

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - March 28, 2011 - 4:05 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

- | | | |
|----|--|----|
| 1. | CALL TO ORDER/ROLL CALL | 3 |
| 2. | ADMINISTRATIVE | |
| | A. Nobi Project Update - C. Anderson - <i>40 minutes</i> | |
| | B. Legislative Updates/Discussion - B. Noyed - <i>20 minutes</i> | |
| 3. | TEACHING AND LEARNING | |
| | A. Elementary Parent Engagement Meetings - G. Lofton - <i>20 Minutes</i> | |
| | B. CMS Site Plan - S. Root - <i>20 minutes</i> | 4 |
| | C. Discussion on time for PLT's - J. Johnson - <i>20 minutes</i> | 14 |
| 4. | FINANCIAL | |
| 5. | HUMAN RESOURCES | |
| 6. | BOARD REPORTS | |
| 7. | SCHOOL BOARD | |
| | A. Tentative Board Agenda for April 11, 2011 - <i>5 minutes</i> | 21 |
| 8. | ADJOURN | 22 |

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 – March 28, 2011

AGENDA SECTION: 1. CALL TO ORDER/ROLL CALL

ITEM: _____

COMMENTS BY: Board Chair Gleason

Linda A. Cohen, Board Clerk, will call the roll:

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



**School Improvement Plan
2010-2012**

Section 1: Executive Summary

“The key to ensuring that every child has a quality teacher is finding a way for school systems to organize the work of qualified teachers so they can collaborate with their colleagues in developing strong learning communities that will sustain them as they become more accomplished teachers.” (National Commission on Teaching and America’s Future, 2003, p.7)

With the introduction of Professional Learning Communities (Learning Teams) to the staff in November 2009, Central Middle School began the process of embracing the concepts that proponents of the PLC model had been advocating as a key component of school improvement. Since then, our teachers have embraced the three BIG IDEAS of a PLC, and:

- accept learning as the fundamental purpose of the school and therefore are willing to examine all practices in light of their impact on learning.
- are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high-performing teams.
- assess our effectiveness on the basis of results rather than intentions. We - teachers, teams, and school – seek relevant data and information and use that information to promote continuous improvement.

Through this process, we have developed a concentrated focus on what is in the best interest of our students. We have centered staff development opportunities around the skills and strategies that our teachers need to better function as team members so that discussions and decisions are student-centered. This commitment to PLCs has energized our staff, as they have embraced the opportunity to learn and grow from each other.

Our commitment to student learning is at the core of what our school goals are designed to accomplish. We are continuing to focus on the literacy skills of our students as evidenced by our Q-Comp goal. A concentrated effort to reduce the gap between the proficiency levels of our Black students and their peers in Math as evidenced by the MCA II will drive decisions and strategies designed to improve student learning in this area.

We are excited about the things that are happening at CMS and the commitment that our staff has to its students and their learning.

Section 2: Academic School Improvement Initiatives

1. What do we want all students to learn?
2. How will we know when they have learned the content?
3. What will we do when they already know the content?
4. What will we do when they are struggling to learn the content?

Student Activity: Students will receive instruction in a curriculum that is identified by essential learning standards and high expectations for all students.

Rational for Student Activity: Research and best practices determined that schools are more effective when there exists a clear and consistent understanding of what students must learn.

Supporting Research: Clarity of goals and assessment criteria that helps students understand what they need to learn (Brophy, 2004). Development of power standards – learning standards that are essential is key to improving student achievement (Reeves, 2002). A guaranteed and viable curriculum is one of the most significant factors impacting student achievement (Marzano, 2003). Implementation of common, rigorous standards can create excellence and equity for all students (Childress, Doyle & Thomas, 2009).

Tools and processes to gauge progress during the school year: Identification of essential learning targets across all curriculum areas; development of assessments (diagnostic, formative, summative) that will measure where the students are in their learning; data-driven dialogue within the PLCs to ascertain the progress of students and their grasp of the prescribed learning. Use of a PLC coach to support the efforts of teaching teams as they grasp the concepts of teaming and collaboration.

