

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - January 26, 2009 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

| | | |
|----|--|-----|
| 1. | CALL TO ORDER - Board Chair Moroz | 3 |
| 2. | ADMINISTRATIVE | |
| | A. ECFE and Peppermint Fence Program Updates - B. Wittman, M. Treno | 4 |
| 3. | CURRICULUM AND INSTRUCTION | |
| | A. Greenwood Elementary Site Plan - G. Clark | 18 |
| | B. Oakwood Elementary Site Plan - D. Grasmick | 45 |
| | C. Discussion on World Language Recommendations - J. Sigford | 88 |
| | D. Open Enrollment Update/Recommendations - J. Sigford | 94 |
| 4. | FINANCIAL | |
| | A. Capital Budget Recommendations for 2009 - 2010 Fiscal Year - J. Westrum | 95 |
| | B. Budget Revisions for 2009-2010 Fiscal Year | |
| | C. Preliminary Budget Discussion on 2009 - 2010 Fiscal Year - J. Westrum | 97 |
| | D. Financial Legislative Update - J. Westrum, B. Noyed | 100 |
| 5. | HUMAN RESOURCES | |
| 6. | BOARD REPORTS | |
| 7. | SCHOOL BOARD | |
| | A. Tentative Board Agenda for February 9, 2009 - J. Moroz | 104 |
| 8. | ADJOURN | 105 |

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:

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

VISION

What We Intend to Create and Experience:

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

Exceptional Student Learning, Experiences and Relationships:

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

Community Trust, Confidence and Partnership:

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

Operational Excellence:

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

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – January 26, 2009

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Vice Chair Gleason

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



A Community Education Services Program

January 26, 2009

Work Session

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools



**We offer a variety of programs to meet
the needs of families.**

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Family Learning Center

★ **ECFE**

★ **School Readiness**

★ **Peppermint Fence Preschool**

★ **Care for Kids**

★ **Barefoot in the Grass**

★ **Home Visiting/HUG**

★ **Caring for Kids Initiative (CfKI)**

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Early Childhood Family Education

- ★ Local Levy, State Aid and fee supported
- ★ Newborn to kindergarten age
- ★ Licensed Parent Educators and Early Childhood Teachers
- ★ Currently 284 families attending

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

School Readiness

- ★ **State Aid**
- ★ **Collaboration with Community Preschools**
- ★ **Pre-K Allowance**
- ★ **41 children this year (part-time programming)**

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Peppermint Fence Preschool

- ★ **DHS licensed & NAEYC Accredited**
- ★ **2 year olds to kindergarten age**
- ★ **320 children – 98% full**
- ★ **Limited scholarships**

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Peppermint Fence Preschool

- ★ Spanish for 4 year olds
- ★ Parent involvement
- ★ Parent education

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Peppermint Fence Preschool Collaborations

- ★ **ECSE for Integrated and non-integrated classes**
- ★ **ECSE for professional development**
- ★ **School Readiness for child placement**
- ★ **Culinary Express to provide nutritionally appropriate snacks for all children**

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Helping Us Grow (HUG)

- ★ **Public and private grant funded**
- ★ **Collaboration with Robbinsdale and Hopkins**
- ★ **Approximately 80 families participate per year. (15% of yearly births)**

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Caring for Kids Initiative (CfKI)

- ★ Collaboration with IOPC, KCC & Family Learning Center
- ★ Scholarships for low-income families to receive early childhood education and care
- ★ Public and private collaboration (MELF grant)

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Additional Early Childhood Programs offered by FLC

- ★ **BLOCK Time**
- ★ **Childcare for ABE**
- ★ **Home Visits/Ask A Parent Educator**
- ★ **Prime Time for Parents**

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Early Childhood Programs offered by CES

- ★ **Bright Start – Home Base’s program
for 4 year olds**
- ★ **Childcare for Parenting with Vision and
the Family Forum**
- ★ **Early Childhood Screening**

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Family Learning Center

- ★ **First steps to Wayzata Public Schools**
- ★ **Committed to a Model of Excellence**
- ★ **Collaborations are a must and enrich all programs**
- ★ **Early Childhood and Parent Education are critical for student success**

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Thank You



*Just think what we could do
together!*

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Greenwood Elementary Site Plan

January 26, 2009

Board Work Session

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

2006-2008 Greenwood MAP Data

| | 2006 -2007 | 2007-2008 | National percentile for 2007-2008 | 2 year average |
|-----------|------------|-----------|-----------------------------------|---------------------------|
| 3rd grade | 58.2 | 76.5 | 95+ | 67.3 (80th percentile) |
| 4th grade | 61.6 | 75 | 95+ | 68.3 (85th percentile) |
| 5th grade | | 72.4 | 90-95 | |

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Spring '08 MAP - Reading

MAP Target Growth

| | | Below | Above |
|---------------------------|-------|-------|-------|
| MCA Projected Proficiency | Above | 23% | 72% |
| | Below | 2.3% | 2.6% |

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Average Grade Level Growth

| Grade | Average Growth | Growth Target | Percent Achieved |
|--------|----------------|---------------|------------------|
| Third | 12 | 4 | 163% |
| Fourth | 8 | 4 | 179% |
| Fifth | 6 | 2 | 168% |

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Reading Growth Across Quartiles -

- ★ **Low ~ 158%**
- ★ **Mid Low ~ 166%**
- ★ **Mid High ~ 157%**
- ★ **High ~ 185%**

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Moving Forward

- ★ In 2007-2008 60.9% of our students met/exceeded their expected RIT growth
- ★ **Goal for 2008-2009 is 62.9% of our students will meet/exceed their expected RIT growth**
- ★ Why only a 2% increase?
 - No trend data
 - New reading curriculum
 - New NWEA normative data began w/08 testing.
 - Boundary change in 2006

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Greenwood PTA Focus for 2008-2009

How will we know we are successful this year?

★ **Positively Impact the Greenwood Students by**

- ★ Effectively running 32 PTA events
- ★ Provide Service Learning project for the kids
- ★ Raising money to invest in the school

★ **Make it easy for Greenwood parents to:**

- ★ Get involved in the school events
- ★ Stay informed about the school
- ★ Invest in the school

★ **Support the Greenwood Teachers/staff by**

- ★ Effectively running 32 events

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Greenwood says:

- ★ Thank you
- ★ For your
- ★ Attention!!

A Model of Excellence Among
Learning Communities

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

- *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 School and the Wayzata School Board for

School Name: *Greenwood Elementary School*

This plan was reviewed on: _____

Signature of District Design Team _____

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.
- Copies of the Site Improvement Plan will be sent to the following members of the review team as designated by the District Shared Decisions Design Team.
- This response sheet will be returned by reviewer to the Superintendent’s Office within ten (10) days.
- Any areas of concern will be noted on response sheet along with suggestions for waivers where applicable.
- All response sheets will be forwarded to the chair of the site team.
- Review team members will decide if the Site Improvement Plan should be reviewed by any other departments such as Transportation, Food Service, Building and Grounds, etc. and forward a copy with a cover sheet for check-off response to the appropriate individual.

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



Site Team Members:

| <u>Name</u> | <u>Position</u> | <u>Year</u> |
|--------------------------|-------------------------------------|--------------------|
| Ginny Clark | Principal | 2008-2009 |
| Ann Nelson | PTA President | 2008-2009 |
| Rima Torgerson | PTA Vice President | 2008-2009 |
| Peggy Weaver | PTA Treasurer | 2008-2009 |
| Heidi Martinson | PTA CFO | 2008-2009 |
| Linda Mertens | PTA Secretary | 2008-2009 |
| Sue Bradsher | Vision 21 Teacher | 2008-2009 |
| Yvonne Lachmiller | 3rd Grade Teacher | 2008-2009 |
| Chad Libby | 4th Grade Teacher | 2008-2009 |
| Joel Martin | 5th Grade Teacher | 2008-2009 |
| Gwyn Rasmussen | 2nd Grade Teacher | 2008-2009 |



School Name: Greenwood Elementary School

School Year: 2008 – 2009



1. Indicate the District student academic achievement goal for the Q Comp plan:
Improve student achievement in the areas of reading as measured by performance on Measures of Academic Progress (MAP).

2. Indicate the Q Comp schoolwide student academic achievement SMART goal:
At Greenwood, 62.9% of the students taking the Spring MAP, will meet or exceed their individual RIT expected growth score in reading.

3. Provide the rationale and supporting data used to determine the above Q Comp schoolwide goal.

a) Rationale for this goal:

Greenwood is setting a growth goal based on the third and fourth graders that will be forth and fifth graders during the 2007-08 school year.

These results are based on our spring 2007 MAP data. Since we are only in our 3rd year of taking the MAP test, we feel we do not have enough trend data to accurately predict our achievement. Therefore, we are increasing the 2007-2008 goal by 2%.

b) Supporting data: *(This table is designed for the MCA-II assessments. If a different assessment is used, please design a similar table to ensure supporting data is included.)*



DATA ANALYSIS OF PREVIOUS ALT COMP GOAL

2006 – 2008 Greenwood MAP Data

| | 2006 -2007 | 2007-2008 | National percentile for 2007-2008 | 2 year average |
|------------------|-------------------|------------------|--|-----------------------------------|
| 3rd grade | 58.2 | 76.5 | 95+ | 67.3 (80th percentile) |
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| 5th grade | | 72.4 | 90-95 | |

Wayzata Public Schools

MAP Target Growth

Below

Above

MCA Projected Proficiency

Above

23%

72%

Below

2.3%

2.6%

| | | |
|-------|------|------|
| Above | 23% | 72% |
| Below | 2.3% | 2.6% |



Average Grade Level Growth

| Grade | Average Growth | Growth Target | Percent Achieved |
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Reading Growth Across Quartiles

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Moving Forward

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- ★ **Goal for 2008-2009 is 62.9% of our students will meet/exceed their expected RIT growth**
- ★ **Why only a 2% increase?**
 - **No trend data**
 - **New reading curriculum**
 - **New NWEA normative data began w/08 testing.**
 - **Boundary change in 2006**



Please list other building initiatives.

| Focus Areas of the Greenwood PTA | Status as of January 2009 | On Track |
|---|--|------------|
| <p>1. Students: We want to positively impact Greenwood students by:</p> <ul style="list-style-type: none"> a. Effectively running 32 PTA events b. Providing a Service Learning project for the kids c. Raising money to invest in the school | <ul style="list-style-type: none"> • 18/32 PTA events have been successfully completed • Greenwood Food Drive resulted in 2,390 food items donated to IOCP! (<i>PTA Service Learning Project</i>) • Fundraising events have been successful so far! We have raised 74% of our Projected Fund Raising Income goal. | <p>Yes</p> |
| <p>2. Parents: We want to make it easy for Greenwood parents to get involved, stay informed and invest in the school.</p> | <ul style="list-style-type: none"> • E-Folder was developed that emails the Greenwood Thursday folder directly to the household. • PTA meetings about 1x month. • Up to date PTA information on School website (minutes, contact lists, events, etc.) • Bulletin Board at School with PTA information • New Family meeting in September that provided event information, contact lists, etc. | <p>Yes</p> |
| <p>3. Teachers/Staff: We want to support the Greenwood Teachers/Staff</p> | <ul style="list-style-type: none"> • Team Level Support money was provided to each grade level & specialists to help with classroom needs • Staff Lunches have been done to show appreciation • Thank You Notes & Gift cards were distributed for National Education week • Grant Money has been made available to teachers/specialists to help with classroom needs. It has not been distributed yet. | <p>Yes</p> |



Greenwood Elementary

Student Demographics

Student Population by Grade

| 2007-2008 | | | 2006-2007 | | | 2005-2006 | | | |
|--------------|------------|--------------|-----------------|------------|--------------|-----------------|------------|--------------|-----------------|
| Grade | # of Males | # of Females | Avg. Class Size | # of Males | # of Females | Avg. Class Size | # of Males | # of Females | Avg. Class Size |
| Kdg | 39 | 35 | 18.5 | 49 | 47 | 16.6 | 50 | 54 | 20.89 |
| 1 | 42 | 52 | 18.8 | 71 | 50 | 19.2 | 62 | 42 | 20.8 |
| 2 | 54 | 53 | 21.4 | 53 | 48 | 20.2 | 58 | 52 | 22.0 |
| 3 | 72 | 52 | 24.8 | 48 | 66 | 25.0 | 44 | 53 | 24.3 |
| 4 | 57 | 52 | 27.3 | 59 | 56 | 22.8 | 56 | 52 | 27.0 |
| 5 | 51 | 65 | 23.2 | 39 | 44 | 23.0 | 55 | 62 | 29.3 |
| Total | 315 | 309 | | 319 | 311 | | 325 | 315 | |

Ethnic Distribution

| | 2007-2008 | 2006-2007 | 2005-2006 |
|--------------------------|-----------|-----------|-----------|
| White American | 541 | 548 | 568 |
| African American | 13 | 16 | 15 |
| Asian American | 60 | 57 | 44 |
| Hispanic/Latino American | 10 | 9 | 13 |
| Indian American | 0 | 0 | 0 |

Percent of Students on Free/Reduced

| | 2007-2008 | 2006-2007 | 2005-2006 |
|---------------|-----------|-----------|-----------|
| Free | 1.9% | 1.6% | 0.9% |
| Reduced Price | 1.4% | 0.8% | 0.8% |

Student Mobility

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

| 2006-2007 | 2005-2006 | 2004-2005 |
|-----------|-----------|-----------|
| 2.06 | 2.03 | 3.61 |



Student Demographics

Average Daily Attendance

| 2006 - 2007 | | | | 2005 - 2006 | | | | 2004 - 2005 | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1 st | 2 nd | 3 rd | 4 th | 1 st | 2 nd | 3 rd | 4 th | 1 st | 2 nd | 3 rd | 4 th |
| 96.71 | 96.99 | 97.46 | 97.30 | 96.46 | 96.95 | 97.04 | 96.68 | 97.1 | 96.9 | 97.5 | 97.6 |

Percent of Parents Attending Conferences

| 2006 - 2007 | | 2005 - 2006 | | 2004 - 2005 | |
|-------------|--------|-------------|--------|-------------|--------|
| Fall | Spring | Fall | Spring | Fall | Spring |
| 99% | 99% | 99% | 99% | 99% | 99% |



Student Achievement

2007-2008 Minnesota Comprehensive Assessment (MCA-II)

| | Grade 3 Math | | Grade 3 Reading | |
|-----------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Greenwood | 92.7 | 364.6 | 91.1 | 369.3 |
| Wayzata | 92.9 | 366.2 | 92.8 | 372.0 |
| State | 81.4 | 359.1 | 78.9 | 363.1 |

| | Grade 4 Math | | Grade 4 Reading | |
|-----------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Greenwood | 92.6 | 466.2 | 94.5 | 464.9 |
| Wayzata | 88.4 | 465.3 | 88.1 | 464.4 |
| State | 71.6 | 456.7 | 72.2 | 457.2 |

| | Grade 5 Math | | Grade 5 Reading | |
|-----------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Greenwood | 89.0 | 563.5 | 92.5 | 565.7 |
| Wayzata | 84.8 | 562.5 | 87.0 | 565.1 |
| State | 66.0 | 554.2 | 73.4 | 557.1 |

2006-2007 Minnesota Comprehensive Assessment (MCA-II)

| | Grade 3 Math | | Grade 3 Reading | |
|-----------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Greenwood | 89.0 | 363.2 | 92.0 | 372.3 |
| Wayzata | 90.4 | 365.3 | 91.8 | 372.8 |
| State | 79.3 | 358.7 | 79.6 | 363.2 |

| | Grade 4 Math | | Grade 4 Reading | |
|-----------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Greenwood | 91.1 | 466.4 | 90.3 | 465.4 |
| Wayzata | 86.7 | 464.2 | 85.3 | 464.5 |
| State | 70.9 | 456.7 | 71.4 | 457.0 |

| | Grade 5 Math | | Grade 5 Reading | |
|-----------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Greenwood | 85.9 | 559.2 | 93.9 | 564.0 |
| Wayzata | 84.6 | 563.8 | 90.1 | 566.1 |
| State | 63.2 | 554.1 | 73.2 | 557.5 |



Student Achievement

2005-2006 Minnesota Comprehensive Assessment (MCA-II)

| | Grade 3 Math | | Grade 3 Reading | |
|-----------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Greenwood | 89.4 | 364.1 | 87.1 | 372.7 |
| Wayzata | 92.0 | 365.2 | 89.5 | 373.1 |
| State | 77.8 | 357.8 | 81.6 | 365.3 |

| | Grade 4 Math | | Grade 4 Reading | |
|-----------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Greenwood | 92.5 | 463.3 | 88.5 | 467.6 |
| Wayzata | 87.3 | 463.0 | 90.5 | 467.3 |
| State | 69.0 | 455.0 | 76.7 | 459.6 |

| | Grade 5 Math | | Grade 5 Reading | |
|-----------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Greenwood | 80.9 | 559.6 | 93.9 | 566.1 |
| Wayzata | 85.0 | 562.8 | 90.6 | 567.8 |
| State | 55.0 | 551.8 | 76.9 | 559.1 |



