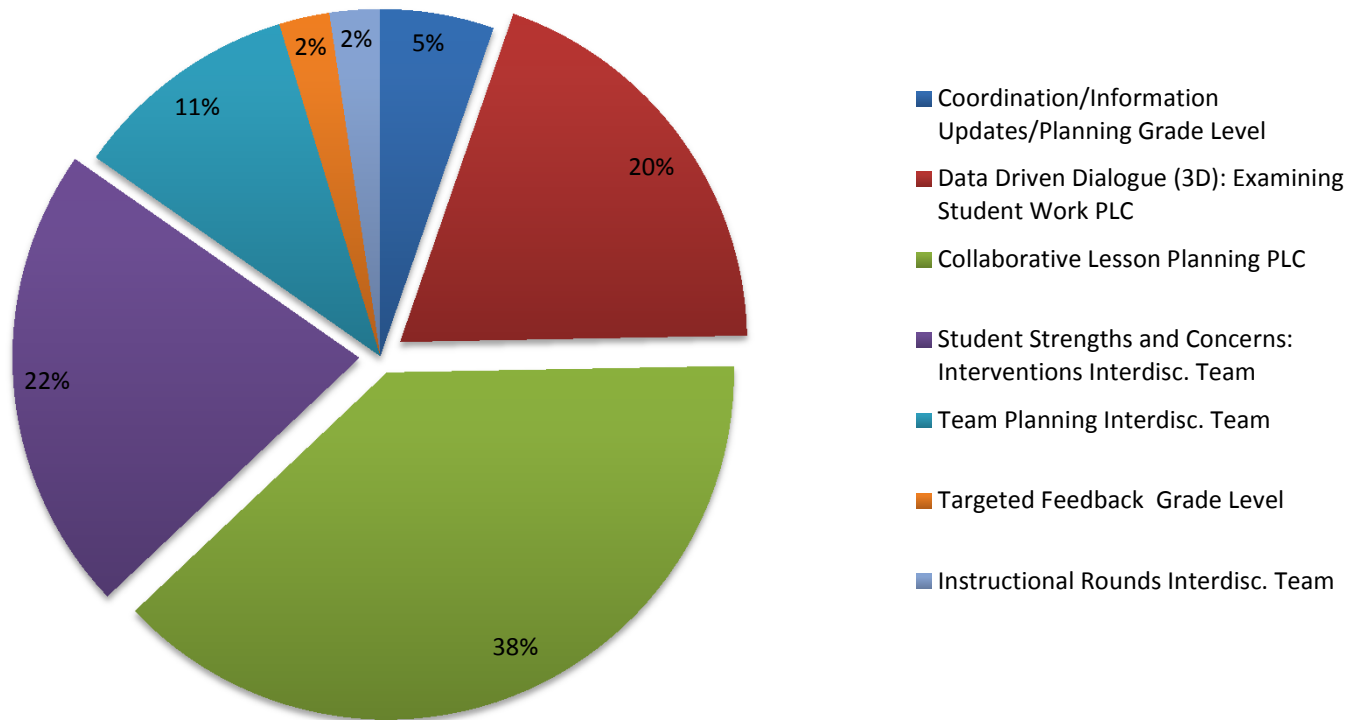
*Data , Collaborative Inquiry & Professional Learning Communities*  
Professional Development Leadership Team

# TEACHER CAPACITY

Wayzata East Middle School • 12000 Ridgemount Avenue West • Plymouth, Minnesota, USA

# Meeting Calendar

PLC



# of Days

Y	S	Q	Date	Meeting Protocol	Learning Team	Morning Meeting - 7:30 - 8:00	Location
			M 8/29	Teacher Work Day	Building Team	***	
			T 8/30	District PD			
			W 8/31	6th- Open Hou	Teacher Work Day	Grade Level	
			R 9/1	6th Orient.	Teacher Work Day		
			F 9/3				

Week 1

			M 9/5	Labor Day			
1	1	1	T 9/6	Coordination/Information Updates/Planning	Grade Level		
2	2	2	W 9/7	Student Strengths and Concerns: Interventions	Interdisc. Team	Professional Learning 1	
3	3	3	R 9/8	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC		
4	4	4	F 9/9	Collaborative Lesson Planning	PLC		

Week 2

5	5	5	M 9/12	Team Planning	Interdisc. Team		
6	6	6	T 9/13	7th- Curriculum	Student Strengths and Concerns: Interventions	Interdisc. Team	
7	7	7	W 9/14	Student Strengths and Concerns: Interventions	Interdisc. Team	Vertical PLC	
8	8	8	R 9/15	8th- Curriculum	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	
9	9	9	F 9/16	Collaborative Lesson Planning	PLC		

Week 3

10	10	10	M 9/19	Targeted Feedback	Grade Level		
11	11	11	T 9/20	Picture Day	Student Strengths and Concerns: Interventions	Interdisc. Team	
12	12	12	W 9/21	Student Strengths and Concerns: Interventions	Interdisc. Team	Professional Learning 2	
13	13	13	R 9/22	6th- Track Me	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	
14	14	14	F 9/23	Collaborative Lesson Planning	PLC		

Week 4

15	15	15	M 9/26	Team Planning	Interdisc. Team		
16	16	16	T 9/27	PTA	Student Strengths and Concerns: Interventions	Interdisc. Team	
17	17	17	W 9/28	Student Strengths and Concerns: Interventions	Interdisc. Team	Advisory Team Meeting: October	
18	18	18	R 9/29	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC		
19	19	19	F 9/30	Collaborative Lesson Planning	PLC		

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Wayzata East Middle School 2011-2012