Section 3: Q-Comp Goal and Initiatives

Focus Area: Q-Comp SIP Goals 2010-2011 Reading:

At Wayzata Central Middle School, 67.7% of all students who participate in Spring MAP testing will meet or exceed their individual NWEA Reading RIT target score.

Goal Setting Committee – Sue Brisley, Leslie Colanino, Michelle Reinke, Matt Eicheldinger, Jennifer Berg, Steve Root

Student Activities: Students will engage in learning activities that embed reading strategies in all of their classes.

Rational for Student Activity: Teachers in all curricular areas have developed activities that incorporate vocabulary and build on reading skills. This emphasis has coincided with an increase in Reading scores over the past three years.

Supporting Research: Research supports vocabulary instruction that focuses on terms that are important to the content presented in school. It has been found that subject-specific terms are the best target for direct vocabulary instruction (Marzano, 2004).

Tools and processes to gauge progress during the school year: PLCs will engage in data-driven dialogue designed to monitor student progress throughout the year. Data will be collected through the administration of a variety of assessment procedures that are formal as well as informal, and aligned what is being taught.

Section 4: Equity Goal and Initiatives

Focus Area: Equity SIP Goals 2010-2011 Math:

At Wayzata Central Middle School, 60% of our Black students would be proficient in Math as determined by the MCA test.

Equity Goal Setting Committee – Mike Rice, Rob Rimington, Michelle Reinke, Jennifer Berg, Steve Root

Student Activity: Students who are not proficient in Math (as determined by their most recent MCA score) will receive support to address areas of need.

Rational for Student Activity: Students below grade level (Proficiency) need additional support in order to address the gap that exists between their current level of understanding and what they need to know.

Supporting Research: PLC literature cites numerous examples where intervention programs designed to improve student achievement were successful when students were provided with additional time and support for learning (DuFour, 2008).

Tools and processes to gauge progress during the school year: Intervention strategies – Voyager Math class, one-to-one tutoring, after school homework support, counseling – will be used to provide support as well as monitor progress.

Section 5: Other School Improvement Initiatives

Given the attention that has been directed toward the development of our professional learning communities and all that they entail, a conscious decision to avoid what Doug Reeves refers to as “initiative fatigue”(*Transforming Professional Development into Student Results*, p. 27) has been made. We will continue to devote energy to past initiatives that have been infused into the fabric of our building (NUA, Advisor-Advisee, bullying prevention) while focusing our efforts on the development of high-performing teams.

Section 6: Professional Development Initiatives

“Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district ... The most powerful forms of staff development occur in ongoing teams that meet on a regular basis...”

- National Staff Development Council, 2001

Our major focus for staff development has been centered around the BIG IDEAS associated with our emphasis on Professional Learning Communities.

- Learning – attention toward identifying essential learning targets for each subject area and the development of common assessments that will provide evidence of student learning.
- Collaborative Culture – committing time and resources to the PLC concept and providing support as teachers become comfortable with the process.
- Results – developing a systemic approach to the interpretation of data and using that information to guide decisions about students and their learning.

To support the development of our Learning Teams as they began the PLC journey, we identified a PLC coach who meets with our teams on a regular basis. As a result, there is consistency and accountability in the PLC process and teachers are developing the skills needed to be fully-functioning teams.