**Greenwood Elementary
Student Achievement**

Measures of Academic Progress (MAP)-
(SS=Average Scale Score; PR=Average Percentile Rank)

2007-2008

| Math | Grade 3 | | Grade 4 | | Grade 5 | |
|-----------|---------|----|---------|----|---------|----|
| | SS | PR | SS | PR | SS | PR |
| Greenwood | 215 | 81 | 229 | 85 | 236 | 83 |
| Wayzata | 216 | 79 | 228 | 82 | 234 | 79 |
| National | 202 | 50 | 211 | 50 | 219 | 50 |

| Reading | Grade 3 | | Grade 4 | | Grade 5 | |
|-----------|---------|----|---------|----|---------|----|
| | SS | PR | SS | PR | SS | PR |
| Greenwood | 208 | 72 | 217 | 76 | 223 | 77 |
| Wayzata | 208 | 72 | 215 | 73 | 221 | 73 |
| National | 200 | 50 | 207 | 50 | 212 | 50 |

| Math | Grade 3 | | Grade 4 | | Grade 5 | |
|-----------|---------|----|---------|----|---------|----|
| | SS | PR | SS | PR | SS | PR |
| Greenwood | 214 | 77 | 227 | 81 | 234 | 81 |
| Wayzata | 215 | 78 | 226 | 79 | 235 | 81 |
| National | 202 | 50 | 211 | 50 | 219 | 50 |

| Reading | Grade 3 | | Grade 4 | | Grade 5 | |
|-----------|---------|----|---------|----|---------|----|
| | SS | PR | SS | PR | SS | PR |
| Greenwood | 207 | 71 | 216 | 74 | 221 | 74 |
| Wayzata | 207 | 70 | 214 | 70 | 220 | 72 |
| National | 200 | 50 | 207 | 50 | 212 | 50 |



Staff Demographics

(Please insert data provided by Human Resources Department.)

| 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% | 36% | 50% | 7% | 19% | 81% | 0% |



Staff Roster

| Last | First | Department | ASSIGNMENT Description | FTE |
|--------------|-----------|-----------------------|----------------------------|-------|
| ALLGAIER | CORINN | ELEMENTARY SPECIALIST | PHYSICAL EDUCATION | 0.200 |
| ANDERSON | DEBORAH | ELEMENTARY TEACHER | 1ST GRADE | 1.000 |
| ARVIG | TAMARA | ELEMENTARY TEACHER | 5TH GRADE | 1.000 |
| AVENDANO | CARMEN | ELEMENTARY SPECIALIST | ELEMENTARY SPANISH | 0.400 |
| BARTEN | KRISTINA | ELEMENTARY TEACHER | KINDERGARTEN | 0.500 |
| BARTEN | KRISTINA | COMMUNITY EDUCATION | KINDERGARTEN EXT DAY (CES) | 0.500 |
| BRADSHER | SUSAN | ELEMENTARY SPECIALIST | VISION 21 | 1.000 |
| CARLSON | ROXANNE | ELEMENTARY SPECIALIST | LITERACY SPECIALIST | 0.500 |
| CONNOR | KIMBERLY | ELEMENTARY TEACHER | 2ND GRADE | 1.000 |
| CORDER | TAMARA | ELEMENTARY TEACHER | 2ND GRADE | 1.000 |
| CUENE | ANDREA | SPSVC | SPSVC - SPEECH | 0.500 |
| DEMERCHANT | KACI | ELEMENTARY TEACHER | 2ND GRADE | 1.000 |
| DOSHER | MAUREEN | ELEMENTARY SPECIALIST | MATH INTERVENTION | 0.200 |
| DVORAK | MARY | ELEMENTARY TEACHER | 1ST GRADE | 1.000 |
| GARDNER | VIRGINIA | ELEMENTARY SPECIALIST | MUSIC/VOCAL | 1.000 |
| GIBBONS | LINDA | ELEMENTARY SPECIALIST | MEDIA SPECIALIST | 1.000 |
| GILDEMEISTER | BETH | SPSVC | SPSVC - PSYCHOLOGIST (01) | 1.000 |
| GOLFIS | KELLIE | ELEMENTARY TEACHER | 1ST GRADE | 1.000 |
| HALSEY | BARBARA | ELEMENTARY TEACHER | KINDERGARTEN | 0.500 |
| HEMBRE | TURI | ELEMENTARY SPECIALIST | READING RECOVERY/RTI | 0.500 |
| HEMBRE | TURI | ELEMENTARY SPECIALIST | ACADEMIC INTERVENTION | 0.500 |
| HURWITZ | MARY | ELEMENTARY SPECIALIST | PHYSICAL EDUCATION | 1.000 |
| ILIFF | BRIDGET | ELEMENTARY TEACHER | 5TH GRADE | 1.000 |
| JECHOREK | VIRGINIA | ELEMENTARY TEACHER | KINDERGARTEN | 0.500 |
| KIRCHNER | JULIE | ELEMENTARY TEACHER | 4TH GRADE | 1.000 |
| LACHMILLER | YVONNE | ELEMENTARY TEACHER | 3RD GRADE | 1.000 |
| LIBBY | CHAD | ELEMENTARY TEACHER | 4TH GRADE | 1.000 |
| LUND | MARY JANE | ELEMENTARY TEACHER | KINDERGARTEN | 0.500 |
| LUND | MARY JANE | COMMUNITY EDUCATION | KINDERGARTEN EXT DAY (CES) | 0.500 |
| MAAS | KRISTY | SPSVC | SPSVC - SOCIAL WORK (08) | 0.050 |
| MAAS | KRISTY | SPSVC | SPSVC - SOCIAL WORK (CD) | 0.200 |
| MAAS | KRISTY | SPSVC | SPSVC - SOCIAL WORK (01) | 0.750 |
| MARCUSEN | EMILY | ELEMENTARY SPECIALIST | ART | 1.000 |
| MARTIN | JOEL | ELEMENTARY TEACHER | 5TH GRADE | 1.000 |
| MEYER | GREGORY | ELEMENTARY TEACHER | 1ST GRADE | 1.000 |
| OLSON | JULIE | ELEMENTARY TEACHER | 4TH GRADE | 1.000 |
| PARRISH | ASHLEY | ELEMENTARY TEACHER | 3RD GRADE | 1.000 |
| PETERSEN | SUE | SPSVC | SPSVC - ELL | 0.250 |
| PETERSON | SEAN | ELEMENTARY TEACHER | 5TH GRADE | 1.000 |
| PFLUGI | LEE | ELEMENTARY SPECIALIST | THINKING SKILLS | 1.000 |
| RASMUSSEN | GWYN | ELEMENTARY TEACHER | 2ND GRADE | 1.000 |
| RUZICKA | JAMIE | ELEMENTARY TEACHER | 3RD GRADE | 1.000 |
| SJEKLOCHA | JULIE | ELEMENTARY TEACHER | 3RD GRADE | 1.000 |
| SKOGLUND | CHRISTINA | ELEMENTARY TEACHER | 2ND GRADE | 1.000 |
| STEENSLAND | AMY | SPSVC | SPSVC - AUTISM | 0.100 |
| STEENSLAND | AMY | SPSVC | SPSVC - DCD-MM | 0.800 |
| STEENSLAND | AMY | SPSVC | SPSVC - OHD | 0.100 |
| STERLING | ERIKA | SPSVC | SPSVC - EBD | 0.500 |
| STERLING | ERIKA | SPSVC | SPSVC - LD | 0.500 |
| VRUDNY | JOSEPH | ELEMENTARY TEACHER | 4TH GRADE | 1.000 |
| WARDEN | BARBARA | ELEMENTARY TEACHER | 4TH GRADE | 1.000 |
| WEINBRENNER | GENELLE | ELEMENTARY TEACHER | 3RD GRADE | 1.000 |
| WESTMAN | AMY | ELEMENTARY TEACHER | KINDERGARTEN | 0.500 |
| WESTMAN | AMY | COMMUNITY EDUCATION | KINDERGARTEN EXT DAY (CES) | 0.500 |

2009-2011 SCHOOL IMPROVEMENT PLAN

FOR
Oakwood Elementary School
Principal - Dennis Grasmick
School Board Regular Meeting/Work Session

**A Model of Excellence Among
Learning Communities**

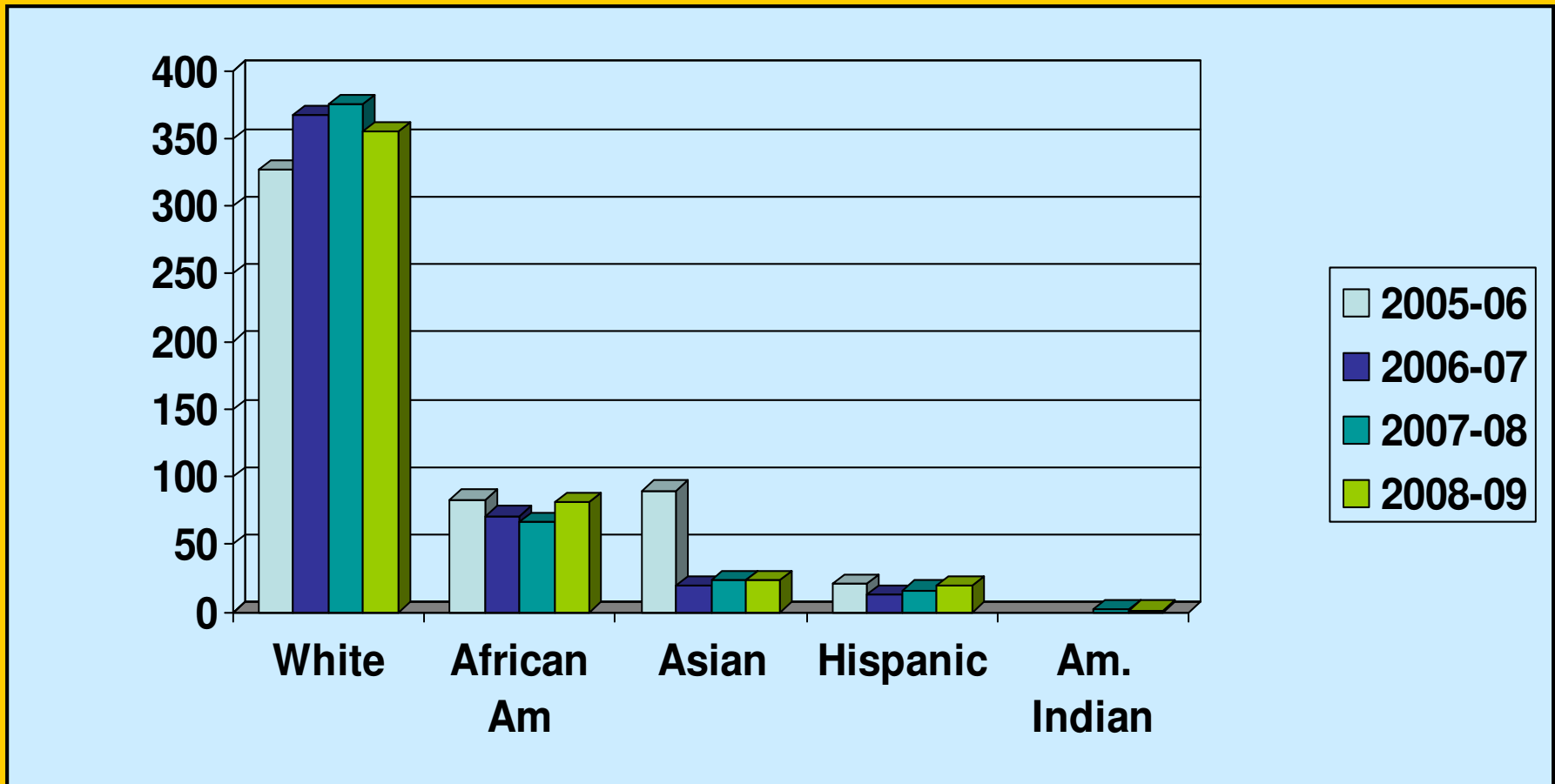
Wayzata Public Schools



**A Model of Excellence Among
Learning Communities**

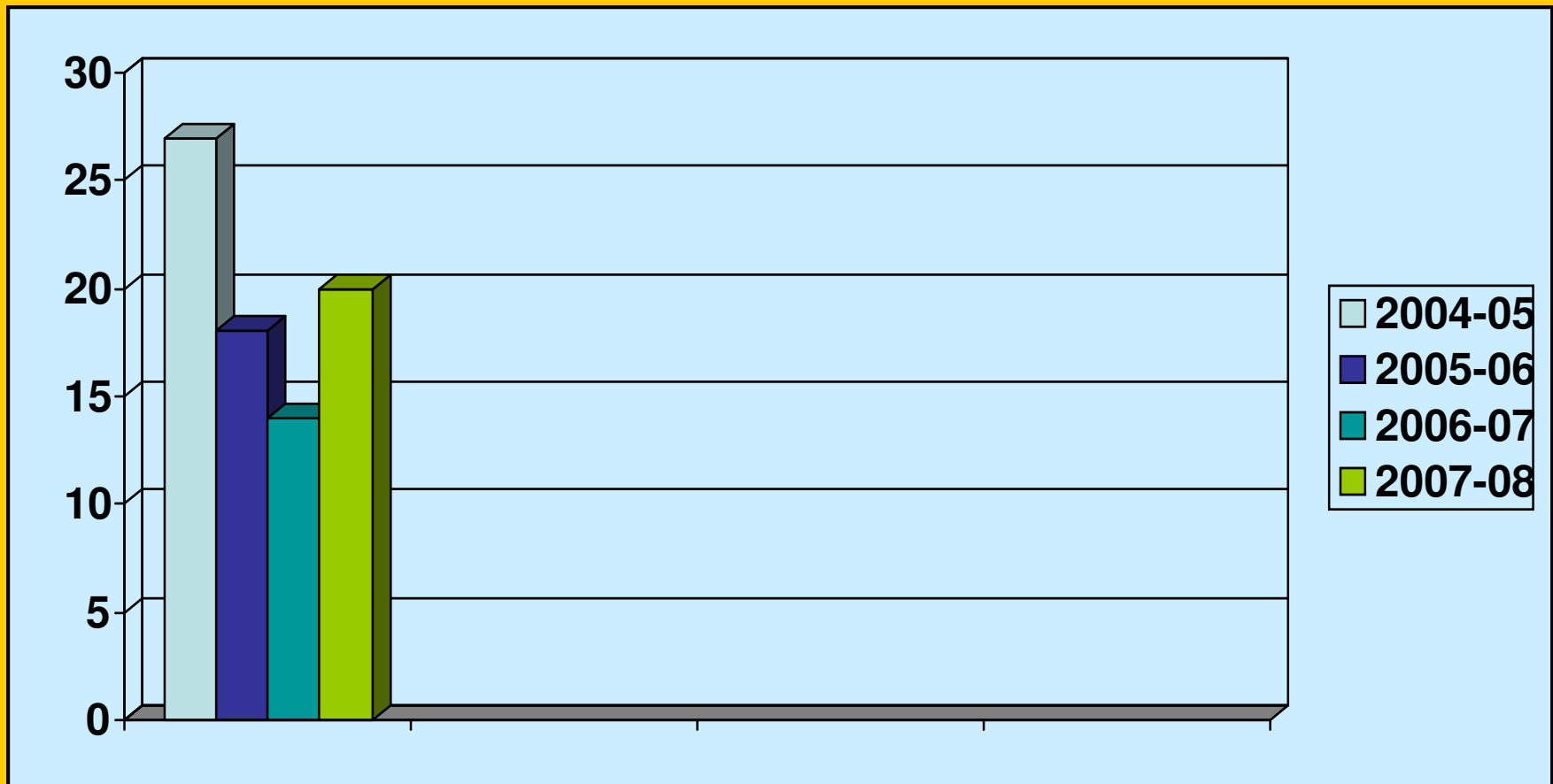
Wayzata Public Schools

Oakwood Demographics by Ethnicity:



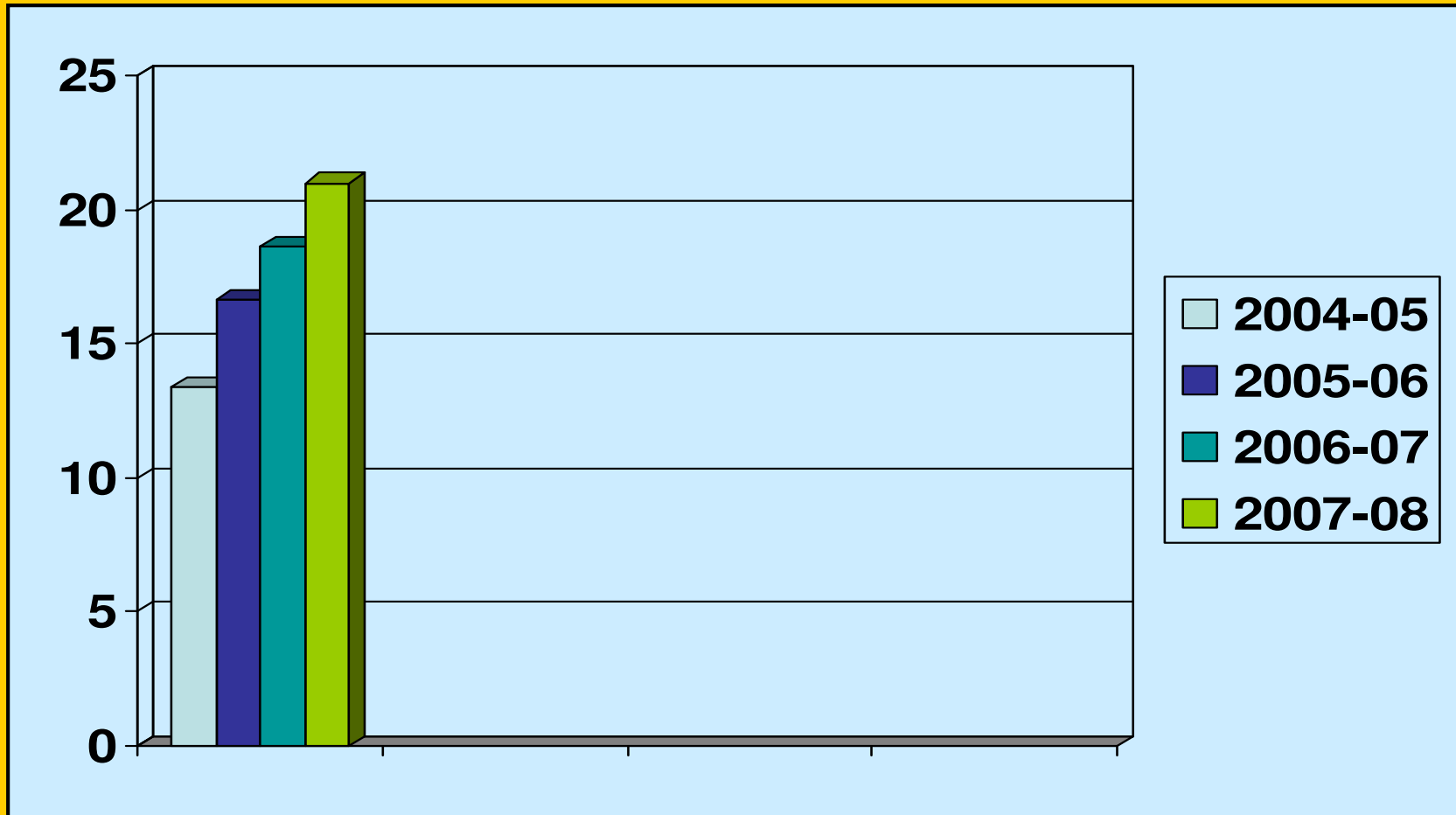
Wayzata Public Schools

Percent of Oakwood Students on Free/Reduced:



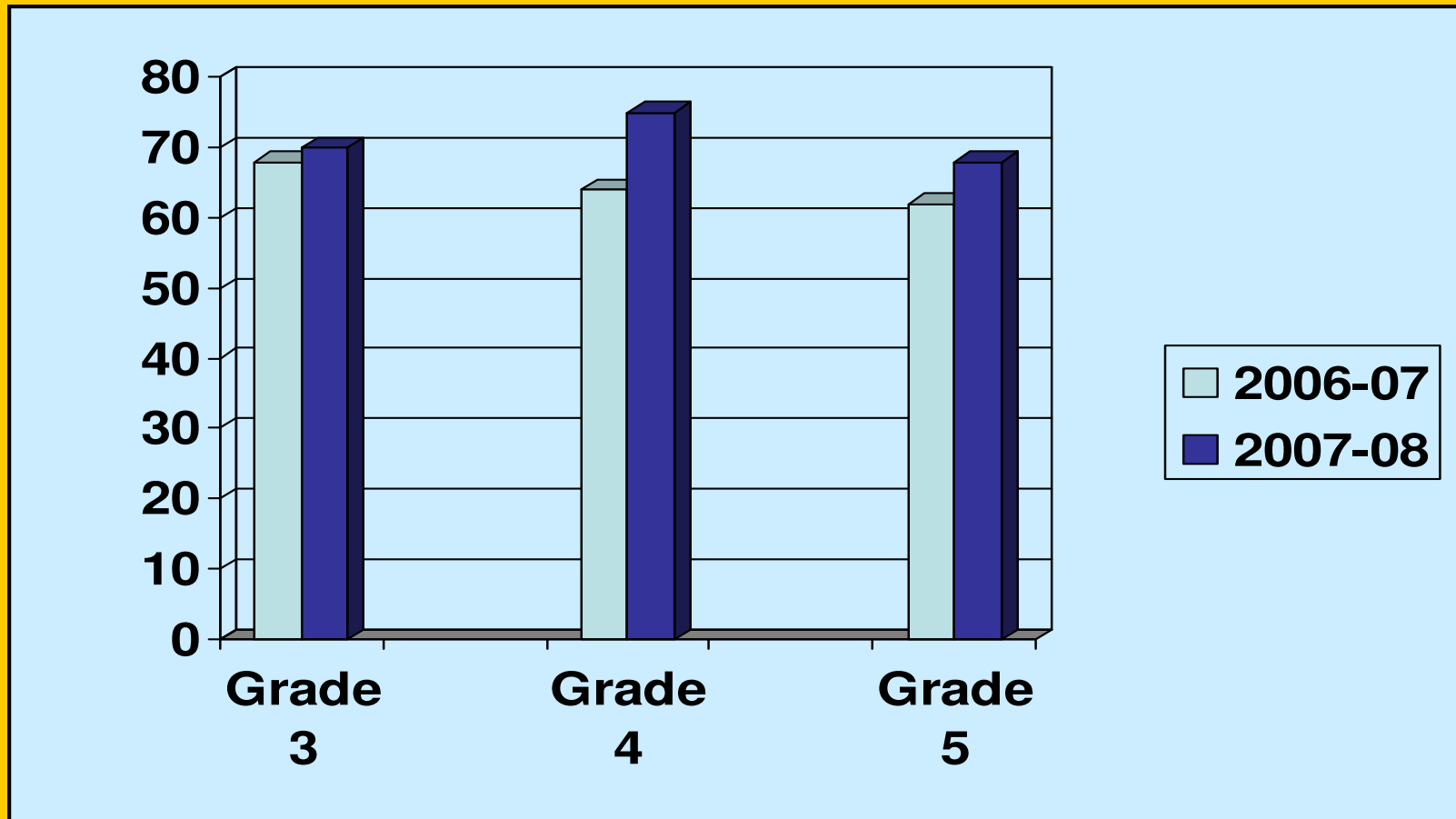
Wayzata Public Schools

Percent of Mobility:



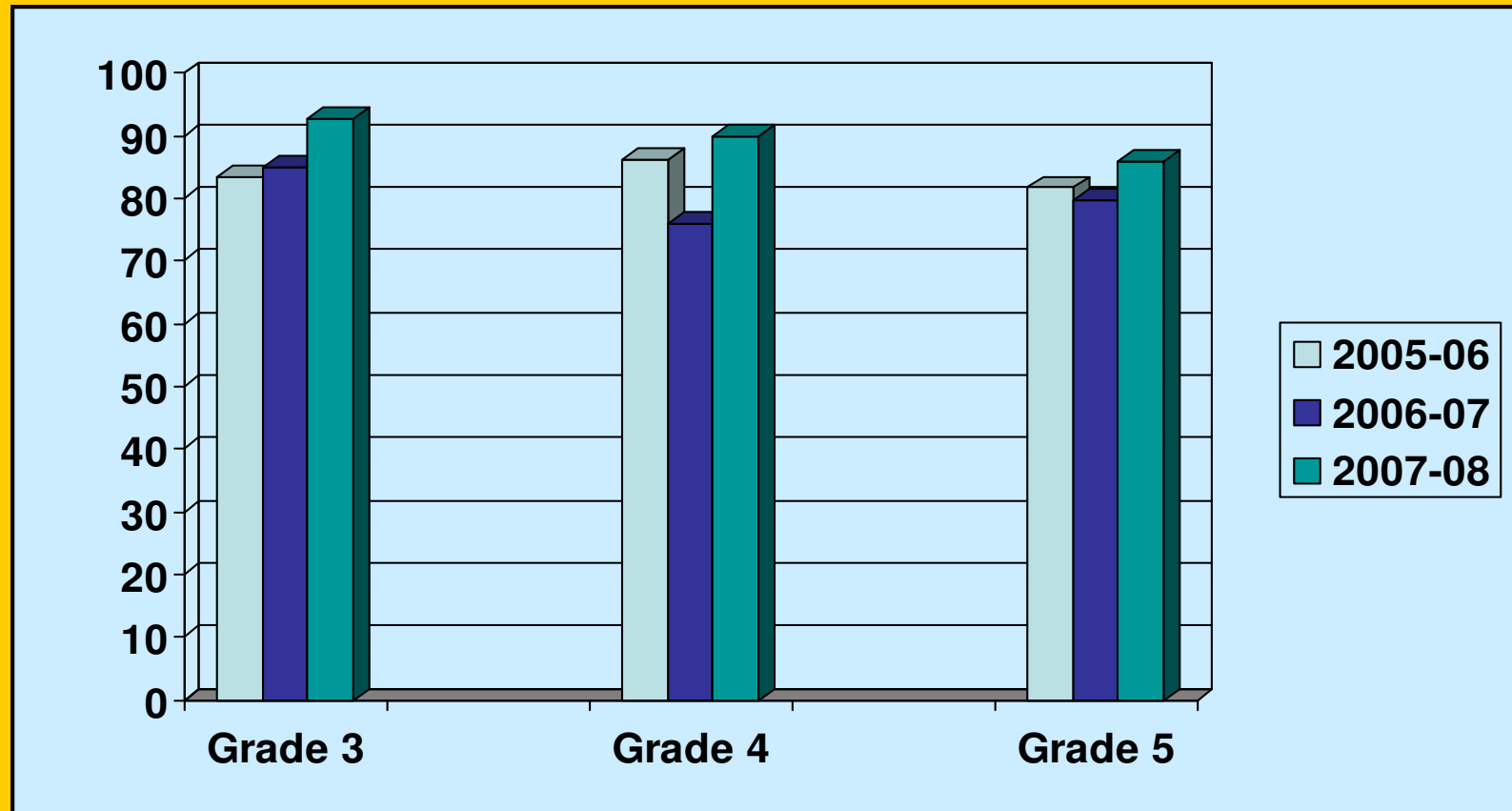
Wayzata Public Schools

Oakwood MAP data-Grades 3, 4, 5-Average Percentile Rank:



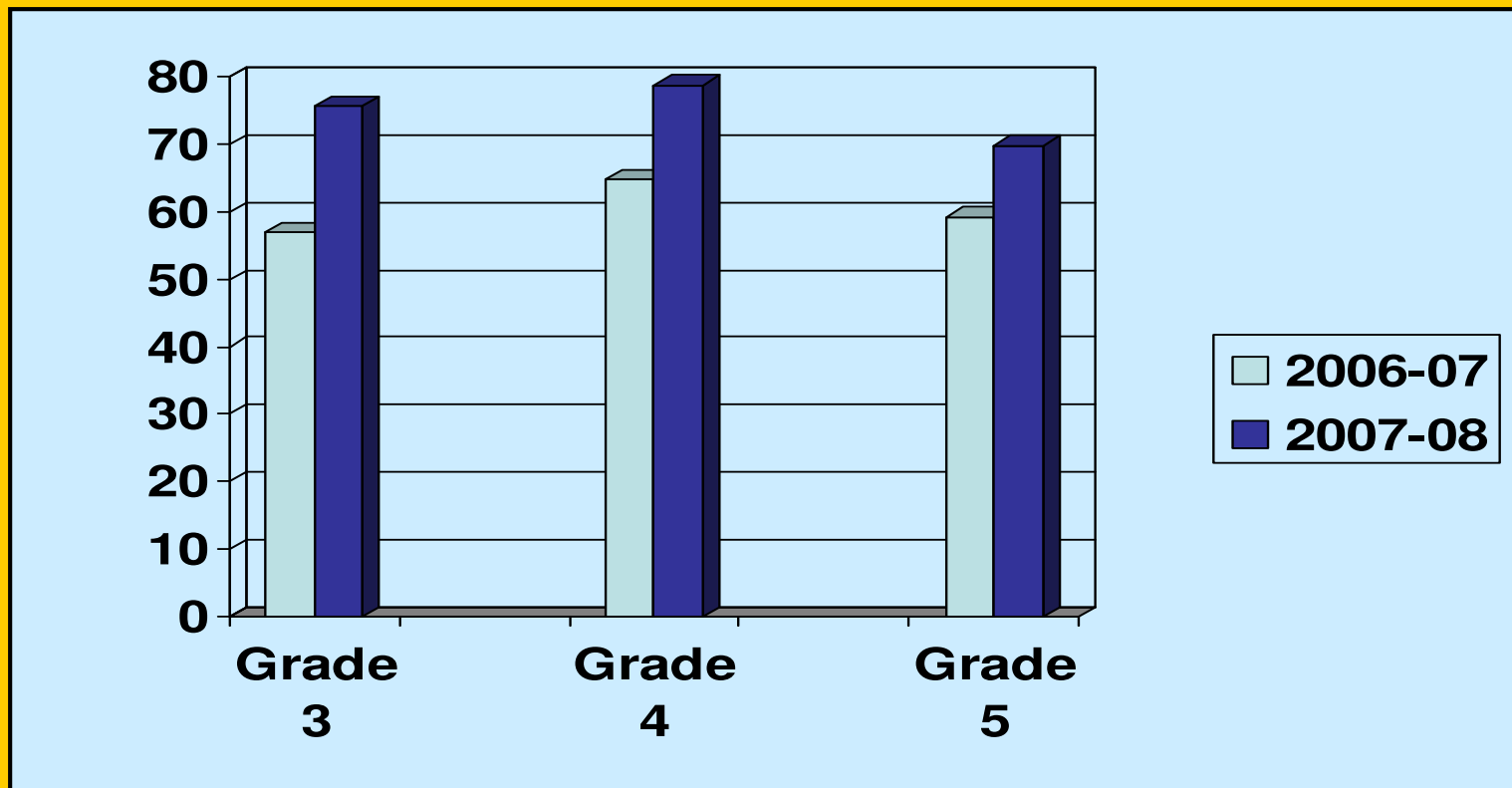
Wayzata Public Schools

Oakwood MCA II data-Grade 3, 4, 5 Reading: (Percent Proficient)



Wayzata Public Schools

Percent of students meeting their growth target: (Gr. 3-5 Fall to Spring)



Wayzata Public Schools

Summary: 2007-08 Q-Comp Goal:

Previous Goal:

Oakwood's 07-08 Q-Comp Goal:

61.8% of students will meet or exceed their RIT growth target score.

Final Results:

'07 Fall to '08 Spring growth: 69.5%

'07 Spring to '08 Spring growth: 78.7%

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

2008-09 Oakwood Q-Comp Goal:

At Oakwood, 63.4% of students who participate in spring ('09) MAP testing will meet or exceed their individual NWEA reading RIT target score.