# of Days

Y	S	Q	Date	Meeting Protocol	Learning Team	Morning Meeting - 7:30 - 8:00	Location
Week 5							
20	20	20	M 10/3	Coordination/Information Updates/Planning	Grade Level		
21	21	21	T 10/4	Student Strengths and Concerns: Interventions	Interdisc. Team		
22	22	22	W 10/5	Student Strengths and Concerns: Interventions	Interdisc. Team	Professional Learning 3	
23	23	23	R 10/6	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC		
24	24	24	F 10/7	Collaborative Lesson Planning	PLC		
Week 6							
25	25	25	M 10/10	Team Planning	Interdisc. Team		
26	26	26	T 10/11	Conferences Student Strengths and Concerns: Interventions	Interdisc. Team		
27	27	27	W 10/12	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Vertical PLC	
28	28	28	R 10/13	Conferences Collaborative Lesson Planning	PLC		
29	29	29	F 10/14	Collaborative Lesson Planning	PLC		
Week 7							
30	30	30	M 10/17	Instructional Rounds	Interdisc. Team		
31	31	31	T 10/18	Conferences Student Strengths and Concerns: Interventions	Interdisc. Team		
32	32	32	W 10/19	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Professional Learning 4	
			R 10/20	MEA			
			F 10/21	MEA			
Week 8							
33	33	33	M 10/24	Team Planning	Interdisc. Team		
34	34	34	T 10/25	Student Strengths and Concerns: Interventions	Interdisc. Team		
35	35	35	W 10/26	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Advisory Team Meeting: November	
36	36	36	R 10/27	Picture Re Collaborative Lesson Planning	PLC		
37	37	37	F 10/28	Dance Collaborative Lesson Planning	PLC		
Week 9							
38	38	38	M 10/31	Coordination/Information Updates/Planning	Grade Level		
39	39	39	T 11/1	Student Strengths and Concerns: Interventions	Interdisc. Team		
40	40	40	W 11/2	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Professional Learning 5	
41	41	41	R 11/3	Collaborative Lesson Planning	PLC		
42	42	42	F 11/4	YMCA Night Collaborative Lesson Planning	PLC		

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Wayzata East Middle School 2011-2012

# of Days

Y	S	Q	Date	Meeting Protocol	Learning Team	Morning Meeting - 7:30 - 8:00	Location
Week 10							
43	43	43	M 11/7	Team Planning	Interdisc. Team		
44	44	44	T 11/8	Collaborative Lesson Planning	PLC		
45	45	45	W 11/9	Last Day Q1 Collaborative Lesson Planning	PLC	Vertical PLC	
			Y 11/10	Grade /PD			
			F 11/11	COMP			
Week 11							
46	46	1	M 11/14	Coordination/Information Updates/Planning	Grade Level		
47	47	2	T 11/15	8th- Health Sc Student Strengths and Concerns: Interventions	Interdisc. Team		
48	48	3	W 11/16	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	CELEBRATION - Q1 Benchmarks	
49	49	4	R 11/17	Collaborative Lesson Planning	PLC		
50	50	5	F 11/18	6th Grade Play Collaborative Lesson Planning	PLC		
Week 12							
51	51	6	M 11/21	Team Planning	Interdisc. Team		
52	52	7	T 11/22	Collaborative Lesson Planning	PLC		
			W 11/23	COMP			
			R 11/24	Thanks Gv			
			F 11/25	Thanks Gv			
Week 13							
53	53	8	M 11/28	Targeted Feedback	Grade Level		
54	54	9	T 11/29	Student Strengths and Concerns: Interventions	Interdisc. Team		
55	55	10	W 11/30	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Advisory Team Meeting: December	
56	56	11	R 12/1	Collaborative Lesson Planning	PLC		
57	57	12	F 12/2	Collaborative Lesson Planning	PLC		
Week 14							
58	58	13	M 12/5	Wolf Ridge Par Team Planning	Interdisc. Team		
59	59	14	T 12/6	Band Concert Student Strengths and Concerns: Interventions	Interdisc. Team		
60	60	15	W 12/7	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Professional Learning 6	
61	61	16	R 12/8	Collaborative Lesson Planning	PLC		
62	62	17	F 12/9	Collaborative Lesson Planning	PLC		

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# of Days

Y	S	Q	Date	Meeting Protocol	Learning Team	Morning Meeting - 7:30 - 8:00	Location
Week 15							
63	63	18	M 12/12	Coordination/Information Updates/Planning	Grade Level		
64	64	19	T 12/13	Student Strengths and Concerns: Interventions	Interdisc. Team		
65	65	20	W 12/14	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Vertical PLC	
66	66	21	R 12/15	Orchestra Con Collaborative Lesson Planning	PLC		
67	67	22	F 12/16	Collaborative Lesson Planning	PLC		
Week 16							
68	68	23	M 12/19	Team Planning	Interdisc. Team		
69	69	24	T 12/20	Data Driven Dialogue (3D): Examining Student Work	PLC		
70	70	25	W 12/21	Collaborative Lesson Planning	PLC	Advisory Team Meeting: January	
			R 12/22	Win Break			
			F 12/23	Win Break			
			M 12/26	Win Break			
			T 12/27	Win Break			
			W 12/28	Win Break			
			R 12/29	Win Break			
			F 12/30	Win Break			
Week 17							
			M 1/2		Grade Level		
71	71	26	T 1/3	Instructional Rounds	PLC		
72	72	27	W 1/4	Student Strengths and Concerns: Interventions	Interdisc. Team	Professional Learning 7	
73	73	28	R 1/5	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC		
74	74	29	F 1/6	Collaborative Lesson Planning	PLC		
Week 18							
75	75	30	M 1/9	Team Planning	Interdisc. Team		
76	76	31	T 1/10	Student Strengths and Concerns: Interventions	Interdisc. Team		
77	77	32	W 1/11	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Vertical PLC	
78	78	33	R 1/12	6th- Band Con Collaborative Lesson Planning	PLC		
79	79	34	F 1/13	Collaborative Lesson Planning	PLC		