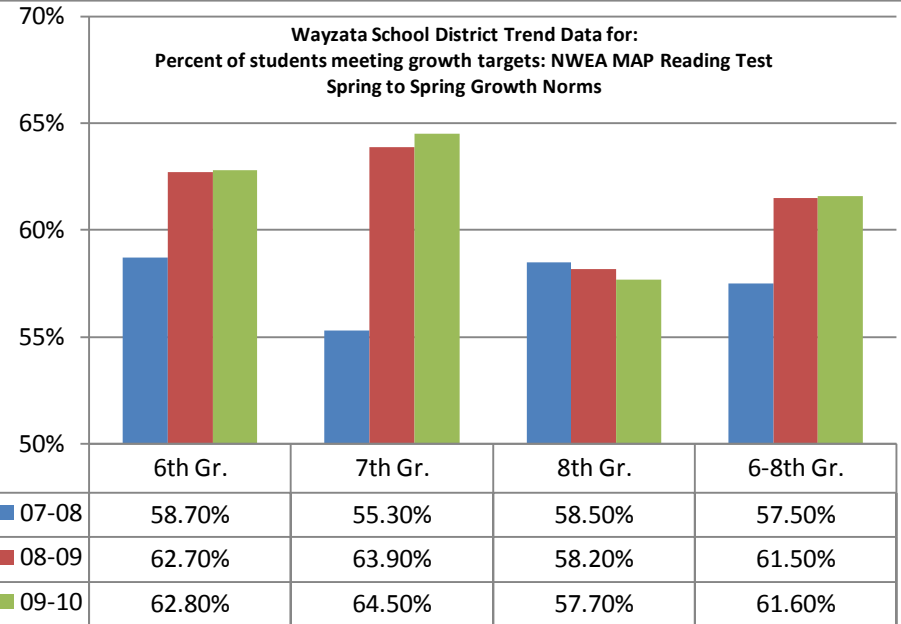
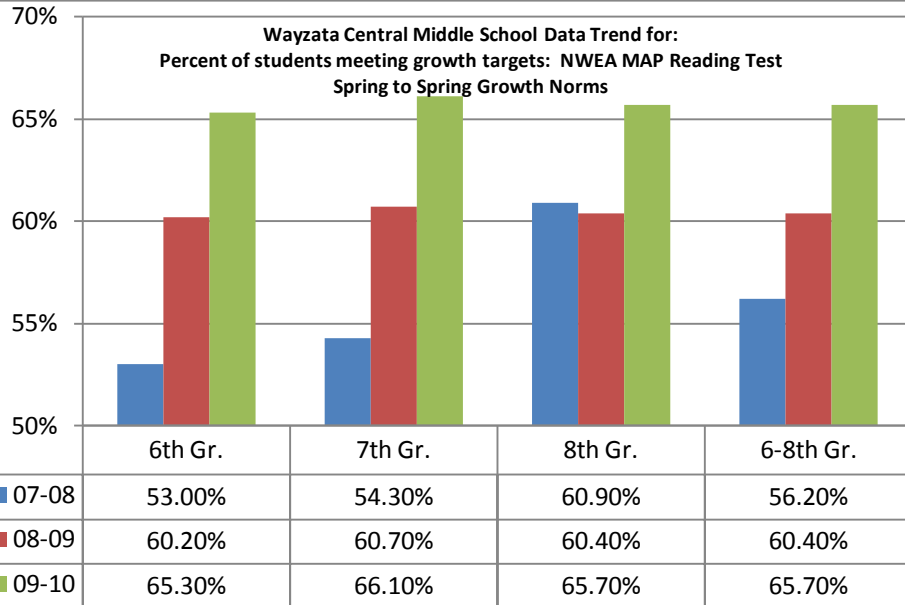
In addition to the emphasis on the PLC model, we are continuing to sustain the work that was begun eight years ago with our association with the National Urban Alliance (NUA) and the strategies that it promotes as best practice. Teachers new to the school go through a two-year training process that identifies and teaches strategies that engage all students in learning that is designed to promote high intellectual performance. Staff members, trained in NUA strategies and identified as mentors, lead their colleagues through a series of sessions that will provide them with instructional strategies as well as an understanding of the differences that various students bring to their classrooms.

Staff Development Committee – Chad Bartels, Katie Tanke, Amanda Leddy, Kris Swartchick, Michelle Reinke, Leslie Colanino, Jennifer Berg, Steve Root

PLC Coach – Michelle Reinke

NUA Mentors – Bobby DeWitt, Stacy Calvert, Amanda Leddy, Jordan Herzog

Section 7: Q-Comp Action Plan Data



“Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need more advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives.”