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Summary of 2007-09 Initiatives:

- ★ **Develop effective communications with families**
- ★ **Prepare all learners to be successful in a diverse world through relationship building**
- ★ **Improve academic achievement in reading through differentiation**

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Oakwood Building Initiatives for 2009-2011:

- ★ Prepare all learners to be successful in a diverse world
- ★ Improve academic achievement in reading through the use of NUA strategies and other proven instructional strategies
- ★ Provide more access to extra-curricular and after-school activities and programs

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Additional Thoughts:

- ★ **New addition will greatly enhance our STEP program**
- ★ **Efforts will continue to study and respond to an upward swing of academic improvement.**
- ★ **Student mobility**
- ★ **Community involvement/participation**



**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools



2009-2011

**SCHOOL IMPROVEMENT
PLAN**

FOR

School Name: Oakwood Elementary

Principal: Dennis Grasmick



Independent School District 284
Wayzata, Minnesota

VISION

The vision of Wayzata Public Schools is to become “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

- *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 School and the Wayzata School Board for

School Name: ***Oakwood Elementary***

Principal: Dennis Grasmick

This plan was reviewed on: _____

Signature of District Design Team _____

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.
- Copies of the Site Improvement Plan will be sent to the following members of the review team as designated by the District Shared Decisions Design Team.
- This response sheet will be returned by reviewer to the Superintendent’s Office within ten (10) days.
- Any areas of concern will be noted on response sheet along with suggestions for waivers where applicable.
- All response sheets will be forwarded to the chair of the site team.
- Review team members will decide if the Site Improvement Plan should be reviewed by any other departments such as Transportation, Food Service, Building and Grounds, etc. and forward a copy with a cover sheet for check-off response to the appropriate individual.

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



Site Team Members:

| <u>Name</u> | <u>Phone</u> | <u>E-Mail</u> | <u>Position</u> | <u>Year</u> |
|-------------------------|---------------|--|-----------------|-----------------|
| Dennis Grasmick | 763-745-5710 | dennis.grasmick@wayzata.k12.mn.us | Administrator | Standing member |
| Christen Christopherson | 763-473-1015 | mcchristopherson@comcast.net | Parent | 2008-20010 |
| Laura Folven | 763-475-3651 | folvenl@gmail.com | Parent | 2008-2009 |
| Kari Miller | 763-404-1298 | bjandkari@ourtownusa.net | Parent | 2006-2007 |
| Turi Hembre | 763-476-5274 | Turi.hembre@wayzata.k12.mn.us | Parent | 2008-2010 |
| Kate Ronning | 763-473-6985 | eronning@comcast.net | Parent | 2008-2009 |
| Jennifer Rissky-Hewitt | 763-745-5798 | jennifer.hewitt@wayzata.k12.mn.us | Staff | 2006-2008 |
| Carrie Lunetta | 7630-745-5767 | Carrie.lunetta@wayzata.k12.mn.us | Staff | 2008-2009 |
| Bridget Erickson | 763-745-5762 | Bridget.erickson@wayzata.k12.mn.us | Staff | 2008-2009 |
| Patty Peniata | 763-745-5781 | Patty.peniata@wayzata.k12.mn.us | Staff | 2008-2010 |
| Linda Dahl | 763-745-5772 | Linda.dahl@wayzata.k12.mn.us | Staff | 2008-2010 |



Student Demographics

Student Population by Grade

| | 2008-2009 | | | 2007-2008 | | |
|-------|------------|--------------|-----------------|------------|--------------|-----------------|
| Grade | # of Males | # of Females | Avg. Class Size | # of Males | # of Females | Avg. Class Size |
| Kdg | 37 | 35 | 18.3 | 37 | 35 | 18.0 |
| 1 | 42 | 40 | 20.5 | 35 | 37 | 20.6 |
| 2 | 37 | 37 | 24.3 | 48 | 42 | 22.5 |
| 3 | 49 | 42 | 22.8 | 41 | 37 | 26.0 |
| 4 | 42 | 33 | 25.0 | 48 | 38 | 21.5 |
| 5 | 47 | 37 | 28.0 | 53 | 34 | 29.0 |
| Total | 254 | 224 | | 262 | 223 | |

| | 2006-2007 | | | 2005-2006 | | |
|-------|------------|--------------|-----------------|------------|--------------|-----------------|
| Grade | # of Males | # of Females | Avg. Class Size | # of Males | # of Females | Avg. Class Size |
| Kdg | 37 | 31 | 16.8 | 37 | 37 | 23.2 |
| 1 | 46 | 47 | 23.3 | 33 | 34 | 22.3 |
| 2 | 38 | 34 | 23.7 | 32 | 34 | 24.0 |
| 3 | 47 | 46 | 23.3 | 39 | 43 | 25.8 |
| 4 | 49 | 36 | 28.3 | 34 | 29 | 26.0 |
| 5 | 38 | 29 | 22.6 | 49 | 43 | 27.4 |
| Total | 255 | 223 | | 224 | 220 | |



Student Demographics

Ethnic Distribution

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--------------------------|-----------|-----------|-----------|-----------|
| White American | 355 | 375 | 367 | 327 |
| African American | 81 | 66 | 71 | 83 |
| Asian American | 21 | 23 | 23 | 19 |
| Hispanic/Latino American | 21 | 19 | 16 | 13 |
| Indian American | 0 | 2 | 1 | 2 |

Percent of Students on Free/Reduced

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---------------|-----------|-----------|-----------|-----------|
| Free | 17% | 11% | 16% | 24% |
| Reduced Price | 3% | 3% | 2% | 3% |

Student Mobility

The 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 | 2004-2005 |
|-----------|-----------|-----------|-----------|
| 21% | 18.6% | 16.7% | 13.4% |



Student Demographics

Average Daily Attendance

(Please insert three years of data provided by the Office of Assessment.)

| 2006 - 2007 | | | | 2005 - 2006 | | | | 2004 - 2005 | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 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 | 96.7 | 97.6 | 97.2 | 96.2 | 96.6 | 96.9 | 97 | 95.8 | 95.8 | 96.8 | 96.3 |

Percent of Parents Attending Conferences

(Please insert data provided by the individual building.)

| 2008-2009 | | 2007-2008 | | 2006-2007 | |
|-------------|-------------|-------------|--------|-----------|--------|
| Fall | Spring | Fall | Spring | Fall | Spring |
| 97% | | 97% | 98% | 96% | 95% |
| 2005 - 2006 | 2004 - 2005 | 2003 - 2004 | | | |
| Fall | Spring | Fall | Spring | Fall | Spring |
| 95% | 94% | 95% | 93% | 93% | 93% |



**Student Achievement
2007-2008 Minnesota Comprehensive Assessment (MCA-II)**

| | Grade 3 Math | | Grade 3 Reading | |
|---------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Oakwood | 94.3 | 373.5 | 92.8 | 376.9 |
| Wayzata | 92.9 | 366.2 | 92.8 | 372.0 |
| State | 81.4 | 359.1 | 78.9 | 363.1 |

| | Grade 4 Math | | Grade 4 Reading | |
|---------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Oakwood | 89.8 | 466.7 | 89.8 | 565.9 |
| Wayzata | 88.4 | 465.3 | 88.1 | 464.4 |
| State | 71.6 | 456.7 | 72.2 | 457.2 |

| | Grade 5 Math | | Grade 5 Reading | |
|---------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Oakwood | 81.0 | 560.5 | 86.0 | 565.9 |
| Wayzata | 84.8 | 562.5 | 87.0 | 565.1 |
| State | 66.0 | 554.2 | 73.4 | 557.1 |

2006-2007 Minnesota Comprehensive Assessment (MCA-II)

| | Grade 3 Math | | Grade 3 Reading | |
|---------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Oakwood | 81.7 | 356.4 | 84.9 | 362.7 |
| Wayzata | 90.4 | 365.3 | 91.8 | 372.8 |
| State | 79.3 | 358.7 | 79.6 | 363.2 |

| | Grade 4 Math | | Grade 4 Reading | |
|---------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Oakwood | 73.9 | 443.3 | 76.1 | 444.1 |
| Wayzata | 86.7 | 464.2 | 85.3 | 464.5 |
| State | 70.9 | 456.7 | 71.4 | 457.0 |

| | Grade 5 Math | | Grade 5 Reading | |
|---------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Oakwood | 68.1 | 544.1 | 79.7 | 544.3 |
| Wayzata | 84.6 | 563.8 | 90.1 | 566.1 |
| State | 63.2 | 554.1 | 73.2 | 557.5 |



2005-2006 Minnesota Comprehensive Assessment (MCA-II)

| | Grade 3 Math | | Grade 3 Reading | |
|---------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Oakwood | 86.9 | 362.5 | 83.3 | 369.3 |
| Wayzata | 92.0 | 365.2 | 89.5 | 373.1 |
| State | 77.8 | 357.8 | 81.6 | 365.3 |

| | Grade 4 Math | | Grade 4 Reading | |
|---------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Oakwood | 75.4 | 460.1 | 86.3 | 464.1 |
| Wayzata | 87.3 | 463.0 | 90.5 | 467.3 |
| State | 69.0 | 4550 | 76.7 | 459.6 |

| | Grade 5 Math | | Grade 5 Reading | |
|---------|--------------|-----------|-----------------|-----------|
| | % Proficient | Avg Score | % Proficient | Avg Score |
| Oakwood | 82.9 | 564.4 | 81.7 | 567.6 |
| Wayzata | 85.0 | 562.8 | 90.6 | 567.8 |
| State | 559.0 | 551.8 | 76.9 | 559.1 |



Student Achievement

Measures of Academic Progress (MAP)-

(SS=Average Scale Score; PR=Average Percentile Rank)

2007-2008

| Math | Grade 3 | | Grade 4 | | Grade 5 | |
|-------------|----------------|----|----------------|----|----------------|----|
| | SS | PR | SS | PR | SS | PR |
| Oakwood | 214 | 76 | 226 | 82 | 228 | 71 |
| Wayzata | 216 | 79 | 228 | 82 | 234 | 79 |
| National | 202 | 50 | 211 | 50 | 219 | 50 |

| Reading | Grade 3 | | Grade 4 | | Grade 5 | |
|----------------|----------------|----|----------------|----|----------------|----|
| | SS | PR | SS | PR | SS | PR |
| Oakwood | 207 | 70 | 216 | 75 | 217 | 68 |
| Wayzata | 208 | 72 | 215 | 73 | 221 | 73 |
| National | 200 | 50 | 207 | 50 | 212 | 50 |

2006-2007

| Math | Grade 3 | | Grade 4 | | Grade 5 | |
|-------------|----------------|----|----------------|----|----------------|----|
| | SS | PR | SS | PR | SS | PR |
| Oakwood | 214 | 76 | 222 | 73 | 230 | 72 |
| Wayzata | 215 | 78 | 226 | 79 | 235 | 81 |
| National | 202 | 50 | 211 | 50 | 219 | 50 |

| Reading | Grade 3 | | Grade 4 | | Grade 5 | |
|----------------|----------------|----|----------------|----|----------------|----|
| | SS | PR | SS | PR | SS | PR |
| Oakwood | 206 | 68 | 211 | 64 | 216 | 62 |
| Wayzata | 207 | 70 | 214 | 70 | 220 | 72 |
| National | 200 | 50 | 207 | 50 | 212 | 50 |

OAKWOOD STAFF 2008-2009

| | Name | Position | Phone | Room |
|-----|---------------------------|-----------------------------|--------------|---------------------|
| 1. | Anderson, Jodi | First Grade | 763-745-5774 | 14 |
| 2. | Beck, Joni | DCD Teacher | 763-745-5708 | 22 |
| 3. | Boon, Jennifer | Special Ed Para | 763-745-5700 | |
| 4. | Bopp, Phyllis | Special Ed Para | 763-745-5700 | |
| 5. | Boylston, Jan | DCD Para | 763-745-5700 | |
| 6. | Bray, Penny | .9 Vocal Music | 763-745-5760 | 1 |
| 7. | Campbell, Nancy | DCD Para | 763-745-5700 | |
| 8. | Campbell-Pyzdrowski, Joan | Fifth Grade | 763-745-5770 | 10 |
| 9. | Cohen, Andrea | First Grade | 763-745-5776 | 16 |
| 10. | Cousins, Lisa | Special Ed Para | 763-745-5700 | |
| 11. | Crow, Mindy | Reading Recovery | 763-745-5717 | |
| 12. | Dahl, Linda | Literary Specialist | 763-745-5772 | 24 |
| 13. | Darryl Fredrickson | Custodian | 763-745-5797 | |
| 14. | Ehrlich, Carrie | Third Grade | 763-745-5766 | 6 |
| 15. | Erickson, Bridget | Fourth Grade | 763-745-5762 | 2 |
| 16. | Feland, Karla | DCD Teacher | 763-745-5708 | 22 |
| 17. | Gallob, Rachael | .4 Spanish | 763-745-5772 | 24 |
| 18. | Gildemiester, Beth | Psychologist | 763-745-5718 | |
| 19. | Gleason, Katie | DCD Para | 763-745-5700 | |
| 20. | Gossen, Caroline | Special Ed Para | 763-745-5700 | |
| 21. | Graft, Suzanne | Second Grade | 763-745-5780 | 20 |
| 22. | Grasmick, Dennis | Principal | 763-745-5710 | |
| 23. | Hagen, Maria | DCD Para | 763-745-5700 | |
| 24. | Hare, Jessica | DCD Para | 763-745-5700 | |
| 25. | Hargreaves, Jon | .5 Custodian | 763-745-5757 | |
| 26. | Hassinger, Paula | First Grade | 763-745-5775 | 15 |
| 27. | Hatch, Susie | .9 Phy Ed | 763-745-5745 | Gym |
| 28. | Henry, Angela | Vision 21 | 763-745-5794 | Vision 21 |
| 29. | Hill, Trish | Secretary | 763-745-5701 | |
| 30. | Horberg, Victoria | LD Special Ed Teacher | 763-745-5743 | 23 |
| 31. | Hubert, Sue | Office Para | 763-745-5702 | |
| 32. | Hullinger, Rhonda | Third Grade | 763-745-5768 | 8 |
| 33. | Hwang, Jane | DCD Para | 763-745-5700 | |
| 34. | Johnson, Sarah | Kindergarten – Extended Day | 763-745-5777 | 17 Health Office |
| 35. | Jones, Jan | Health Para | 763-745-5715 | Office |
| 36. | Katzmarek, Ann | Fourth Grade | 763-745-5763 | 3 |
| 37. | Kautzky, Marla | Special Ed Para | 763-745-5700 | |

| | Name | Position | Phone | Room |
|-----|---------------------|--|--------------|-----------------------|
| 38. | Klotz, Terry | .1 Art | 763-745-5760 | Art |
| 39. | Korolchuk, Annette | Kindergarten | 763-745-5782 | 26 Computer Lab |
| 40. | Labowitch, Kathy | Tech Para | 763-745-5757 | |
| 41. | Ladenthin, Mary | Instructional Para Kindergarten - Extended Day | 763-745-5700 | |
| 42. | Latterell, Marshall | DCD Para | 763-745-5783 | 25 |
| 43. | Lerdall, Jane | Social Worker | 763-745-5713 | |
| 44. | Lien, Amy | Third Grade | 763-745-5767 | 7 |
| 45. | Lunetta, Carrie | Speech | 763-745-5707 | |
| 46. | Mader, Michele | Second Grade | 763-745-5779 | 19 |
| 47. | Magnuson, Anna | Instructional Para | 763-745-5700 | |
| 48. | Majzner, Gail | Special Ed Para | 763-745-5700 | |
| 49. | Manning, Lynn | Fifth Grade | 763-745-5769 | 9 |
| 50. | Miller, Jeff | Second Grade | 763-745-5778 | 18 |
| 51. | Mitchell, Kate | .2 Math Specialist | 763-745-5772 | 24 |
| 52. | Palony, Risa | DCD Teacher | 763-745-5781 | 21 |
| 53. | Peniata, Patty | Instructional Para/ELL Para | 763-745-5700 | |
| 54. | Radhi, Julie | Special Ed Para | 763-745-5700 | |
| 55. | Roepke, Debra | Fifth Grade | 763-745-5771 | 11 |
| 56. | Smarjesse, Cindy | Instructional Para | 763-745-5700 | |
| 57. | Stark, Jeff | Head Custodian | 763-745-5757 | |
| 58. | Stone, Bonnie | Third Grade | 763-745-5765 | 5 |
| 59. | Sullwold, Mark | Fourth Grade | 763-745-5764 | 4 |
| 60. | Talbott, Jane | DCD Para | 763-745-5700 | 22 |
| 61. | Theisen, Ruth | DCD Para | 763-745-5700 | 21 |
| 62. | Velline, Cindy | .5 Art/.5 Computer | 763-745-5760 | Art |
| 63. | Watland, Jan | First Grade | 763-745-5773 | 13 |
| 64. | Welters, Joan | Special Ed Para | 763-745-5700 | |
| 65. | Wiitala, Deb | Special Ed Teacher | 763-745-5709 | 23 |
| 66. | Wilkerson, Phillipa | Instructional Para | 763-745-5700 | |
| 67. | Williams, Alice | Media Specialist | 763-745-5748 | |
| 68. | Wisker, Ann | Media Para | 763-745-5753 | |
| 69. | Zache, Debbie | Instructional Para | 763-745-5700 | |
| 70. | Ziesel, Terrie | ELL | 763-745-5772 | 24 |

General Information: This form is to be used by all implementing districts as a means of updating annual schoolwide (site) goals as outlined in Minn. Stat. 122A.414. Subd. 3(a). Please complete all sections of this form, one form per school site. Send the original(s) to Chelsea Goebel at the address stated above or via email to Chelsea.goebel@state.mn.us.
 Site goals for Q Comp must be updated annually no later than October 1.