# of Days

Y	S	Q	Date	Meeting Protocol	Learning Team	Morning Meeting - 7:30 - 8:00	Location
Week 19							
			M 1/16	MLK			
80	80	35	T 1/17	PTA	Student Strengths and Concerns: Interventions	Interdisc. Team	
81	81	36	W 1/18		Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	CELEBRATION - Q2 Benchmarks
82	82	37	R 1/19	6th- Orchestra	Collaborative Lesson Planning	PLC	
83	83	38	F 1/20		Collaborative Lesson Planning	PLC	
Week 20							
84	84	39	M 1/23		Coordination/Information Updates/Planning	Grade Level	
85	85	40	T 1/24		Student Strengths and Concerns: Interventions	Interdisc. Team	
86	86	41	W 1/25		Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Advisory Team Meeting: February
87	87	42	R 1/26	End of Q2	Collaborative Lesson Planning	PLC	
			F 1/27	Grade /PD			
Week 21							
88	1	1	M 1/30	Wolf Ridge	Team Planning	Interdisc. Team	
89	2	2	T 1/31	Wolf Ridge	Student Strengths and Concerns: Interventions	Interdisc. Team	
90	3	3	W 2/1	Wolf Ridge / 8	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Professional Learning 8
91	4	4	R 2/2	Wolf Ridge	Collaborative Lesson Planning	PLC	
92	5	5	F 2/3	Wolf Ridge	Collaborative Lesson Planning	PLC	
Week 22							
93	6	6	M 2/6		Targeted Feedback	Grade Level	
94	7	7	T 2/7		Student Strengths and Concerns: Interventions	Interdisc. Team	
95	8	8	W 2/8		Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Vertical PLC
96	9	9	R 2/9		Collaborative Lesson Planning	PLC	
97	10	10	F 2/10	POP Day / YMC	Collaborative Lesson Planning	PLC	
Week 23							
98	11	11	M 2/13	Spirit Week Na	Team Planning	Interdisc. Team	
99	12	12	T 2/14	Spirit Week	Student Strengths and Concerns: Interventions	Interdisc. Team	
100	13	13	W 2/15	Spirit Week	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Professional Learning 9
101	14	14	R 2/16	Spirit Week	Collaborative Lesson Planning	PLC	
102	15	15	F 2/17	Spirit Week	Collaborative Lesson Planning	PLC	

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# of Days

Y	S	Q	Date	Meeting Protocol	Learning Team	Morning Meeting - 7:30 - 8:00	Location
Week 24							
			M 2/20	Pres Day			
103	16	16	T 2/21	Student Strengths and Concerns: Interventions	Interdisc. Team		
104	17	17	W 2/22	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Advisory Team Meeting: March	
105	18	18	R 2/23	Conferences Collaborative Lesson Planning	PLC		
106	19	19	F 2/24	Collaborative Lesson Planning	PLC		
Week 25							
107	20	20	M 2/27	Coordination/Information Updates/Planning	Grade Level		
108	21	21	T 2/28	Conferences Student Strengths and Concerns: Interventions	Interdisc. Team		
109	22	22	W 2/29	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC		
110	23	23	R 3/1	Conferences Collaborative Lesson Planning	PLC		
111	24	24	F 3/2	Collaborative Lesson Planning	PLC		
Week 26							
112	25	25	M 3/5	Team Planning	Interdisc. Team		
113	26	26	T 3/6	Student Strengths and Concerns: Interventions	Interdisc. Team		
114	27	27	W 3/7	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Professional Learning 10	
115	28	28	R 3/8	Collaborative Lesson Planning	PLC		
116	29	29	F 3/9	Collaborative Lesson Planning	PLC		
Week 27							
117	30	30	M 3/12	Instructional Rounds	Interdisc. Team		
118	31	31	T 3/13	Student Strengths and Concerns: Interventions	Interdisc. Team		
119	32	32	W 3/14	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Vertical PLC	
120	33	33	R 3/15	Collaborative Lesson Planning	PLC		
121	34	34	F 3/16	Collaborative Lesson Planning	PLC		
Week 28							
122	35	35	M 3/19	Team Planning	Interdisc. Team		
123	36	36	T 3/20	PTA Student Strengths and Concerns: Interventions	Interdisc. Team		
124	37	37	W 3/21	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Advisory Team Meeting: April	
125	38	38	R 3/22	Collaborative Lesson Planning	PLC		
126	39	39	F 3/23	Collaborative Lesson Planning	PLC		

24

# of Days

Y	S	Q	Date	Meeting Protocol	Learning Team	Morning Meeting - 7:30 - 8:00	Location
Week 29							
127	40	40	M 3/26	Visit to 5th- Cl	Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	
128	41	41	T 3/27		Collaborative Lesson Planning	PLC	
129	42	42	W 3/28	End of Q3	Collaborative Lesson Planning	PLC	CELEBRATION - Q3 Benchmarks
			R 3/29	Grade / PD			
			F 3/30	COMP			
			M 4/2	Spr Break			
			T 4/3	Spr Break			
			W 4/4	Spr Break			
			R 4/5	Spr Break			
			F 4/6	Spr Break			
Week 30							
130	43	1	M 4/9		Coordination/Information Updates/Planning	Grade Level	
131	44	2	T 4/10		Student Strengths and Concerns: Interventions	Interdisc. Team	
132	45	3	W 4/11		Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Professional Learning 11
133	46	4	R 4/12		Collaborative Lesson Planning	PLC	
134	47	5	F 4/13	YMCA Night	Collaborative Lesson Planning	PLC	
Week 31							
135	48	6	M 4/16		Team Planning	Interdisc. Team	
136	49	7	T 4/17		Student Strengths and Concerns: Interventions	Interdisc. Team	
137	50	8	W 4/18		Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Vertical PLC
138	51	9	R 4/19		Collaborative Lesson Planning	PLC	
139	52	10	F 4/20		Collaborative Lesson Planning	PLC	
Week 32							
140	53	11	M 4/23		Targeted Feedback	Grade Level	
141	54	12	T 4/24		Student Strengths and Concerns: Interventions	Interdisc. Team	
142	55	13	W 4/25		Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Advisory Team Meeting: May
143	56	14	R 4/26		Collaborative Lesson Planning	PLC	
144	57	15	F 4/27	Musical	Collaborative Lesson Planning	PLC	