- The Commission on Adolescent Literacy of the International Reading Association (Moore, Bean, Birdyshaw, & Rycik, 1999, p. 3)

Data Facts:

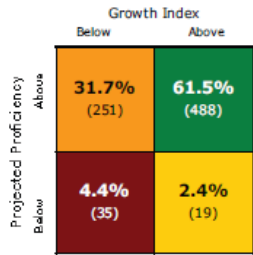
- The overall percent of CMS students who have met or exceeded their Reading target growth goal has increased by at least 4.2% in each of the last two years.
- In 2009-10, all three grade levels at CMS scored higher than the District average in meeting or exceeding growth targets.

Recognizing that the ability to read and interpret information is the single-most important skill that we can develop in our students, Central Middle School staff has continued to address this skill in the establishment of its Q-Comp goal for each of the past four years. The goal, which is based on the NWEA target score that indicates expected growth from spring-to-spring, addresses the growth in Reading of all students and is an area that all of our teachers can emphasize in their instruction. The increased school average of students who have met their targets over the past three years indicates the commitment that our teachers have made to this effort and the effectiveness of the strategies that they have put in place. However, the recognition that about one-third of our students are still not meeting their growth targets is what drives us to maintain the focus on Reading as our building goal.

The goal for 2010-11 is based on the state approved increase of 2% over the previous spring score for Q-Comp goals.

Current Students enrolled for 2010-11

Reading Quadrant

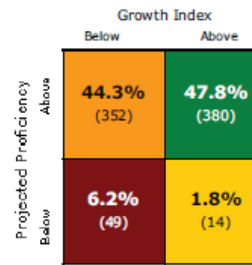


Quadrant Legend:

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 for Growth	% Growth	Student Count for Season	% Proficient	% Median
5	273	59.0%	294	96.3%	87.4%
6	250	66.0%	282	94.0%	90.1%
7	270	67.0%	303	87.5%	85.1%

Mathematics Quadrant



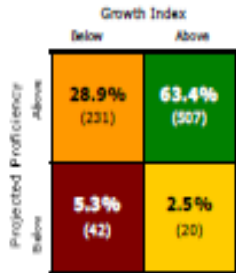
Quadrant Legend:

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 for Growth	% Growth	Student Count for Season	% Proficient	% Median
5	273	49.1%	296	90.9%	90.9%
6	251	49.8%	283	91.9%	91.9%
7	271	49.8%	303	88.8%	88.8%

Student Enrollment from 2009-10

Reading Quadrant

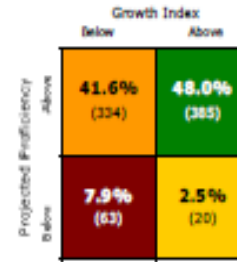


Quadrant Legend:

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 for Growth	% Growth	Student Count for Season	% Proficient	% Median
6	259	65.6%	294	93.5%	89.8%
7	276	66.3%	311	87.1%	84.9%
8	265	65.7%	279	93.5%	88.5%

Mathematics 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 for Growth	% Growth	Student Count for Season	% Proficient	% Median
6	260	49.2%	294	91.2%	91.2%
7	277	50.5%	311	88.7%	88.7%
8	265	51.7%	279	83.5%	84.6%