COMPLETE ONE FORM PER SCHOOL SITE.

DISTRICT IDENTIFICATION INFORMATION

District Name and Number:

Wayzata Public Schools #284

Superintendent:
Chace Anderson

Phone:
763.745.5011

Email:
Chace.anderson@wayzata.k12.mn.us

Fax:
763.745.5091

CHARTER SCHOOL IDENTIFICATION INFORMATION

Charter School Name and Number:

School Board Chair:

Phone:

Email:

Fax:

SCHOOL IDENTIFICATION INFORMATION

School Name:

Oakwood Elementary

Principal:
Dennis Grasmick

Phone:
763.745.5700

Email:
dennis.grasmick@wayzata.k12.mn.us

Fax:
763.745.5791

ADDITIONAL DISTRICT OR CHARTER SCHOOL CONTACT INFORMATION

Contact Person's Name:
Shelly Nelson

Phone:
763.745.6131

Email:
Shelly.nelson@wayzata.k12.mn.us

Fax:
763.745.5092

School Address:

**17340 County Road 6
 Plymouth, MN 55447**

Please answer the following questions and include supporting data.

1. Indicate the District student academic achievement goal for the Q Comp plan:

Improve student achievement in the areas of reading as measured by performance on Measures of Academic Progress (MAP).

2. Indicate the Q Comp schoolwide student academic achievement SMART goal:

At Oakwood, 63.4% percent of students who participate in the spring MAP testing will meet or exceed their individual NWEA reading RIT growth target score, plus or minus the standard error of measurement.

3. Provide the rationale and supporting data used to determine the above Q Comp schoolwide goal.

a) Rationale for this goal:

For O6-07, it was determined that 61.8% of students who participate in spring MAP testing will meet or exceed their individual NWEA reading RIT target score. This SMART goal was exceeded. Based upon the growth index averages in reading as provided by NWEA data, grade 4 should improve by 1.7 growth index and grade 5 should improve by 1.6 expected growth rate for 08-09. Averaging these two indices brings us to a 1.6 expected growth rate for 08-09. This goal places us at the 70th percentile compared to national NWEA norms and 86% of our students are performing at or above state proficiency levels on the MCA II. The district is implementing a new language arts series this fall so students and staff will be learning to use new materials, new assessments, and new instructional strategies.

b) Supporting data: (This table is designed for the MCA-II assessments. If a different assessment is used, please design a similar table to ensure supporting data is included.)

| Identify standardized assessment: MAP | | | | | | | | | |
|---|-------------------------------|---|---|---------------------|---|---|---|---|---|
| <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content) | Identify assessed grades: 3-5 | | | | | | District Performance on MCA II | | |
| | School trend data | | | District trend data | | | 06 Actual | 07 Actual | 08 Projected |
| | 05-06 | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 | | | |
| Measure of student achievement (Percent Meeting Growth Target.): | | Fall-Spring Growth 3 rd - 56.9% 4 th - 64.8% 5 th - 59.3% | Fall-Spring Growth 3 rd - 75.7% 4 th - 78.8% 5 th - 69.9% | | Fall-Spring Growth 3 rd - 64% 4 th - 62.4% 5 th - 63% | Fall-Spring Growth 3 rd - 75.5% 4 th - 72% 5 th - 70.9% | Spring 2006 3 rd - 89.5% 4 th - 90.5% 5 th - 90.6% 6 th - 89.3% 7 th - 89.1% 8 th - 87.1% | Spring 2007 3 rd - 89% 4 th - 85% 5 th - 83% 6 th - 85% 7 th - 79% 8 th - 81% | Spring 2008 3 rd - 93.5% 4 th - 90.2% 5 th - 89.9% 6 th - 88.3% 7 th - 85.1% 8 th - 82.4% |
| Number of students tested: | | 209 | 233 | | 2109 | 2156 | 4268 | 4607 | 4518 |

4. Additional supporting data (optional):

5. Indicate the action plan for the Q Comp schoolwide goal: *This should answer who will do what, when and how the plan will be accomplished for the students and by the teachers. Instructional strategies are to be included also.*

- Continuation of teacher involvement with National Urban Alliance training.
- Present NUA strategies to support staff according to staff development calendar.
- Instruction in the following specific strategies will be presented for implementation by all Oakwood teaching staff for the 08-09 school year:
 - I. Defining Format Strategy
 - II. Taxonomies
 - III. Metacognition
 - IV. Mapping strategies
 - V. Sentence Stretchers
 - VI. Keyword Notes
 - VII. List Group Label
 - VIII. Read-Talk-Write
 - IX. Dancing Definitions
- Incorporate reading specialist in conducting interventions, follow-up, and the monitoring of progress among students identified as low achieving.
- After school targeted programs to address specific reading needs of identified students based on need.
- Staff meetings/team meetings/staff development opportunities to discuss instructional strategies addressing reading comprehension.
- Train 5 data coaches in NWEA, Just 5 Clicks, and Skyward to serve as a resource in data retrieval and analysis to all teaching staff.
- Use RTI practices and interventions

Assessments:

- Use fall and spring assessments in grades K-2 to measure accuracy and comprehension. These include:
 1. Kindergarten – ISEL Testing in October & May
 2. Grade 1 – Observation survey in August, DRA text levels Sept.-June and DRA Comprehension leveling in May
 3. Grade 2 – Scott-Foresman Assessments and DRA Text Levels Sept. – June.
- Use fall and spring MAP testing in grades 3-5 to measure growth in vocabulary, comprehension, and literature.
- Use Scott-Foresman Formative Assessments throughout the school year in order to monitor ongoing progress in student achievement in language arts.

**Oakwood Elementary
Alternative Compensation
Professional Development Calendar 2008-09**

Summer 2008:

- Leadership team meets to evaluate 2007-2008 goal and write 2008-2009 goal.
- Teacher team and principal will be part of a leadership training that focuses on creating high-functioning teams.
- Oakwood staff will attend the NUA National Workshop in Albany, NY.
- Oakwood staff will attend training on the newly adopted Scott Forsman Literature curriculum.
- Technology training on the use of SMARTboards and other higher level technology.
(Other training that teachers might be involved with this summer- assessment, NUA, etc.)

Summer 2008, 5 Days of Training for Peer Coaches: Peer Coaches will receive professional training in peer coaching, teacher evaluation and high-functioning teams

August:

- First Grade reading test administered (Observation Survey)

Workshop Week:

- **August 25-28, 2007** Building principal and site team will disseminate and discuss building alternative compensation goal and professional development calendar.
- **August 26, 2007** Peer Coaches will meet with his/her assigned colleagues and training will include:
 - Reviewing the teacher evaluation process
 - Reviewing the peer coaching process
 - Demonstrating how to access the on-line forms
 - Distributing information regarding the Academy for Wayzata Educators

On-Going

NUA cohort 5 will complete their 2nd year of training

4 all day team meetings for 08-09 to analyze student work, reflect on goals, and plan lessons using the NUA strategies.

Weekly grade level meetings throughout the 08-09 school year

September:

-
- **Kindergarteners tested in fall ISOL test.**

Week of September 2

- Peer Coach will continue professional development training
- Peer Coach will be connecting with staff and starting to schedule the first formative observation.

Week of September 8

- Peer Coach will be connecting with staff and starting to schedule the first formative observation.
- First formative observation may include guidance in the development of his/her Professional Growth Plan
- Principal review site goal with each team/department

Week of September 15

- Fall MAP testing for grades 3-5 begins
- Peer Coach will begin first formative observations of teachers and reflections.
- Teacher reviews classroom data to inform instruction

Week of September 22

- Peer Coach will begin first formative observations of teachers and reflections.
- Teacher reviews classroom data to inform instruction

Week of September 29

- Peer Coach will begin first formative observations of teachers and reflections.
- Teacher reviews classroom data to inform instruction
- Staff meeting-The sharing and demonstration of Instructional strategy I: *“Defining Format Strategy”*

October:

- **During October, Cohort 5 will participate in a Site visit I.**

Week of October 6

- Peer Coach will continue to do formative observations of teachers and reflections.
- Fall MAP testing for grades 3,4,5 ends.

Week of October 13

- Peer Coach will complete the formative observations of teachers and reflections.
- Begin formation of after school homework/study programs
- Staff meeting-The sharing and demonstration of NUA instructional strategy II: *“Taxonomies”*.

Week of October 27

- Teachers will complete Individual Professional Growth Plan
- Peer Coach will complete the formative observations of teachers and reflections. Coaches will begin scheduling first formal observation.
- NUA Cohort 5 participate in large group training.

November:

Week of November 3

- Peer Coach will complete the formative observations of teachers and reflections. Coaches will begin scheduling first formal observation.

•

Week of November 10

- November 6 or 7, Site Based Professional Development Day
- First formal observations by peer coach and reflecting on sessions.
- Staff will identify students appropriate for after-school homework/study program using fall MAP data and teacher referrals.
- Staff meeting-The sharing and demonstration of NUA instructional strategy III: “*Metacognition*”.

Week of November 24

- Continue with first formal observation by peer coach and reflecting on session.
- Teachers implement instructional strategies I, II & III into daily lessons and reflect on student progress in grade level teams and study groups.

December:

Week of December 1

- After-school homework/study group program begins 2 nights per week.
- NUA Cohort 5 participates in site visit.
- Continue with first formal observation by peer coach and reflecting on session

Week of December 8

- Continue with first formal observation by peer coach and reflecting on session
- Staff meeting-The review, sharing, and demonstration of *MAPPING* instructional strategies.

Week of December 15

- Continue with first formal observation by peer coach and reflecting on session

January:

- **First Grade completes Mid-term testing using reading test.**
- **Kindergarten measures progress at Mid-term using the ISOL test.**

Week of January 5

- Continue with first formal observation by peer coach and reflecting on session

Week of January 12

- Cohort 5 attends large group session
- Peer Coach will complete first formal observation by peer coach and reflecting on session.
- Peer Coach will begin to schedule second formative observation
- Staff meeting- The sharing and demonstration of instructional strategy IV: “*Sentence Stretchers*”.

Week of January 20

- Peer Coach will begin to schedule second formative observation.
- Peer Coach will begin second formative observation.
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.

January 23- half day of district professional day

Week of January 26

- Peer Coach will continue to do formative observations of teachers and reflections.
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.
- Teams/departments will meet to articulate progress/effectiveness of instructional strategies **I-IV**.

February:

Week of February 2

- Peer Coach will continue to do formative observations of teachers and reflections.
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.

Week of February 9:

- NUA Cohort 5 participates in site visit.
- Peer Coach will continue second formative observations of teachers and reflect on observation.
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.

Week of February 17:

- Peer Coach will continue second formative observations of teachers and reflect on observation
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.

Week of February 23:

- Peer Coach will continue second formative observations of teachers and reflect on observation
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.
- Staff meeting-The sharing and demonstration of instructional strategy V: "**Keyword Notes**".

March:

Week March 2

- Peer Coach will continue second formative observations of teachers and reflect on observation
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.

Week of March 9

- Peer Coach will continue second formative observations of teachers and reflect on observation
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plans and provide support and resources.
- Staff meeting-The sharing and demonstration of instructional strategy VI: "*List Group Label*".

Week of March 16-25

- Peer Coach will finish second formative observations of teachers and reflect on observation
- NUA Cohort 5 site visit
- Teams/departments will meet and articulate progress on instructional strategies V-VI.
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plans and provide support and resources.
- Peer Coach will begin scheduling second formal observation
- *March 26th – Building staff development. Topic to be determined based on needs identified by staff*

April:

Week of April 6

- Begin final formal observations by peer coach and reflect on the session

Week of April 13

- Continue with final formal observations by peer coach and reflect on the session
- Staff meeting-The sharing and demonstration of instructional strategy VII: "*Read Talk Write*".
- Completion of after-school homework/study program

Week of April 20:

- Continue with final formal observations by peer coach and reflect on the session

Week of April 27:

- Continue with final formal observations by peer coach and reflect on the session

May:

- **First Grade team conducts testing to measure progress using the Running Records and Comprehension tests.**
Kindergarten team conducts the final summary testing using the ISOL.
- **Reflect on progress for all strategies and begin to look at goals for the upcoming year.**
- **Summarize and evaluate the effectiveness of the after school program.**

Week of May 4:

- Continue with final formal observations by peer coach and reflect on the session

Week of May 11:

- Continue with final formal observations by peer coach and reflect on the session
- Staff meeting-The sharing and demonstration of instructional strategy VIII: *“Dancing Definitions”*.

May 18-June 4

- Complete final formal observation by Peer Coaches
- Peer Coaches complete all database entries and paperwork
- Peer Coaches reflect on alt comp. Initiate and make recommendations for the following 09-10 year
- Peer Coaches work on changes for the 09-10 school year
- Peer Coaches work with the new peer coaches that are hired for the 09-10 school year.
- Peer Coaches continue professional development training as needed
- Teams/departments will meet and articulate progress/effectiveness of instructional strategies: *VII & VIII*.
- Reflect on the success of the NUA strategies as they relate to instructional methodology and student achievement over the 08-09 school year.



Oakwood Elementary Team Planning Day Schedule – 08-09

Note: Your team is responsible for setting up the subs for these planning days.

Kindergarten

Tuesday, Oct. 21
Monday, Nov. 18
Wednesday, Jan. 21
Friday, March 13

Grade 1

Tuesday, Sept. 30
Monday, November 24
Thursday, January 27
Friday, March 20

Grade 2

Tuesday, October 7
Thursday, December 4
Thursday, February 5
Tuesday, April 7

Grade 3

Tuesday, October 14
Thursday, December 11
Thursday, February 12
Tuesday, April 14

Grade 4

Thursday, October 23
Thursday, December 18
Friday, February 20
Tuesday, April 21

Grade 5

Thursday, October 30
Tuesday, January 6
Friday, February 27
Tuesday, April 28

Special Education

Monday, November 10
Tuesday, January 13
Friday, March 6
Tuesday, May 5

Specialists:

SPANISH – BV / TECH - PC

October 8, (Day 2)
December 2, (Day 4)
February 4, (Day 5)
April 15 (Day 2)

VOCAL MUSIC – GW

October 24, (Day 2)
December 3, (Day 5)
February 6, (Day 2)
April 17 (Day 4)

ART – GL & PE – SH

October 13, (Day 5)
December 5, (Day 2)
February 3, (Day 4)
April 20 (Day 5)

V-21 – CMS A413

October 1 (8:30-11:30)
November 12(12:30-3:30)
January 14(12:30-3:30)
February 11(12:30-3:30)
March 4(8:30-11:30)

MEDIA SPECIALISTS

Monday 9/15 - All Day
Friday 10/24 CMS - 7:30-12
Monday 11/3 OW - All Day
Monday 12/8 WHS – 12 - 4:00
Thursday 1/29 GL – All Day
Friday 3/6 WMS – 7:30-12
Friday 4/10 GW – All Day
Monday 5/11 EMS – 12 – 4:00

LITERACY SPECIALISTS – CMS A413

Thursday, 10/28:00 - 11:30
Thursday, 11/138:00 - 11:30
Thursday, 12/4 8:00 - 11:30
Thursday, 1/8 8:00 - 11:30
Thursday, 2/5 8:00 - 11:30
Thursday, 3/5 8:00 - 11:30
Thursday, 4/9 8:00 - 11:30
Thursday, 5/7 8:00 - 11:30



DATA ANALYSIS OF PREVIOUS ALT COMP GOAL

Goal:

At Oakwood, 61.8% of students who participate in spring MAP testing will meet or exceed their individual NWEA reading RIT growth target score.

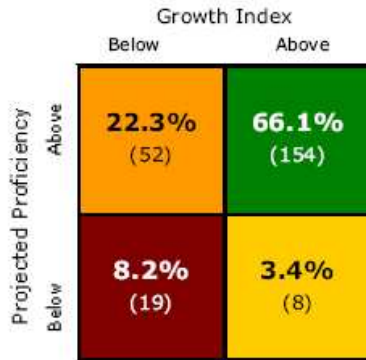
Summary/Interpretation of Data Analysis:

Oakwood's goal was 61.8% growth in reading.