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# of Days

Y	S	Q	Date	Meeting Protocol	Learning Team	Morning Meeting - 7:30 - 8:00	Location
Week 33							
145	58	16	M 4/30	PEACE Day	Team Planning	Interdisc. Team	
146	59	17	T 5/1		Student Strengths and Concerns: Interventions	Interdisc. Team	
147	60	18	W 5/2		Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Professional Learning 12
148	61	19	R 5/3		Collaborative Lesson Planning	PLC	
149	62	20	F 5/4		Collaborative Lesson Planning	PLC	
Week 34							
150	63	21	M 5/7	Choir Concert	Coordination/Information Updates/Planning	Grade Level	
151	64	22	T 5/8	Band Concert	Student Strengths and Concerns: Interventions	Interdisc. Team	
152	65	23	W 5/9		Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Vertical PLC
153	66	24	R 5/10		Collaborative Lesson Planning	PLC	
154	67	25	F 5/11		Collaborative Lesson Planning	PLC	
Week 35							
156	68	26	M 5/14		Team Planning	Interdisc. Team	
157	69	27	T 5/15	PTA	Student Strengths and Concerns: Interventions	Interdisc. Team	
158	70	28	W 5/16		Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Professional Learning 13
159	71	29	R 5/17		Collaborative Lesson Planning	PLC	
160	72	30	F 5/18	5K	Collaborative Lesson Planning	PLC	
Week 36							
161	73	31	M 5/21		Instructional Rounds	PLC	
162	74	32	T 5/22	Orchestra Con	Student Strengths and Concerns: Interventions	Interdisc. Team	
163	75	33	W 5/23		Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Professional Learning 14
164	76	34	R 5/24		Collaborative Lesson Planning	PLC	
165	77	35	F 5/25		Collaborative Lesson Planning	PLC	
Week 37							
			M 5/28	Mem Day			
166	78	36	T 5/29		Student Strengths and Concerns: Interventions	Interdisc. Team	
167	79	37	W 5/30		Data Driven Dialogue (3D): Examining Evidence of Learning	PLC	Advisory Team Meeting: June
168	80	38	R 5/31	8th Grade Awa	Collaborative Lesson Planning	PLC	
169	81	39	F 6/1		Collaborative Lesson Planning	PLC	
Week 38							
170	82	40	M 6/4		Team Planning	Interdisc. Team	
171	83	41	T 6/5		Team Planning	Interdisc. Team	
172	84	42	W 6/6				CELEBRATION - Summative
173	85	43	R 6/7	End of Q4			
			F 6/8	Grade / PD	Teacher Work Day		

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# Math Q-Comp Goal – Building Wide Intervention Implementation

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Grade 6-8

Start Date –

End Date

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## Overview

For the 2011- 2012 Q-Comp goal, the PDLT declared the following goal:

The percentage of all students in grades 6-8 at Wayzata East Middle School who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA-III will increase from 66.62% in 2010-2011 to 68.62% in 2011-2012.

A pervasive, building wide commitment to improving math achievement is required to make this goal.

## Objectives

All Wayzata East Middle School teachers will identify how their curriculum can integrate math standards for their grade level in an authentic manner within their content, using explicit teaching strategies.

All Wayzata East Middle School teachers will support Khan Academy.

## Activities

The project team will review the math standards.

The project team will design PD for the staff based on the math standards.

The project team will consider support systems for teachers.

Khan Academy during advisory

Wednesday Advisory math curriculum by grade level

Classes to integrate math

Focus on non-proficient students after January testing

AMP math

Region 11 Training

## Adaptations

Special considerations.

## Evaluation

Explicit math strategies and references will be observed in the classroom. The MCA-III test scores will increase by 2%.

## Budget

\$ must be approved by PDLT prior to spending

## Project Manager

Name

TEAM MEMBERS

Sue Kim

Lisa Marcellus

Michelle Madsen

Kevin Pote

Kati Gjevre

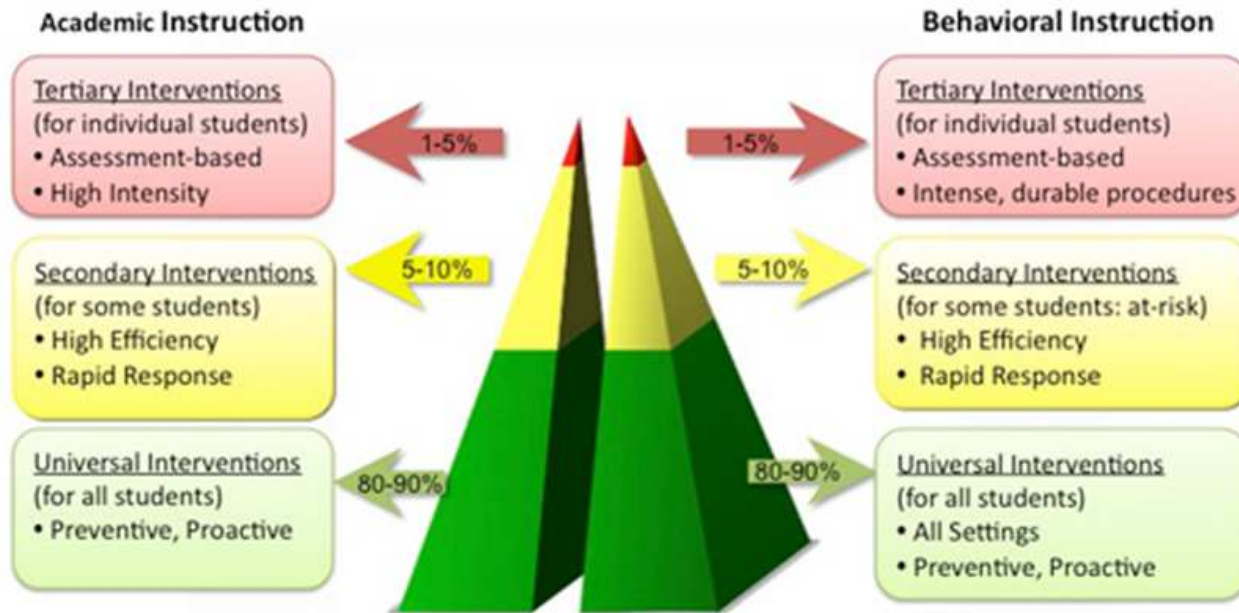
Melissa Bowar

Justin Jones

Kathy Simson

Jeff Metzler

## Designing Schoolwide Systems for Student Success



# Wayzata Public Schools School Board Work Session Presentation



**November 28, 2011**

**Presented by: LarsonAllen, LLP**  
**Rachel Flanders, Principal**  
**Laura Wendle, Senior**  
**Michelle Hoffman, Senior**