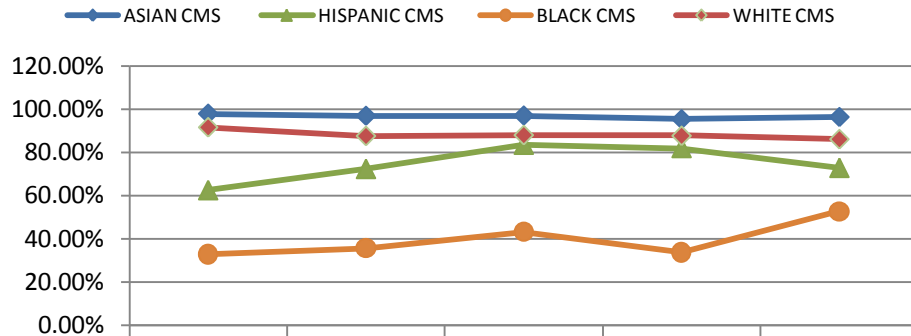
The above graphs provide an breakdown of the students that are currently enrolled at Central Middle School and how they performed on last year's MAP test as well as the breakdown of the students who attended Central last year and achieved the growth score upon which this year's goal is based.

Data Facts:

- 63.9% of our current students met or exceeded their target goal in Reading on the 2010 MAP test.
- 49.8% of our current students met or exceeded their target goal in Math on the 2010 MAP test.

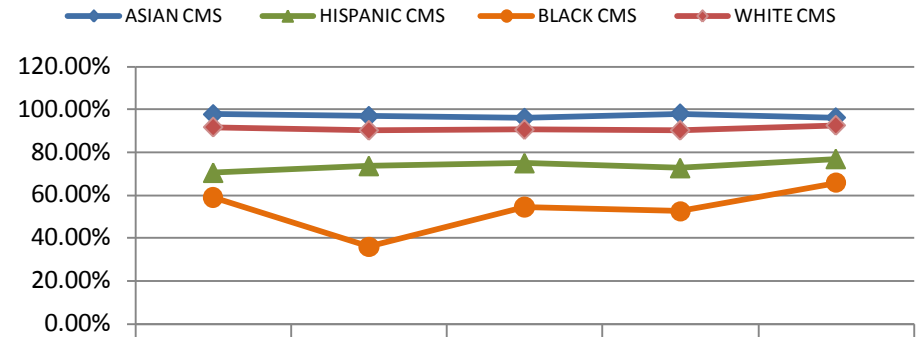
The school goal for 2010-11 of 67.7% of our current students achieving growth in Reading is actually an increase of 3.8% over what the same group achieved on last spring's MAP scores (63.9%).

**Wayzata Central Middle School
MCA II Math Trend Data by Ethnicity**



	2006 % Proficient	2007 % Proficient	2008 % Proficient	2009 % Proficient	2010 % Proficient
ASIAN CMS	97.84%	96.84%	96.96%	95.19%	96.26%
HISPANIC CMS	62.50%	72.22%	83.33%	81.81%	72.72%
BLACK CMS	32.78%	35.59%	43.13%	33.76%	52.63%
WHITE CMS	91.54%	87.56%	87.96%	87.64%	86.07%

**Wayzata Central Middle School
MCA II Reading Trend Data by Ethnicity**



	2006 % Proficient	2007 % Proficient	2008 % Proficient	2009 % Proficient	2010 % Proficient
ASIAN CMS	97.75%	96.90%	96.03%	98.07%	96.26%
HISPANIC CMS	70.58%	73.68%	75.00%	72.72%	76.92%
BLACK CMS	58.92%	35.93%	54.54%	52.50%	65.82%
WHITE CMS	91.71%	90.20%	90.55%	90.23%	92.51%

“You must have the discipline to confront the most brutal facts of your current reality, whatever they might be.”

- Jim Collins, *Good to Great* (2001)

Data Facts:

- For each of the past five years, the ethnic group with the highest percentage of students who are proficient in Reading is the Asian.
- For each of the past five years, the ethnic group with the lowest percentage of students who are proficient in Reading is the Black.
- For each of the past five years, the ethnic group with the highest percentage of students who are proficient in Math is the Asian.
- For each of the past five years, the ethnic group with the lowest percentage of students who are proficient in Math is the Black.