Results:

**Fall 07-Spring 08 growth was 69.5% in reading
Spring 07 – Spring 08 growth was 78.7% in reading**

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

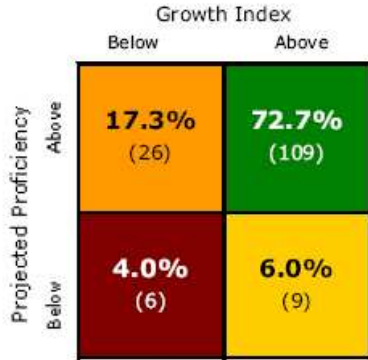
| Grade | Student Count | | Student Count | | |
|-------|---------------|----------|---------------|--------------|----------|
| | for Growth | % Growth | for Season | % Proficient | % Median |
| 3 | 70 | 70.0% | 74 | 90.5% | 75.7% |
| 4 | 80 | 73.8% | 82 | 89.0% | 84.1% |
| 5 | 83 | 65.1% | 85 | 83.5% | 77.6% |

School: Oakwood Elementary Sch.

Roster: Spring 2008

Growth Seasons: Spring 07 - Spring 08

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

| Grade | Student Count | | Student Count | | |
|-------|---------------|----------|---------------|--------------|----------|
| | for Growth | % Growth | for Season | % Proficient | % Median |
| 3 | - | - | 74 | 90.5% | 75.7% |
| 4 | 77 | 77.9% | 82 | 89.0% | 84.1% |
| 5 | 73 | 79.5% | 85 | 83.5% | 77.6% |

Goal Achieved: Yes No



Please list other building initiatives.

Initiative I: Prepare all learners to be successful in a diverse world by providing school & family initiatives and programs that will enhance understanding and build relationships.

Strategies/Activities:

- **Enhance International Night- A January event for families and community residents that celebrates one another's culture and heritage. (PTA)**
- **Develop a Mentor Family Program that provides support and help to new and existing families and ELL families. (PTA/Site Council)**
- **Proclaim OW's 5 Keys to a Caring Community through various venues (Principal/OW Staff/Parents/Community)**
- **Create global buddies from around the world. (Principal/teaching staff/parents).**
- **Student community building assemblies-(guest artists and community participants/Site Council/Principal)**
- **Develop a more diverse representation (15%) on Oakwood committees and boards.(Principal/Site Council)**
- **Provide opportunities for service based learning projects(principal/OW staff/community residents)**
- **Explore enrolling Oakwood in the Peace Pole program. (Site council)**

Person/Group Responsible:

Kate Ronning, Kari Miller, Jen Hewitt

Timeframe:

Spring 2009-Spring, 2011

Status:

Date Completed: Ongoing



Please list other building initiatives.

Initiative II: Differentiation Strategies for Effective Instruction

To improve academic achievement in reading through differentiated instruction by meeting individual student or small group needs.

Strategies/Activities:

- Continue to create and enhance Professional Learning Communities among grade level teams. (Principal/Staff/Development Committee)
- Participation and continuation of staff involvement with NUA strategies. (Principal/OW Staff)
- Continue to expand and enhance the Literacy Volunteer program and Homework Help programs. (Principal/Teaching Staff/Charlene Barghini/Literacy Specialist)
- Increase teacher collaboration w/ Title I, Reading Recovery, ELL, Literacy Specialists, and Vision 21 Programs. (Principal/Oakwood Staff)

Person/Group Responsible:

Linda Dahl, Turi Hembre, Patty Peniata, Bridget Erickson

Timeframe:

Spring 2009-Spring 2011

Status:

Date Completed: **Ongoing**

Initiative III: Provide more opportunities for students to participate in extra curricular and after-school activities and projects.

Strategies/Activities

- Provide transportation options (Principal/Parents)
- Develop and enhance the scholarship offerings. (Social Worker/PTA)
- Utilize connections with local community businesses and individuals Charlene Barghini/Community Ed.)
- Model teacher lead programs (Teaching Staff)
- Utilize Targeted Services and Integration grants to meet the needs of participating students (Principal)
- Utilize Home Base and YES student support for activities such as the Science Fair and Reflections programs. (Community Ed./Teachers)

Person/Group Responsible:

Carrie Lunetta, Christen Christopherson, Laura Folven

Timeframe:

Spring 2009-Spring 2011

Status:

Date completed: **Ongoing**

SUMMARY OF 2007-09 INITIATIVES:

1.) Develop effective communication strategies that will reach all Oakwood families.

PLAN/ACTIVITY:

UPDATE:

| | |
|--|---|
| Translation of "Eagle Eye Extra" Video | Task became unnecessary due to a change in community needs. |
| Translators for school activities | Translators are provided for Conferences/activities as needed |
| Homework Groups | Neighborhood homework helps/after school clubs |
| Oakwood Websites | Ongoing work in progress/added online Thursday packets |

2.) Prepare all learners to be successful in a diverse world by providing school & family initiatives and programs that will enhance understanding and build relationships.

PLAN/ACTIVITY:

UPDATE:

| | |
|------------------------------|---|
| School assemblies | Local and national guests and community residents. |
| International Night | The program continues to become bigger and better each year. |
| Committee makeup boards | Have not reached our 15% representation on committees and as of yet, but moving in the right direction. |
| Literacy Volunteers | This program remains strong and ongoing. |
| NUA involvement through WEMP | Continuation of staff involvement in NUA and mapping strategies |

3.) Improve academic Achievement in reading through differentiated instruction by meeting individual student or small group needs.

PLAN/ACTIVITY:

UPDATE:

| | |
|---|--|
| Leveled Library/ Differentiated learning | Library for K-5 th grade students and staff completed and in use fall '08 this was a joint effort between the school and our OW PTA to fund this Project. |
|---|--|

WORLD LANGUAGE RECOMMENDATION

GUIDING PRINCIPLES:

IT IS RECOGNIZED THAT WE NEED TO PROVIDE MORE OPPORTUNITIES FOR STUDENTS TO BECOME FACILE WITH A LANGUAGE OTHER THAN ENGLISH. INHERENT TO THE STUDY OF ANOTHER LANGUAGE IS THE STUDY OF THAT CULTURE. AS WE MOVE FORWARD IN THE 21ST CENTURY, THE KNOWLEDGE OF OTHER CULTURES IS A LIFE SKILL. THEREFORE, WE SUBMIT THE FOLLOWING RECOMMENDATION.

DURING THE PAST YEAR AND A HALF, WE HAVE CONDUCTED A CURRICULUM REVIEW ON WORLD LANGUJAGE. THROUGHOUT THE CURRICULUM REVIEW INFORMATION WAS GATHERED IN SEVERAL WAYS TO GUIDE US IN THE WORK OF EXAMINING OUR WORLD LANGUAGE PROGRAM. THE FOLLOWING IDEAS ARE NOT PRESENTED IN ANY HIERARCHICAL ORDER. BELOW ARE SOME OF THE RESOURCES THAT WE USED AND THE GUIDANCE THAT WAS PROVIDED FROM THOSE RESOURCES. THE PERTINENT RECOMMENDATIONS ARE IN *ITALICS*.

1. THE CURRICULUM REVIEW TEAM CONDUCTED SURVEYS OF ELEMENTARY PARENTS, MIDDLE SCHOOL PARENTS, HIGH SCHOOL PARENTS, AND THE WORLD LANGUAGE COMMITTEE.

THERE WERE MANY RECOMMENDATIONS, SOME WHICH WE CANNOT INCORPORATE AT THIS TIME. THERE WAS A RECOMMENDATION TO INCREASE THE INSTRUCTIONAL TIME FOR SPANISH AT ELEMENTARY AND MIDDLE LEVELS. ALSO THERE WAS A RECOMMENDATION TO ADD ANOTHER LANGUAGE AT THE MIDDLE LEVEL AND TO ADD ANOTHER ENTRY POINT AT MIDDLE SCHOOL FOR THOSE WHO MOVED IN TO OUR DISTRICT.

OF THE ELEMENTARY PARENTS WHO RESPONDED TO OUR SURVEY, IF OTHER AREAS HAD TO BE REDUCED, THE FOLLOWING ARE THE AREAS THAT PARENTS WOULD REDUCE: ART-21.3%, TECHNOLOGY-11%, MUSIC 10.6%, P.E., 7.7%,.

WHEN THAT SAME QUESTION WAS ASKED OF MIDDLE SCHOOL PARENTS, THE RESPONSES WERE AS FOLLOWS: TO REDUCE FACS-25%, ART-12%, ETD-8%, MUSIC-7%,., P.E.. 6%,., HEALTH 5%

2. DISTRICT DIRECTIONS FOR 2008-2010

THE WAYZATA SCHOOL BOARD ENUMERATED DIRECTIONS TO GUIDE THE DISTRICT IN ITS WORK. TWO OF THE DIRECTIONS PROVIDE DIRECTION FOR THIS DISCUSSION.

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.

THE ABILITY TO ENGAGE IN GLOBAL CONNECTIONS AND TO UTILIZE DIPLOMACY, ONE COULD ARGUE, ARE GREATLY ENHANCED BY KNOWING ANOTHER LANGUAGE AND THE CULTURE SURROUNDING THAT LANGUAGE.

3,. DECISION RESOURCES WAS CONTRACTED BY THE DISTRICT TO CONDUCT A SURVEY OF OUR COMMUNITY ON SEVERAL ISSUES. DECISION RESOURCES CONTACTED ABOUT 400 PEOPLE. WE INCORPORATED QUESTIONS ABOUT WORLD LANGUAGE ON THIS SURVEY. HOWEVER, THE QUESTIONS WERE LARGELY ABOUT IMMERSION PROGRAMS.

ON THAT SURVEY 38% OF THE RESPONDENTS WERE VERY OR SOMEWHAT INTERESTED IN LANGUAGE IMMERSION PROGRAMS. OF THAT 38%, 64% THOUGHT IMMERSION SHOULD BE OFFERED AT ALL LEVELS.

AGAIN OF THE 38% WHO WERE VERY OR SOMEWHAT INTERESTED IN IMMERSION PROGRAMS, 85% OF THE RESPONDENTS FELT STRONGLY OR SOMEWHAT STRONGLY THAT WE SHOULD HAVE PARTIAL IMMERSION.

OF THE 38% RESPONDENTS, WHO WERE STRONGLY OR SOMEWHAT INTERESTED, 78% FELT THAT IMMERSION OR OPTIONAL IMMERSION SHOULD BE OFFERED AT ALL SCHOOLS AS OPPOSED TO AT A "MAGNET" SCHOOL(S).

4. "FRAMEWORK FOR 21ST CENTURY LEARNING" PUBLISHED BY PARTNERSHIP FOR 21ST CENTURY SKILLS

Core Subjects and 21st Century Themes



Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include:

- English, reading or language arts
- **World languages [Bolding mine]**
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of

academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- **Global awareness**
- **Financial, economic, business and entrepreneurial literacy**
- **Civic literacy**
- **Health literacy**

[HTTP://WWW.21STCENTURYSKILLS.ORG/DOCUMENTS/P21_TRANSITI
ON PAPER NOV 24 2008.PDF](http://www.21stcenturyskills.org/documents/p21_transiti_on_paper_nov_24_2008.pdf)

THE PARTNERSHIP FOR THE 21ST CENTURY IS AN ORGANIZATION COMPOSED OF REPRESENTATIVES FROM MANY DISCIPLINES, INCLUDING THE US DEPT OF EDUCATION, ISTE, APPLE COMPUTERS, MICROSOFT, DELL COMPUTERS, NATIONAL EDUCATION ASSOCIATION, TO NAME A FEW. THEIR TASK WAS TO OUTLINE SKILLS NEEDED BY STUDENTS IN THE 21ST CENTURY AND HOW TO ACHIEVE THEM.

ON THEIR RECOMMENDATIONS ENGLISH AND READING IS THE FIRST ON THE LIST, WORLD LANGUAGES IS SECOND.

5. ON DECEMBER 1, 2007, WAYZATA PUBLIC SCHOOLS HOSTED A FUTURES CONFERENCE FACILITATED BY AUTHOR, GARY MARX TO ENGAGE OUR COMMUNITY. A FOLLOW-UP CONVERSATION OCCURRED ON MAY 5, 2008.

GARY MARX, AUTHOR OF *SIXTEEN TRENDS..THAT WILL PROFOUNDLY IMPACT EDUCATION AND THE WHOLE OF SOCIETY IN THE 21ST CENTURY*, DESCRIBED 16 TRENDS TAKING US IN TO THE FUTURE.

THREE OF THE TRENDS SPEAK TO THE NEEDS FOR GREATER UNDERSTANDING OF DIFFERENT CULTURES. THEY ARE:

- *MAJORITIES WILL BECOME MINORITIES, CREATING ONGOING CHALLENGES FOR SOCIAL COHESION. WORLDWIDE THERE IS INCREASING DIVERSITY WHICH COULD LEAD TO DIVISION OR IT COULD LEAD TO ENRICHMENT, DEPENDING ON WHAT WE DO.*
- *COMMON OPPORTUNITIES AND THREATS WILL INTENSIFY A WORLDWIDE DEMAND FOR PLANETARY SECURITY. AS THE ACCESS TO INFORMATION AND RAPIDITY AND EASE OF SOCIAL INTERACTION IS AFFECTED BY INTERNET ACCESS, PERSONAL SECURITY AND SELF INTEREST WILL INTERFACE MORE READILY AND MORE QUICKLY WITH PLANETARY SECURITY. KNOWLEDGE OF*

OTHER LANGUAGES AND OTHER CULTURES MAY LEAD TO GREATER SECURITY BECAUSE IT REDUCES THE THREATS AMONG CULTURES.

- ***AS NATIONS VIE FOR UNDERSTANDING AND RESPECT IN AN INTERDEPENDENT WORLD, INTERNATIONAL LEARNING, INCLUDING DIPLOMATIC SKILLS, WILL BECOME BASIC.*** NATIONS AND THEIR CITIZENS WILL HAVE TO UNDERSTAND THAT ISOLATIONIST INDEPENDENCE IS COUNTER-PRODUCTIVE TO THE INTERDEPENDENCE OF A SMALLER WORLD. THE KNOWLEDGE OF OTHER CULTURES AND LANGUAGES ENHANCES OUR ABILITY TO BE DIPLOMATIC AND HONOR THE GIFTS OF OTHER INDIVIDUALS AND NATIONS.

THE FUTURES CONFERENCE AND FOLLOW-UP EXPLORED THE IDEAS PRESENTED ABOVE. AS A RESULT, THE THEME OF CREATING OPPORTUNITIES FOR STUDENTS TO ENGAGE IN GLOBAL CONNECTIONS WAS DISCUSSED IN DEPTH ON MAY 5. ***A SUGGESTION WAS MADE TO EXPLORE THE INCORPORATION OF IMMERSION LANGUAGE PROGRAMS IN THE DISTRICT. ANOTHER SUGGESTION WAS TO EXPAND CURRENT LANGUAGE PROGRAMS AND TO START IN EARLIER GRADES.***

6. MIDDLE SCHOOL SELF-STUDY

FOR THE PAST NINE MONTHS MIDDLE SCHOOL TEAMS HAVE BEEN ENGAGED IN A REFLECTIVE SELF-STUDY. ON JANUARY 8, THE STEERING COMMITTEE MET AND MADE 19 RECOMMENDATIONS IN RELATION TO THE SEVEN PILLARS OF BEST PRACTICE MIDDLE SCHOOLS AS DESCRIBED IN *TURNING POINTS*, A BOOK PREPARED BY THE NATIONAL MIDDLE SCHOOLS' ASSOCIATION.

UNDER THE PILLAR OF SAFE AND HEALTHY SCHOOLS, ONE OF *THE RECOMMENDATIONS WAS TO CONTINUE STAFF TRAINING IN CULTURAL COMPETENCY.* ALTHOUGH THIS IS NOT A RECOMMENDATION PER SE FOR INCREASED LANGUAGE COURSES, IT IS AN ACKNOWLEDGEMENT OF THE NEED FOR INCREASING TRAINING IN RECOGNIZING THE GIFTS BETWEEN AND AMONG US. LEARNING A LANGUAGE IS ONE WAY TO LEARN ABOUT ANOTHER CULTURE FROM THAT CULTURE'S POINT OF VIEW WHICH, IT COULD BE ARGUED, EXPANDS A PERSON'S CULTURAL COMPETENCY.

BEST PRACTICES WOULD SUGGEST THAT MIDDLE SCHOOL IS A TIME OF EXPLORATION. THEREFORE, IN OUR RECOMMENDATIONS WE ADVISE CONTINUING TO OFFER AN ARRAY OF PROGRAMS THAT STUDENTS MAY NOT HAVE AN OPPORTUNITY TO EXPERIENCE OTHERWISE. THEREFORE, WE DID NOT WANT TO CUT A PROGRAM, AND THEREFORE, LIMIT OPTIONS FOR OUR STUDENTS.