# Terms of Engagement

- Express an opinion on the June 30, 2011 financial statements and student activity accounts
- Report on MN Legal Compliance
- Internal Control Letter
- Single Audit report
- Communication Letter (SAS 114)



# Status of Audit

- Financial numbers ready to be submitted to MDE by November 30
- Open to finish letters/stat section



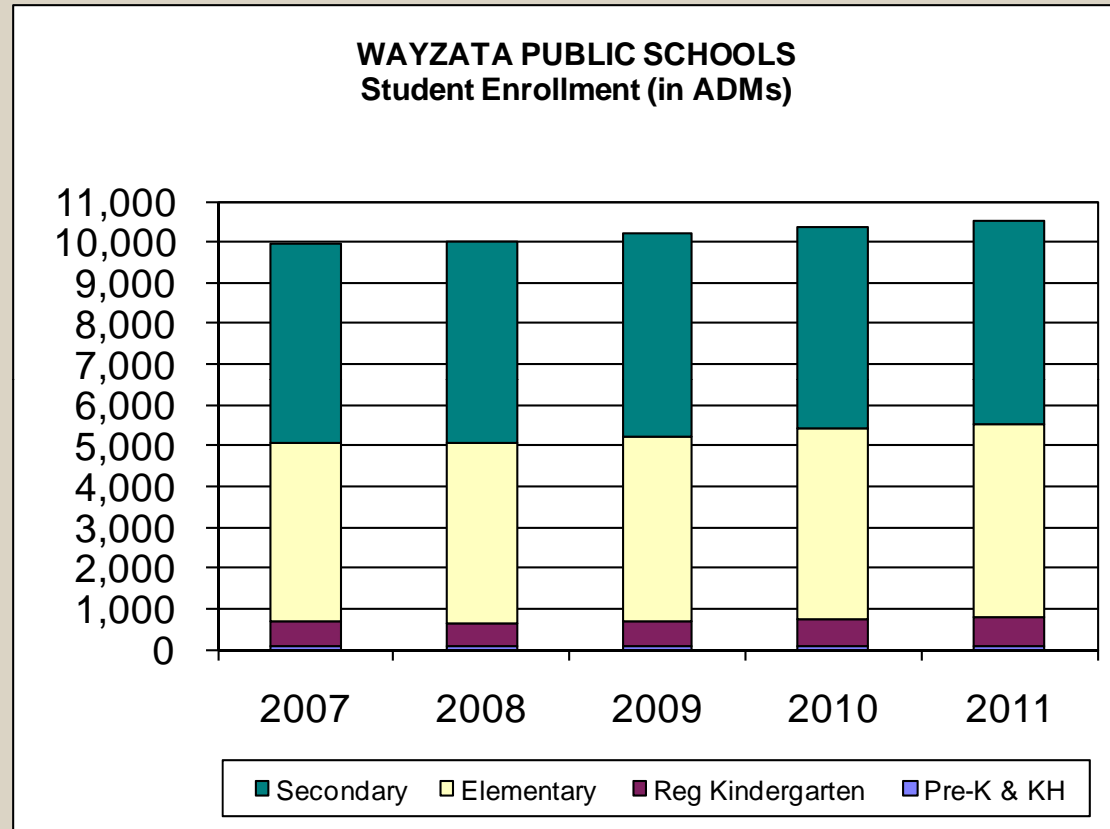
# New Standard for 2011

- GASB Statement Number 54
  - Categorizes fund balance into 5 categories:
    - ◇ Restricted
    - ◇ Committed
    - ◇ Assigned
    - ◇ Unassigned
    - ◇ Nonspendable
  - Previous categories:
    - ◇ Reserved
    - ◇ Designated
    - ◇ Unreserved, Undesignated