Information regarding trend data of our various ethnic groups was presented to the Central Middle School staff at a meeting in September 2010. The teachers were asked to discuss their observations and to make a recommendation for the Equity goal. Staff recognized the disparities that exist between the proficiency levels of our Black students as compared to both the Asian and White students in both Reading and Math. Recognizing also that the school QComp goal focused attention on the Reading growth of all students, the recommendation was made that we address the gap in Math proficiency that exists between our Black students and their Asian and White classmates in our Equity goal.

With this focus in mind, our committee set out to determine an appropriate goal for our school. We looked at information that we had on every Black student to determine his/her level of proficiency. For some students, this information was readily available; for others, we needed to search through records, and in some cases, contact their previous school. However, we were able to determine that 48% of the Black students who were enrolled in our school in the fall were determined to be proficient in Math.

In setting our goal, we decided that we wanted to make the goal realistic and achievable while at the same time addressing the gap that existed between our Black students and their classmates. We felt that a goal of 60% proficiency for our Black students would be appropriate.

Section 9: Parent Conference Info	Fall 2010			Spring 2011			Section 10: Discipline as of 02/22/11	Total # of Student Population	Total % of Student Population	Total # of Students w/Referrals	Suspensions		Referrals	
	Total # of Students	# of Students	% of Students	Total # of Students	# of Students	% of Students					# of Occurrences	% of Occurrences	# of Occurrences	% of Occurrences
	Overall	944	914	96.8%	945	902					95.4%	Overall	945	
Black	90	77	85.6%	90	77	85.6%	Black	92	9.74%	31	16	72.7%	123	42.9%
Hispanic	21	19	90.5%	22	20	90.9%	Hispanic	21	2.22%	4	1	4.5%	9	3.1%
White	715	708	99%	715	691	96.6%	White	716	75.77%	65	5	22.7%	143	49.8%
Asian	115	111	96.5%	115	111	96.5%	Asian	116	12.28%	8	0		12	4.2%
Data Facts:							Low Income	119	12.6%	37	14	63.6%	140	48.8%
<ul style="list-style-type: none"> Participation levels for both Fall and Spring conferences were above 95%. The ethnic group that saw a decrease in participation from Fall to Spring conferences was the White. <p>A concentrated effort is made by staff to make contact with families and to establish a connection between home and school. Three evenings are set aside during the fall and spring for parents to meet with teachers regarding the progress of their student. In the event that these do not work for the parents, contact is made to set up an alternative time or method of conference.</p>							Data Facts: <ul style="list-style-type: none"> 33.7% of Black students received discipline referrals. 19% of Hispanic students received discipline referrals. 9.1% of White students received discipline referrals. 6.9% of Asian students received discipline referrals. <p>This is the first year where we have disaggregated the data regarding discipline and referrals. It is apparent that there does exist disparities between our sub-groups of students and will be the topic of discussions with staff as we look at addressing this gap.</p>							

Section 11: Basic Demographic Information	School Year 2003-2004	School Year 2004-2005	School Year 2005-2006	School Year 2006-2007	School Year 2007-2008	School Year 2008-2009	School Year 2009-2010	Current School Year
Attendance rate (%)		96.30%	95.85%	96.05%	96.46%	96.56%	96.41%	96.73%
School-wide Population (#)	854	880	881	906	881	903	877	950
Free and Reduced Price Lunch (%)	9.5%	9.0%	11.0%	10.0%	10.0%	13.0%	13.0%	13.4%
Limited English Proficient (LEP) (%)		0%	1.0%	1.0%	0%	0%	0%	0%
Special Education (%)		9.0%	8.0%	8.0%	8.0%	7.0%	7.0%	6.5%
White, Non-Hispanic (%)	83.3%	83.1%	80.1%	80.6%	79.3%	77.1%	76.5%	75.4%
Black Non-Hispanic (%)	7.5%	6.6%	7.3%	6.7%	7.6%	10.0%	9.5%	10.0%
Hispanic (%)	1.3%	1.1%	1.6%	1.9%	1.4%	1.1%	1.4%	2.2%
Native American or Alaskan Native (%)	1.1%	0.7%	0.5%	0.1%	0.2%	0.2%	0.6%	0.4%
Asian/Pacific Islander (%)	6.9%	8.5%	10.6%	10.7%	11.5%	11.6%	12.1%	12.0%

Data Facts:
CMS enrollment has increased by 96 students since 2003-04.
The percent of Non-White students has increased by 7.9% since 2003-04.
The percent of FRL students has increased by 3.9% since 2003-04.