RECOMMENDATION

MIDDLE SCHOOLS

1. AT 6TH AND 7TH GRADE STUDENTS WILL TAKE BE REQUIRED TO TAKE ONE SEMESTER OF SPANISH IN 6TH AND ONE SEMESTER IN 7TH GRADE. IN THE PAST STUDENTS HAD ONE QUARTER IN EACH GRADE. THEREFORE, THERE IS AN INCREASE OF A SEMESTER OVER THE TWO YEARS.

IN 6TH GRADE STUDENTS IN ENCORE STUDENTS WILL TAKE 1 SEMESTER OF SPANISH, A QUARTER OF ETD AND A QUARTER OF ART.

IN 7TH GRADE, STUDENTS WILL TAKE 1 SEMESTER OF SPANISH, A QUARTER OF ETD AND A QUARTER OF FACS.

2. ANOTHER RECOMMENDATION FROM THE SELF-STUDY WAS TO HAVE CONSISTENT AND FLEXIBLE SCHEDULES. BECAUSE THERE ARE MANY WAYS TO SCHEDULE, WE HAVE CREATED A SCHEDULING TASK FORCE COMPOSED OF TEACHERS AND ADMINISTRATORS FROM ALL THREE BUILDINGS. THEY WILL EXPLORE BLOCK SCHEDULES, LOOPING, LENGTH OF TIME IN CLASSES, AND HOW FLEX/READING ARE USED, TO NAME A FEW OPTIONS. THIS WORK WILL TAKE TIME. THEREFORE, WE WILL INCORPORATE THE ABOVE RECOMMENDATION FOR 6TH AND 7TH GRADE IN SCHOOL YEAR 2009-2010 AND WILL EXPECT THE TASK FORCE TO DECIDE A RECOMMENDATION ON SCHEDULING FOR SCHOOL YEAR 2010-2011 BY JANUARY OF 2010.

THEREFORE, FOR NEXT SCHOOL YEAR WE RECOMMEND KEEPING THE FOLLOWING CHOICES FOR STUDENTS IN ENCORE: SPANISH, FACS, ART, AND ETD. STUDENTS WILL CHOOSE 2 OF THE 4. FOR SCHOOL YEAR 2010-2011, WE ARE LOOKING AT MAKING 8TH GRADE SPANISH A REQUIRED COURSE, BUT WANT TO PHASE THIS IN.

3. IN THE CURRENT FINANCIAL TIMES, THIS INCREASE MUST BE FULFILLED AS A COST NEUTRAL PROPOSITION, MEANING THAT OTHER PROGRAMS WILL EXPERIENCE A DECREASE.

4. AFTER REGISTRATION FOR SCHOOL YEAR 2009-100 WE WILL KNOW MORE ABOUT THE RAMIFICATIONS OF THESE DECISIONS ON STAFFING IN OTHER PROGRAMS.

ELEMENTARY:

1. CURRENTLY, WE ARE RECOMMENDING DELAYING THE IMPLEMENTATION OF ADDITIONAL LANGUAGE INSTRUCTION DURING THIS ECONOMIC CLIMATE. ADDING MORE LANGUAGE WOULD BE A BUDGET INCREASE. THEREFORE, WE NEED TO POSTPONE UNTIL WE HAVE BETTER INFORMATION ABOUT THE ECONOMIC STATE OF THE STATE OF MINNESOTA.

2. WHEN POSSIBLE ECONOMICALLY, WE RECOMMEND STARTING LANGUAGE INSTRUCTION AT 2ND GRADE FOR ALL STUDENTS. WE DO NOT RECOMMEND AN IMMERSION PROGRAM AT THIS TIME. DATA FROM OUR

COMMUNITY SUGGESTS WHATEVER WE INCORPORATE SHOULD BE AT ALL SEVEN ELEMENTARY SCHOOLS.

INFORMATION FROM OUR FAMILIES CONVINCED US THAT EARLIER INSTRUCTION FOR ALL WOULD SATISFY THE NEED FOR MORE LANGUAGE INSTRUCTION AND IMMERSION IS NOT NECESSARY.

OTHER ITEMS CONSIDERED:

1. WE EXPLORED THE IDEA OF EXTENDING THE SCHOOL DAY. WITHOUT THE COST OF INCREASED STAFFING, THE COST FOR TRANSPORTATION ALONE IS NOT FEASIBLE AT THIS TIME. OUR CAUTION IS THAT WE DO NOT WANT TO ADD A PROGRAM THAT MAY NOT BE SUSTAINABLE.

2. THERE WILL BE ONE TIME COSTS FOR IMPLEMENTATION OF ANY PROGRAM. WE WILL PURCHASE TEXTBOOKS AND SUPPLEMENTAL RESOURCES. TECHNOLOGY REQUIREMENTS ARE YET TO BE DETERMINED DEPENDING ON WHERE AND WHEN THE CLASSES ARE TAUGHT. THE TEXTBOOK COSTS WILL BE COVERED THROUGH THE CURRICULUM BUDGET; TECHNOLOGY WILL BE COVERED THROUGH THE TECHNOLOGY REFERENDUM.

OPEN ENROLLMENT NUMBERS

I PROPOSE WE CONTINUE THE FOLLOWING RECOMMENDATIONS IN CONSIDERING OPEN ENROLLMENT APPLICATIONS.

CLOSE ANY ELEMENTARY GRADE WHOSE ENROLLMENT TOTAL EXCEEDS 750.

CLOSE ANY MIDDLE SCHOOL GRADE WHOSE ENROLLMENT EXCEEDS 775.

CLOSE ANY HIGH SCHOOL CLASS THAT EXCEEDS 800.

BY PROJECTION NUMBERS THIS MEANS THAT WE WOULD BE OPEN ONLY AT GRADES K, 1, 2, IN SOME SCHOOLS AND GRADE 12.

Wayzata Public Schools
Preliminary Operating Capital for 2009-2010
Initial Discussion Jan 7 2009

| | FY 2009-2010 Allocation | FY 2008-2009 Allocation | | | | | |
|--|----------------------------|----------------------------|--|--|--|--|--|
| December Levy: | | | | | | | |
| Avg Bldg age factor | 28.50 | 27.61 | | | | | |
| Facilities age Index | 1.2850 | 1.2761 | | | | | |
| Allowance--Equip | \$ 73.00 | \$ 73.00 | | | | | |
| Allowance--Facilities | \$ 100.00 | \$ 100.00 | | | | | |
| Allowance--Facilities (\$100 * Index) | \$ 128.50 | \$ 127.61 | | | | | |
| Allowance--Year round | \$ 30.00 | \$ 30.00 | | | | | |
| 2008-09 AMCPU (est) | 11,567.81 | 11,550.35 | | | | | |
| YEAR ROUND MCPURV | 69.70 | 51.23 | | | | | |
| Equipment amount | \$ 844,450.13 | \$ 843,175.55 | | | | | |
| Facilities amount | \$ 1,486,463.59 | \$ 1,473,940.16 | | | | | |
| Year round amount | \$ 2,091.00 | \$ 1,536.90 | | | | | |
| Total Operating Capital Levy | \$ 2,333,004.72 | \$ 2,318,652.61 | | | | | |
| One time \$\$--\$55 * AMCPU [AID] (for 2008-2009 Only) | | \$ 635,269.25 | | | | | |
| Deferred Maintenance--FIN 385 | \$ 594,000.00 | \$ 574,217.40 | | | | | |
| New resources--Oakwood easement \$\$ [no 302 FIN] (for 200 | \$ - | \$ 193,500.00 | | | | | |
| Distributed Amounts used by Business Office | \$ 2,927,004.72 | \$ 3,721,639.26 | | | | | |

Wayzata Public Schools
Preliminary Operating Capital for 2009-2010
Initial Discussion Jan 7 2009

| | | | | | | | | | |
|---|------------------------|------------------------|----|-----|-----|-----|-----|----------|--|
| Facilities: | | | | | | | | | |
| Basic facilities repair/maint(windows/cooling/pavement) | \$ 1,073,000.00 | \$ 850,000.00 | 01 | 018 | 850 | 000 | ZZZ | yyy | |
| Special assessments | \$ 25,000.00 | \$ 25,000.00 | 01 | 018 | 850 | 000 | 302 | 896 | |
| Damage Contingency | \$ 20,000.00 | \$ 20,000.00 | 01 | 018 | 850 | 000 | 302 | 899 | |
| Large projects | \$ 125,000.00 | \$ 805,000.00 | 01 | 018 | 850 | 000 | 302 | yyy | |
| Projects coded to Deferred Maintenance | | | 01 | 018 | 850 | 000 | 385 | yyy | |
| Allotted to Buildings for projects | \$ 280,000.00 | \$ 340,000.00 | 01 | xxx | 850 | 000 | 302 | yyy | |
| Safety & security | | \$ 35,000.00 | 01 | 018 | 850 | 000 | 302 | 520 | |
| Roof pool | \$ 325,000.00 | \$ 325,000.00 | 01 | 018 | 850 | 404 | 302 | "520/305 | |
| Total Facilities | \$ 1,848,000.00 | \$ 2,400,000.00 | | | | | | | |
| Remaining portion--Equip/Sites | \$ 1,079,004.72 | \$ 1,321,639.26 | | | | | | | |
| Leases-- | | | | | | | | | |
| --Copiers--high volume | \$ 17,000.00 | \$ 17,000.00 | 01 | 018 | 110 | 730 | 302 | 370 | |
| --Copiers--high volume | \$ 180,000.00 | \$ 180,000.00 | 01 | 018 | 110 | 733 | 302 | 370 | |
| --Copiers--mid volume | \$ 35,000.00 | \$ 35,000.00 | 01 | 018 | 110 | 733 | 302 | 370 | |
| --Zamboni | \$ 21,886.00 | \$ 21,886.00 | 01 | 018 | 810 | 400 | 302 | 370 | |
| --Tractors (3) | \$ 24,000.00 | \$ 24,000.00 | 01 | 018 | 810 | 000 | 302 | 370 | |
| sub-total leases | \$ 277,886.00 | \$ 277,886.00 | | | | | | | |
| Balance for discretionary use | \$ 801,118.72 | \$ 1,043,753.26 | | | | | | | |
| Textbooks | \$ - | \$ 7,000.00 | 01 | 200 | 201 | 000 | 302 | 460 | |
| Textbooks | \$ 400,000.00 | \$ 242,000.00 | 01 | 200 | 203 | 000 | 302 | 460 | |
| Textbooks | \$ - | \$ 142,468.00 | 01 | 200 | 211 | 000 | 302 | 460 | |
| Replacement of existing Equip: | | | | | | | | | |
| Class room furniture/equipment | \$ 75,000.00 | \$ 75,000.00 | 01 | 201 | 211 | 000 | 302 | 530 | |
| Technology wiring and data jacks for gymnasium | \$ - | \$ 10,000.00 | 01 | 017 | 620 | 000 | 302 | 530 | |
| Sub-total | \$ 75,000.00 | \$ 85,000.00 | | | | | | | |
| Enrollment adjustments: | | | | | | | | | |
| Furniture | \$ 25,000.00 | \$ 25,000.00 | 01 | 201 | 211 | 000 | 302 | 530 | |
| Textbooks--Elementary | \$ 25,000.00 | \$ 25,000.00 | 01 | 300 | 211 | 000 | 302 | 460 | |
| Textbooks--Secondary | \$ 25,000.00 | \$ 25,000.00 | 01 | 400 | 203 | 000 | 302 | 460 | |
| Technology | \$ - | \$ - | 01 | 017 | 620 | 000 | 302 | 555 | |
| Sub-total | \$ 75,000.00 | \$ 75,000.00 | | | | | | | |
| Other allocations: | | | | | | | | | |
| Special Education [was \$10K] | \$ 10,000.00 | \$ 15,000.00 | 01 | 200 | 420 | 000 | 302 | 555 | |
| Special Education--Time out @ WMS | \$ - | \$ 27,500.00 | 01 | 351 | 420 | 000 | 302 | 520 | |
| Special Education--Time out @ GW | \$ - | \$ 27,500.00 | 01 | 406 | 420 | 000 | 302 | 520 | |
| Buildings & Grounds--Equipment | \$ 70,000.00 | \$ 60,000.00 | 01 | 018 | 810 | 000 | 302 | 530 | |
| Buildings & Grounds--Vehicles | \$ 70,000.00 | \$ 70,000.00 | 01 | 018 | 810 | 000 | 302 | 550 | |
| Administration | \$ 10,000.00 | \$ 10,000.00 | 01 | 018 | 110 | 730 | 302 | 530 | |
| Budget red (GF costs to Cap \$) Joe | \$ - | \$ 150,000.00 | 01 | XXX | YYY | 000 | 302 | 5XX | |
| CMS Auditorium | \$ - | \$ 10,000.00 | 01 | 253 | 850 | 405 | 302 | 350 | |
| CMS Auditorium (2010 continuation of cms) | \$ 35,000.00 | \$ 40,000.00 | 01 | 253 | 850 | 405 | 302 | 520 | |
| Music Program: | | | | | | | | | |
| Pool of funds for Band | \$ 28,000.00 | \$ 28,000.00 | 01 | 200 | 258 | 121 | 302 | 530 | |
| Annual Piano Purchase | \$ 8,000.00 | \$ 8,000.00 | 01 | 200 | 258 | 122 | 302 | 530 | |
| Pool of funds for Orchestra (6-12) | \$ 20,000.00 | \$ 20,000.00 | 01 | 200 | 258 | 123 | 302 | 530 | |
| Physical Education Program: | \$ - | \$ - | | | | | | | |
| Pool of funds for Physical education | \$ - | \$ - | | | | | | | |
| Band Uniforms (One time) | \$ - | \$ 96,000.00 | 01 | 251 | 258 | 121 | 302 | 590 | |
| Table Saws--WHS (one time) | \$ - | \$ 4,334.00 | 01 | 251 | 255 | 000 | 302 | 530 | |
| Table Saws--CMS (one time) | \$ - | \$ 4,333.00 | 01 | 253 | 255 | 000 | 302 | 530 | |
| Table Saws--EMS (one time) | \$ - | \$ 4,333.00 | 01 | 352 | 255 | 000 | 302 | 530 | |
| Sub-total | \$ 251,000.00 | \$ 575,000.00 | | | | | | | |
| Total discretionary items | \$ 801,000.00 | \$ 977,000.00 | | | | | | | |
| Unallocated balance | \$ 118.71 | \$ 66,753.26 | | | | | | | |

Wayzata Public Schools
Fund Balance Report 2008-2009
Sample District budget Plan

Sample District I -- No new revenue, 3% inflation, no expenditure modifications or program cuts

| | <u>2008-2009</u> | <u>2009-2010</u> | <u>2010-2011</u> | <u>Two year deficit 2009-2011</u> |
|--------------|------------------|-----------------------|-----------------------|---------------------------------------|
| Revenues | \$ 100,000,000 | \$ 100,000,000 | \$ 100,000,000 | |
| Expenditures | \$ (100,000,000) | \$ (103,000,000) | \$ (106,090,000) | |
| Deficit | <u>\$ -</u> | <u>\$ (3,000,000)</u> | <u>\$ (6,090,000)</u> | <u>\$ (9,090,000)</u> |

NOTE: This example is for illustrative purposes only and does not reflect actual projections.

Sample District II -- No new revenue, 3% inflation, \$2m expenditure modifications or program cuts in yr 1

| | <u>2008-2009</u> | <u>2009-2010</u> | <u>2010-2011</u> | <u>Two year deficit 2009-2011</u> |
|--------------|------------------|-----------------------|-----------------------|---------------------------------------|
| Revenues | \$ 100,000,000 | \$ 100,000,000 | \$ 100,000,000 | |
| Expenditures | \$ (100,000,000) | \$ (101,000,000) | \$ (104,030,000) | |
| Deficit | <u>\$ -</u> | <u>\$ (1,000,000)</u> | <u>\$ (4,030,000)</u> | <u>\$ (5,030,000)</u> |

NOTE: This example is for illustrative purposes only and does not reflect actual projections.