# Student Enrollment- Total ADM's

33

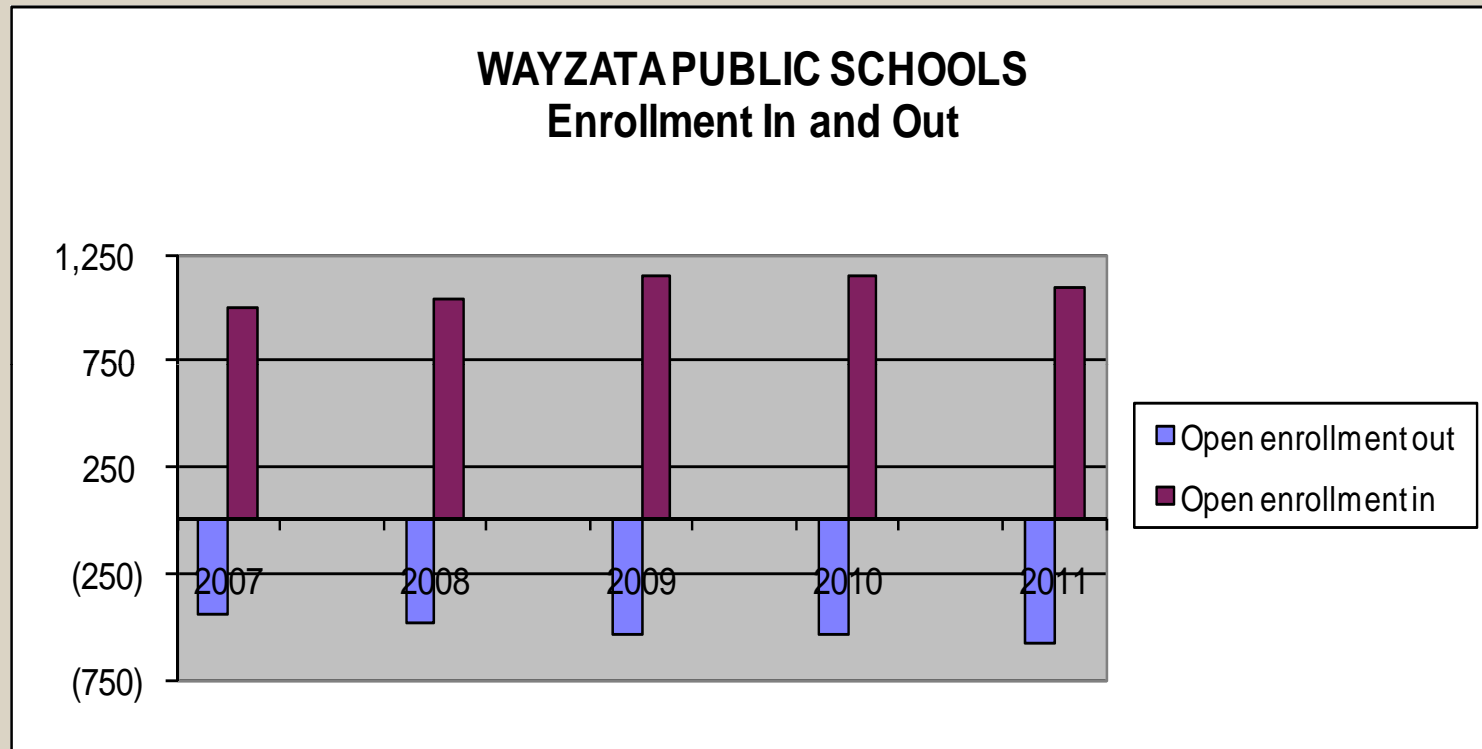


	2007	2008	2009	2010	2011
Pre-K & KH	72	82	85	75	91
Reg Kindergarten	637	551	611	686	694
Elementary	4,368	4,452	4,535	4,650	4,754
Secondary	4,890	4,922	4,965	4,967	4,972
Net ADM Served	<u>9,967</u>	<u>10,007</u>	<u>10,196</u>	<u>10,377</u>	<u>10,511</u>
Percent Change	1.17%	0.40%	1.89%	1.77%	1.30%

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# Student Enrollment- ADM's In/Out

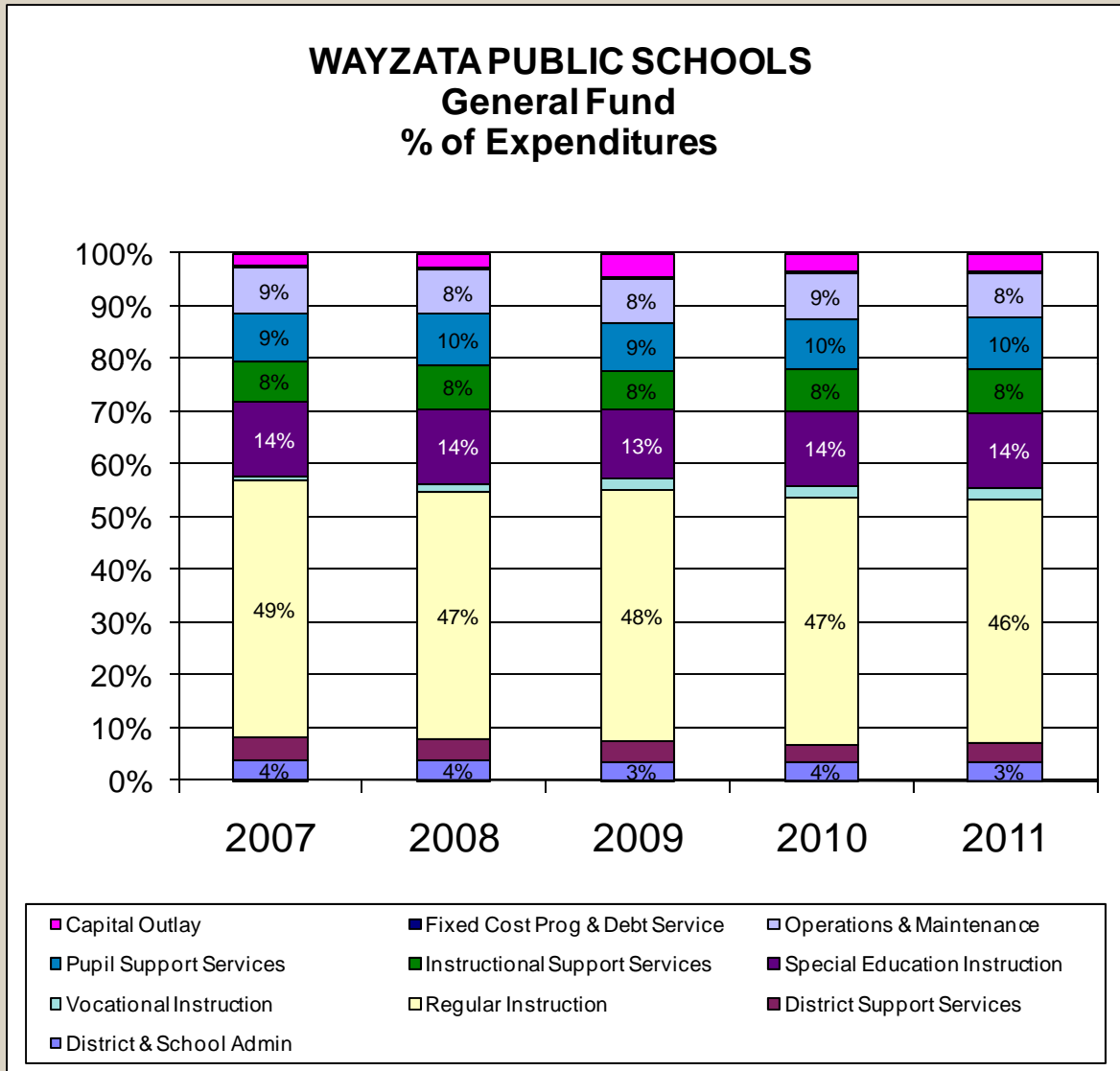


	2007	2008	2009	2010	2011
Open enrollment out	(441.85)	(488.82)	(545.28)	(532.95)	(574.21)
Open enrollment in	1,003.41	1,043.15	1,152.59	1,148.65	1,095.96
<b>Net</b>	<b>561.56</b>	<b>554.33</b>	<b>607.31</b>	<b>615.70</b>	<b>521.75</b>



# General Fund Expenses- By Function

35



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# General Fund Budget to Actual