Wayzata Public Schools
Fund Balance Report 2008-2009
Wayzata Preliminary budget Plan

| | <u>2008-2009</u> | <u>2009-2010</u> | <u>2010-2011</u> | |
|--------------------------------------|---------------------|------------------------------|------------------------------|-----|
| Revenues | \$ 95,500,000 | \$ 95,500,000 | \$ 96,660,000 | (a) |
| Expenditures | \$ (96,300,000) | \$ (99,189,000) | \$ (100,734,670) | (a) |
| Deficit | <u>\$ (800,000)</u> | <u>\$ (3,689,000)</u> | <u>\$ (4,074,670)</u> | |
| Revenue Enhancements | | | | |
| Referendum Inflation | | \$ 900,000 | \$ 400,000 | (b) |
| 40 Additional Students | | \$ 260,000 | | (b) |
| Total Revenue Enhancements | | <u>\$ 1,160,000</u> | <u>\$ 400,000</u> | |
| Expenditure Adjustments | | | | |
| Reduction in OPEB Contribution | | \$ 400,000 | | (c) |
| Reduction in Severance Funding | | \$ 400,000 | | (c) |
| Reimbursement from OPEB Trust | | \$ 630,000 | | (d) |
| Total Expenditure Adjustments | | <u>\$ 1,430,000</u> | <u>\$ -</u> | |
| Projected Annual Deficit | | <u>\$ (1,099,000)</u> | <u>\$ (3,674,670)</u> | |

- (a) Considers prior year revenue enhancement and expenditure reduction
- (b) Revenue is new in 2009-2010 and continues on in future years
- (c) Current expenditure budget is reduced -- in effect, these represent sustainable budget cuts
- (d) Current expenditure budget is reduced -- in effect, this reimbursement represents a budget cut

Wayzata Public Schools
Fund Balance Report 2008-2009
Wayzata Preliminary Plan II

| | <u>2008-2009</u> | <u>2009-2010</u> | <u>2010-2011</u> | |
|--------------------------------------|---------------------|-----------------------|-----------------------|-----|
| Revenues | \$ 95,500,000 | \$ 95,500,000 | \$ 96,660,000 | (a) |
| Expenditures | \$ (96,300,000) | \$ (99,189,000) | \$ (99,635,670) | (a) |
| Deficit | <u>\$ (800,000)</u> | <u>\$ (3,689,000)</u> | <u>\$ (2,975,670)</u> | |
| Revenue Enhancements | | | | |
| Referendum Inflation | | \$ 900,000 | \$ 400,000 | (b) |
| 40 Additional Students | | \$ 260,000 | | (b) |
| Total Revenue Enhancements | | <u>\$ 1,160,000</u> | <u>\$ 400,000</u> | |
| Expenditure Adjustments | | | | |
| Reduction in OPEB Contribution | | \$ 400,000 | | (c) |
| Reduction in Severance Funding | | \$ 400,000 | | (c) |
| Reimbursement from OPEB Trust | | \$ 630,000 | | (d) |
| Expenditure modifications (cuts) | | <u>\$ 1,099,000</u> | | |
| Total Expenditure Adjustments | | <u>\$ 2,529,000</u> | <u>\$ -</u> | |
| Projected Annual Deficit | | <u>\$ -</u> | <u>\$ (2,575,670)</u> | |

(a) Considers prior year revenue enhancement and expenditure reduction

(b) Revenue is new in 2009-2010 and continues on in future years

(c) Current expenditure budget is reduced -- in effect, these represent sustainable budget cuts

(d) Current expenditure budget is reduced -- in effect, this reimbursement represents a budget cut

Note: This projection does not include any one-time resources such as fund balance, transfers, or freezes.

Dollars & Sense

Wayzata Public Schools

January 2009

Information on the Wayzata Public Schools' Financial Budget and the Impact of the State's Budget Deficit on the District

This is the first in a series of publications by Wayzata Public Schools to share information with parents, staff members and community residents on the district's finances, the impact of the state's budget deficit on the district and the impact of the work by the 2009 Legislature on the district. Our state is currently facing a \$4.8 billion budget deficit for the next two years and needs to make substantial budget reductions. Because most districts receive more than 68 percent of annual funding from the state, districts will likely see either a funding freeze or decrease for the next two years. Wayzata Public Schools appears to be well positioned to manage these funding issues, but there will undoubtedly be an effect on our district's budget.

The purpose of the first edition of "Dollars and Sense" is to provide an overview of the current situation and to outline what is being done to monitor the situation. Because more information will become available as the Legislature continues its work in the coming months, additional editions of this publication will be produced to provide updated information.

Budget Basics

To better understand the impact of the state's deficit on Wayzata Public Schools, it is helpful to understand several basic budget facts.

Overview – How is the District's Budget Organized?

School district budgets are organized in the following six fund categories. These funds are:

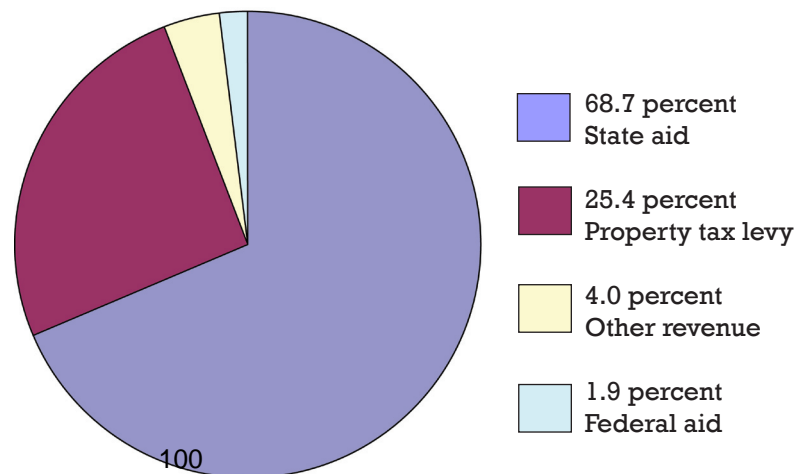
- General fund – used for the general operation of the district including staff salaries and benefits, transportation and utilities.
- Health and safety fund – used for maintaining health and safety issues in district facilities.
- Food service fund – used for the operation of Culinary Express, the district's food service program.
- Community service fund – used for community education programs and services.
- Construction fund – used for construction and renovation projects in district facilities.

- Debt service fund – used to pay off bonds previously approved by district voters for building construction and renovation.

The largest fund is the general fund. For the 2008-2009 school year, the total general fund budget is approximately \$100 million.

Revenue – Where Does the Money Come From?

Most general fund revenue for Wayzata Public Schools – 68.7 percent for 2008-2009 – comes from state aid. The second largest portion – 25.4 percent comes from local property taxes. Both state aid and local property tax revenues are strictly controlled by the state. The chart below shows the revenue sources and amounts for the 2008-2009 school year. Because such a large percentage of the district's revenue comes from the state, there will be a large impact if this funding is kept at current levels or reduced for the next two years.



100

Budget Basics continued

Expenditures — How is the Money Spent?

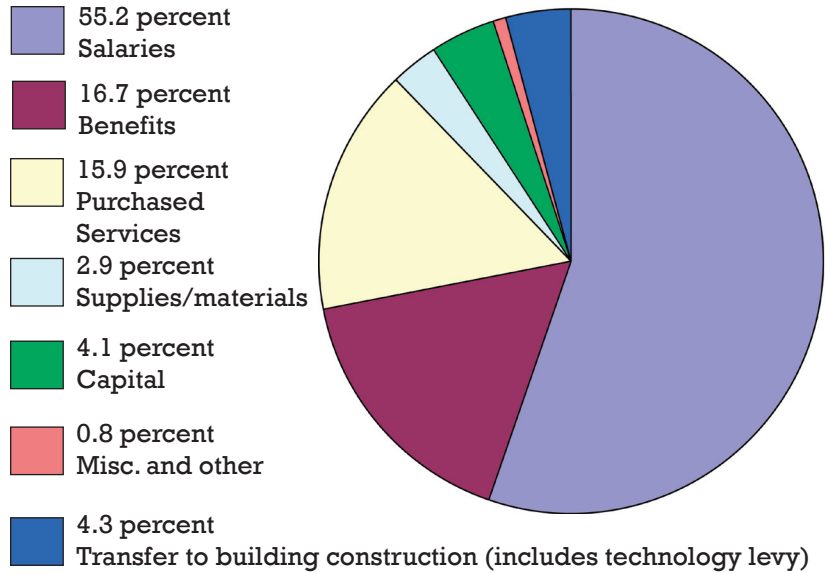
School districts are “people-driven” organizations. About 75 cents of each dollar of the district’s revenue is spent on employee salaries and benefits. The chart shows the expenditure categories and amounts for the 2008-2009 school year.

Enrollment — How Does the Number of Students Affect the Budget?

State aid and property tax revenue is provided to school districts on a per student basis. When a district’s student enrollment declines, the amount of revenue also declines because there are fewer students. The student enrollment in Wayzata Public Schools has increased slightly or remained stable for the past several years. Maintaining a stable enrollment helps to prevent budget reductions due to fewer students enrolled in the district.

Current Financial Status — Where Does the District Stand with its Budget?

The current financial condition of Wayzata Public Schools can best be described as stable. In the early 1990s,



the district experienced serious financial woes. The road to financial recovery was a long one. Past school boards and administrators made difficult decisions to reduce expenditures and asked district residents to increase local operating levies. Through careful management of the district’s budget and approval of another operating levy in November 2005, our district is now in sound financial condition. The district has a fund balance of about eight percent of the total budget. Schools are operating with reasonable class

sizes and investments are being made in initiatives that will help improve overall academic achievement. The district worked with employee groups to control health insurance costs through its self-insurance program. In addition, the district’s post-retirement employee benefit obligations are fully funded. Even though future budget cuts may be necessary, the district appears to be fairly well positioned to deal with the budget gap for the 2009-2010 school year and possible cuts in funding from the state for the next two years.

State’s Budget Deficit

The state of Minnesota is currently projecting a budget deficit for the 2009-2011 biennium of about \$4.8 billion. This is about 13 percent of the state’s total budget. This deficit projection is based on the budget forecast that was released by the state in early December. Another budget forecast will be released in late February. According to state finance officials, the state’s budget deficit will likely increase when the February

forecast is released. In other words, the size of the state’s budget deficit will likely be larger than \$4.8 billion, which means additional spending cuts will be needed.

The state is also experiencing a budget shortfall for the current fiscal year that ends June 30, 2009. There is a shortfall of about \$426 million for the current fiscal year. To balance the current year’s budget, Governor Tim Pawlenty used \$155 million in budget reserves and reduced state expenditures by \$271.4

million to cover the deficit. Cuts in K-12 education funding were not included in the reductions for the current fiscal year.

The 2009 Legislature convened in early January to begin the process of trimming the state’s budget. While specific details have not been determined, funding for K-12 education will likely remain at current levels or be reduced as part of the decisions to balance the state’s 2009-2011 budget.

For more information, contact Executive Director of Finance and Business Jim Westrum at 763-745-5023 or jim.westrum@wayzata.k12.mn.us; or Director of Communication Bob Noyed at 763-745-5068 or robert.noyed@wayzata.k12.mn.us.

District's Financial Outlook

In response to the state's budget deficit, the administration of Wayzata Public Schools has developed three budget scenarios to assist in planning budgets for the 2009-2010 and 2010-2011 school years. Because we will not know the details of how the legislature's decisions will affect the district's budget until late May at the earliest, we are proceeding with the following planning scenarios:

- Funding freeze or zero percent

increase for the next two years

- Funding reduction of two percent for the next two years
- Funding reduction of four percent for the next two years

Using the "zero percent increase" scenario, the district will have a budget gap between revenue and expenditures of about \$2 million for the 2009-2010 school year, and at least \$3 million for the 2010-2011 school year.

It is believed that under the current circumstances, the "zero percent

increase" scenario is the best-case scenario. If the state reduces funding to the district over the next two years, the amount of the budget gaps will increase.

Using the "two percent reduction" scenario, the budget gap for 2009-2010 would increase to about \$2.6 million and at least \$4.2 million for 2010-2011. The "four percent reduction" scenario would mean a \$3.2 million gap for 2009-2010 and at least a \$5.4 million gap for 2010-2011.

Next Steps

The district administration will continue to examine the budget situation in the coming weeks and will determine the adjustments necessary to cover the budget gap. More information will be shared in future editions of "Dollars and Sense."

More information will become available as the legislative session proceeds through the spring. There are two significant events that will provide greater insight into how the state will solve its budget deficit:

- Late January – Governor Pawlenty presents his proposed

budget, which will outline his ideas on resolving the budget deficit.

- Late February – The state releases a revised budget forecast; it is this forecast that is used by the legislature to establish the state's budget for the next two years.

In addition to these events, numerous legislative proposals will be introduced in the early weeks that could be used as solutions to the deficit. Simply stated, we will know more about how schools will be affected by the state's deficit as the legislative session continues.

Getting Involved

Staff members, parents and citizens have an important role to play in the legislative process. When legislators are considering legislation that affects education, it is critical that they understand how each piece of legislation affects our school district. Here are three simple steps that will help you get involved in advocating for public education and issues that affect Wayzata Public Schools:

Build relationships with local legislators

– It is important that local citizens know who represents them in the Minnesota Senate and House of Representatives. Once you know who represents you, introduce yourself by attending a local event, calling their office, sending an email or visiting them in their office. The process of working with

legislators is much less intimidating if legislators know you.

Get informed and stay informed

– Issues that affect public education can be complicated. Even though you probably know a great deal about the school district, more information is always available. You can call the school district with questions about issues or check the district's Web site.

Take action – When an issue arises that concerns you, it is important to let your legislators know your position. Sharing your thoughts with a legislator by a phone call, email, letter or in person is a great way to connect.

The best sources of information about what is happening at the Legislature are the House and Senate Web sites. Information on these sites, www.house.leg.state.mn.us and www.senate.leg.state.mn.us, includes the following:

leg.state.mn.us and www.senate.leg.state.mn.us, includes the following:

- Agendas and schedules for education-related committees
- Complete contact information for all legislators
- Summary information on bills introduced in the Legislature
- Daily and weekly summaries of legislative activity
- Answers to frequently-asked questions
- Directions to the Capitol

Through the Web site, you can also sign up for email updates including committee schedules.

If you are not certain who represents you in the Minnesota Legislature, you can use the following Web site: www.gis.leg.mn/mapservers/districts. Type in your home address to find a complete list of legislators that cover your area.

Contact Information for Area Legislators



Senator Warren Limmer –
District 32
141 State Office Building
St. Paul MN 55155-1206
651-296-2159
sen.warren.limmer@senate.mn



Senator Gen Olson –
District 33
119 State Office Building
St. Paul MN 55155-1206
651-296-1282
sen.gen.olson@senate.mn



Senator Terri Bonoff –
District 43
Capitol Building, Room 325
St. Paul MN 55155-1206
651-296-4314
sen.terri.bonoff@senate.mn



Rep. Joyce Peppin –
District 32A
279 State Office Building
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651-296-7806
rep.joyce.peppin@house.mn



Rep. Kurt Zellers –
District 32B
315 State Office Building
St. Paul MN 55155-1206
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rep.kurt.zellers@house.mn



Rep. Steve Smith –
District 33A
271 State Office Building
St. Paul MN 55155-1206
651-296-9188
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Rep. Connie Doepke –
District 33B
215 State Office Building
St. Paul MN 55155-1206
651-296-4315
rep.connie.doepke@house.mn



Rep. Sarah Anderson –
District 43A
217 State Office Building
St. Paul MN 55155-1206
651-296-5511
rep.sarah.anderson@house.mn



Rep. John Benson –
District 43B
517 State Office Building
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651-296-9934
rep.john.benson@house.mn

For more information, contact Communication Director Bob Noyed at 763-745-5068 or robert.noyed@wayzata.k12.mn.us; or Executive Director of Finance and Business Jim Westrum at 763-745-5023 or jim.westrum@wayzata.k12.mn.us

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - February 9, 2009 - 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 Board Meeting - January 12, 2009
 - B. Finance and Business Recommendations
 - C. Human Resource Recommendations
 - D. Addition to School Board Meeting Schedule
 1. Establish Closed Board Meetings for Negotiation Purposes
3. STUDENT CURRICULUM PRESENTATION
 - A. Greenwood Elementary Students
4. RECOGNITIONS
 - A. February Employee of the Month -
 - B. Wayzata Public Schools 2009 Retirees
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 - Lauren Wilvers
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 1. Proclamation - National Career and Technical Education Month - February 2009
 2. Putting Family First Night - March 2, 2009 - Barbara Carlson, President and Co-Founder
 - B. Curriculum and Instruction
 1. Approval of Proposed Greenwood Elementary School Site Plan - G. Clark
 2. Approval of Proposed Oakwood Elementary School Site Plan - D. Grasmick
 3. Approval of Open Enrollment Non-Resident Agreement - J. Sigford
 4. District Achievement Profile - L. Robbins
 - C. Finance and Business Services
 1. Monthly Financial Reports
 2. Approval of Preliminary Budget - 2009-2010 - J. Westrum
 - 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 – January 26, 2009

AGENDA SECTION: 8. **ADJOURN**

ITEM: _____

COMMENTS BY: Board Vice Chair Gleason

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