	2011				2010
	Budget	Actual	Over (Under) Budget	%	Actual
Salaries	\$ 64,407,779	\$ 64,558,252	\$ 150,473	0.2%	\$ 62,189,192
Employee Benefits	17,914,273	18,735,977	821,704	4.6%	17,647,424
Purchased Services	17,664,061	17,520,237	(143,824)	-0.8%	17,436,452
Supplies and Materials	3,661,530	3,539,123	(122,407)	-3.3%	3,527,923
Capital Expenditures	3,735,620	3,583,206	(152,414)	-4.1%	3,733,167
Other Expenditures	3,769,634	718,232	(3,051,402)	-80.9%	480,899
<b>Total Expenditures</b>	<b>\$ 111,152,897</b>	<b>\$ 108,655,027</b>	<b>\$ (2,497,870)</b>	<b>-2.2%</b>	<b>\$ 105,015,057</b>

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# General Fund

	Year Ended June 30,				
	2007	2008	2009	2010	2011
Revenues	\$ 99,507,985	\$ 105,167,683	\$ 109,718,780	\$ 112,305,478	\$ 116,844,598
Expenditures	92,032,754	98,534,976	105,333,773	105,015,057	108,655,027
Excess of Revenues Over Expenditures	7,475,231	6,632,707	4,385,007	7,290,421	8,189,571
Other Financing Sources (Uses):					
Sale of Equipment and Property Proceeds	1,096	232,656	-	2,997	9,842
Insurance Recovery Proceeds	1,000	9,677	12,979	349	-
Capital Lease Proceeds	-	1,540,291	-	1,250,000	-
Sale of Bonds Proceeds	-	-	5,205,000	-	-
Capital Lease Premium	-	-	-	39,818	-
Operating Transfers Out	(5,814,349)	(6,000,020)	(7,358,640)	(7,109,370)	(9,228,572)
Total Other Financing Uses	(5,812,253)	(4,217,396)	(2,140,661)	(5,816,206)	(9,218,730)
Excess of Revenues and Other Financing Sources Over (Under) Expenditures and Other Financing Uses	1,662,978	2,415,311	2,244,346	1,474,215	(1,029,159)
Fund Balance:					
Beginning of Year	14,973,555	16,636,533	19,051,844	21,296,190	22,770,405
End of Year	\$ 16,636,533	\$ 19,051,844	\$ 21,296,190	\$ 22,770,405	\$ 21,741,246
Nonspendable	\$ 336,495	\$ 950,256	\$ 1,037,195	\$ 1,063,623	\$ 1,129,123
Assigned	1,601,473	3,022,195	2,206,699	3,583,266	1,983,458
Restricted	7,364,548	6,785,272	7,229,669	6,551,165	7,103,320
Unassigned Fund Balance	7,334,017	8,294,121	10,822,627	11,572,351	11,525,345
Total Fund Balance	\$ 16,636,533	\$ 19,051,844	\$ 21,296,190	\$ 22,770,405	\$ 21,741,246
Unassigned Fund Balance as a Percentage of Expenditures	7.97%	8.42%	10.27%	11.02%	10.61%



# Expenditures Per ADM

	Statewide	Seven-county	ISD No. 284		
	2011	Metro Area 2011	2009	Wayzata 2010	2011
District and School Admin and Support Services	\$ 842	\$ 781	\$ 757	\$ 704	\$ 712
Regular Instruction (including Co- & Extra-Curricular)	4,865	5,069	4,962	4,807	4,779
Vocational Instruction (Career & Technical)	144	150	194	226	227
Special Education Instruction	1,811	1,992	1,351	1,450	1,456
Instructional Support Services	452	550	785	797	848
Pupil Support Services (including Transportation)	854	937	943	976	1,020
Operations & Maintenance and Other	785	755	851	896	857
Total General Fund - Operating Portion	9,753	10,234	9,843	9,855	9,899
Food Service	455	456	450	461	481
Community Service	496	618	742	753	747
Capital Expenditure	498	414	397	364	339
Debt Service	1,081	1,184	1,011	991	1,057
Total Pre-K - 12 Expenditures	<u>\$ 12,283</u>	<u>\$ 12,905</u>	<u>\$ 12,443</u>	<u>\$ 12,424</u>	<u>\$ 12,522</u>
Percent Change from Prior Year				<u>-0.15%</u>	<u>0.79%</u>

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# Food Service Fund

	Year Ended June 30,				
	2007	2008	2009	2010	2011
Revenues	\$ 4,570,143	\$ 4,786,042	\$ 4,897,286	\$ 4,984,664	\$ 4,929,995
Expenditures	4,943,844	4,533,113	4,609,343	4,728,153	5,081,962
Excess (Deficiency) of Revenues Over (Under) Expenditures	(373,701)	252,929	287,943	256,511	(151,967)
Fund Balance:					
Beginning of Year	1,095,034	721,333	974,262	1,262,205	1,518,716
End of Year	<u>\$ 721,333</u>	<u>\$ 974,262</u>	<u>\$ 1,262,205</u>	<u>\$ 1,518,716</u>	<u>\$ 1,366,749</u>
Lunches Served to Students	<u>962,001</u>	<u>1,026,578</u>	<u>1,073,852</u>	<u>1,116,088</u>	<u>1,107,878</u>
Revenue per Lunch Served	<u>\$ 4.75</u>	<u>\$ 4.66</u>	<u>\$ 4.56</u>	<u>\$ 4.47</u>	<u>\$ 4.45</u>
Fund Balance					
Nonspendable	\$ 91,747	\$ 98,339	\$ 115,390	\$ 80,754	\$ 60,458
Restricted	629,586	875,923	1,146,815	1,437,962	1,306,291
Total Fund Balance	<u>\$ 721,333</u>	<u>\$ 974,262</u>	<u>\$ 1,262,205</u>	<u>\$ 1,518,716</u>	<u>\$ 1,366,749</u>



# Community Service Fund

	Year Ended June 30,				
	2007	2008	2009	2010	2011
Revenues	\$ 6,582,987	\$ 6,885,730	\$ 7,435,450	\$ 7,578,197	\$ 8,079,052
Expenditures	6,493,431	6,885,134	7,606,239	7,716,302	7,890,602
Excess (Deficiency) of Revenues Over (Under) Expenditures	89,556	596	(170,789)	(138,105)	188,450
Operating Transfers In	-	14,419	46,000	161,349	150,507
Excess (Deficiency) of Revenues and Other Financing Sources Over (Under) Expenditures	89,556	15,015	(124,789)	23,244	338,957
Fund Balance:					
Beginning of Year	944,039	1,033,595	1,048,610	923,821	947,065
End of Year	<u>\$ 1,033,595</u>	<u>\$ 1,048,610</u>	<u>\$ 923,821</u>	<u>\$ 947,065</u>	<u>\$ 1,286,022</u>
Fund Balance					
Nonspendable	\$ 3,996	\$ 6,554	\$ 12,209	\$ 6,971	\$ 1,438
Restricted	1,029,599	1,042,056	911,612	940,094	1,284,584
Total Fund Balance	<u>\$ 1,033,595</u>	<u>\$ 1,048,610</u>	<u>\$ 923,821</u>	<u>\$ 947,065</u>	<u>\$ 1,286,022</u>

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# Audit Results

- Audit Report
  - Unqualified audit opinion
  
- Report on Internal Control
  1. Material Weakness- Lack of segregation of duties
    - No review of cash and investment reconciliations
    - No review of schedules and journal entries related to the internal service fund
    - No review of fixed assets schedules
    - No documented review of journal entries selected for testing
  2. Significant Deficiency- Payroll Process
    - 1 employee was paid an incorrect rate of pay



# Audit Results (Continued)

- Report on Compliance and Internal Control over Compliance of Major Programs
  - MN Ed Jobs Fund: No time and effort reporting
  - Early Intervention Services Cluster: No procedures for subrecipient monitoring
  - Child Nutrition: Purchases over \$500 not approved by MDE
  - Special Education Cluster: No findings noted

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# Audit Results (Continued)

- MN Legal Compliance and Student Activity Report
  - 1 disbursement tested not paid within 35 days
  - Improper Student Activity accounts
  - Inactive Accounts
  - Deficit Account Balances

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# Steps to Complete Process

- Preparation of MD&A
- Preparation of transmittal letter and statistical section
- Final review process
- Approval of reports

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# Questions and Feedback

- We welcome any questions pertaining to the audit or other matters related to the engagement.
- We appreciate the opportunity to serve as the auditors for Wayzata Public Schools and welcome any feedback relative to our performance.

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# Thank You!

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**SCHOOL BOARD COMPENSATION (CLC)  
2011 - 2012**

<b>DISTRICT</b>	<b>CHAIR</b>	<b>VICE CHAIR</b>	<b>CLERK</b>	<b>TREASURER</b>
<b>273 Edina</b>	\$2,400.00/annual	\$2,400.00/annual	\$2,400.00/annual	\$2,400.00/annual
<i>Mileage &amp; Conf. Exp*</i>	\$200.00/mo.	\$200.00/mo.	\$200.00/mo.	\$200.00/mo.

<b>270 Hopkins</b>	\$5,987.72/annual	\$4,953.34/annual	\$4,953.34/annual**	\$4,953.34/annual
<i>\$50,000 Term Life Ins*</i>	\$441.56/mo.	\$412.78/mo.	\$412.78/mo.**	\$412.78/mo.
	\$689.00/annual stipend*			

<b>276 Minnetonka</b>	\$6,000.00/annual	\$5,250.00/annual	\$4,500.00/annual	\$4,500.00/annual
<i>\$50.00/Std. Comm. Mtg*</i>	\$375.00/mo.	\$375.00/mo.	\$375.00/mo.	\$375.00/mo.
	\$1,500.00/annual stipend*	\$750.00/annual stipend*		

<b>281 Robbinsdale</b>	\$6,900.00/annual	\$5,700.00/annual	\$6,000.00/annual	\$5,700.00/annual
	\$575.00/mo.	\$475.00/mo.	\$500.00/mo.	\$475.00/mo.

<b>284 Wayzata</b>	\$5,100.00/annual	\$4,320.00/annual	\$4,320.00/annual	\$4,320.00/annual
<i>\$50.00/per extra meeting*</i>	\$425.00/mo.	\$360.00/mo.	\$360.00/mo.	\$360.00/mo.
<i>Mileage &amp; Conf. Exp*</i>				

<b>AVG. (CLC) w/o Wayzata</b>	<b>\$397.89</b>	<b>\$365.70</b>	<b>\$371.95</b>	<b>\$365.70</b>
<b>AVG. (CLC) w/ Wayzata</b>	<b>\$403.31</b>	<b>\$364.56</b>	<b>\$369.56</b>	<b>\$364.56</b>

\*Stipends are NOT included in AVG.

\*\*This amount is included in the average, otherwise it would throw the average off, but the position of Clerk at Hopkins is filled by their Business Services Director of Business Services and he does NOT receive this salary over and above his district paid salary.

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - December 12, 2011 - 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 - November 14, 2011
  - B. School Board Member Compensation 2012
  - C. Board Policies and Regulations - 5-Year Review - No Changes or Minor Changes
  - D. Finance and Business Recommendations
  - E. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION - Sunset Hill Elementary
4. RECOGNITIONS
  - A. December Employee of the Month -
  - B. Wayzata Public Schools 2011-2012 Retirees
  - C. Board Service Recognition - Patricia L. Gleason
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.
  - A. Student Council - - Vice President
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
  - A. Superintendent
    1. Board Policies and Regulations - 5-Year Review -
  - B. Teaching and Learning
  - C. Finance and Business Services
    1. Monthly Financial Reports
    2. RESOLUTION PROVIDING FOR ISSUANCE OF GENERAL OBLIGATION AID ANTICIPATION CERTIFICATES OF INDEBTNESS, SERIES 2011A
    3. Comprehensive Annual Financial Report for Fiscal Year Ending June 30, 2011
    4. Truth in Taxation Presentation
  - D. Human Resource Services
    1. Sabbatical Post Report - Karen Nichols
7. OTHER BOARD ACTION
  - A. Approval of Wayzata Public Schools Strategic Plan
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 – November 28, 2011

**AGENDA SECTION:** 8. ADJOURN

**ITEM:** \_\_\_\_\_

**COMMENTS BY:** Board Chair Gleason

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