Section 12: Glossary of Terms

NWEA (MAP): Northwest Evaluation Association – Measures of Academic Progress

RIT score: The student's overall scale score on the NWEA MAP assessment. **Rasch Unit**, honoring George Rasch, the Danish mathematician who developed the underlying theory for this type of measurement. The RIT Scale is a curriculum scale developed by NWEA that uses the individual item difficulty values to estimate student achievement. Advantages to the RIT Scale are that it can relate the numbers on the scale directly to the difficulty of items on the tests and it is equal interval. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom or middle of the RIT Scale, and it has the same meaning regardless of grade level.

Targeted Growth: The individual growth targets are defined as the average amount of RIT growth observed for students in the latest NWEA norming study who started the year with the same RIT score as the individual student. The NWEA last normed their data in 2008.

MCA II: The Minnesota Comprehensive Assessments (MCAs) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. The reading and mathematics tests are used to determine whether schools and districts have made adequate yearly progress (AYP) toward all students being proficient in 2014. Reading and mathematics tests are given in grades 3-8, 10 and 11. Science tests are given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum.

AYP: Adequate Yearly Progress

IEP: Individual Education Plan- An IEP is developed to meet the needs of our special education students.

MTAS: The Minnesota Test of Academic Skills (MTAS), an alternate assessment based on alternate achievement standards, is for students with the most significant cognitive disabilities. The MCA-Modified, an alternate assessment, based on modified achievement standards, is for a small group of students whose disability precludes them from achieving grade-level proficiency. The first operational administration of the MCA-Modified is spring 2011.

NUA: National Urban Alliance

WAYZATA HIGH SCHOOL

Finding Time for PLT's – Proposal

¹Dufor states there are seven ways to find time for collaboration:

- Provide common preparation time
- Parallel scheduling (middle school, elementary - specialist)
- Adjusted start and end time
- Shared Classes
- Group activities, events, and testing
- Banking time
- In-service and faculty meeting time

The High School explored many options but because of our complex schedule *Adjusted Start Time* seemed to fit our needs.

Adjusted Start Time

Finding the right amount of time for PLT's is a balancing act between making time for teams and taking away from student contact time. A starting point for the district committee "Finding Time for PLT's", facilitated by Jill Johnson was defining how much time is needed for an effective team. It was agreed in the meeting on February 24, 2011 that forty five minutes per week would be a minimum amount of time for a team to be effective on a weekly basis. This document will show how the High School can provide forty five minutes of time to our Professional Learning Teams on a weekly basis.

PLT's could begin at 7:15 and end at 8:00. Class would begin at 8:09. Students would be in the building at the normal drop off time and transportation would not be affected. Supervision would be provided in halls, lunchroom, labs, Media Center. I have provided our normal schedule, late start schedule, and late start with advisory schedule as follows:

¹ Richard Dufor, Learning by Doing – A Handbook for Professional Learning Communities at Work (Bloomington, IN: Solution Tree Press, 2006) p. 96-97.

Regular Daily Schedule

	CLASS START	CLASS END	TOTAL CLASS TIME	PASSING TIME	
1	7:30	8:55	1:25		
Newsbreak	8:55	9:03		0:09	
2	9:12	10:38	1:26	0:09	
3	10:47	12:45	1:58	0:09	0:29
4	12:54	14:20	1:26		

Late Start

	CLASS START	CLASS END	TOTAL CLASS TIME	PASSING TIME		
1	8:09	9:24	1:15	0:09		
2	9:33	10:48	1:15	0:09		
3	10:57	12:56	1:59	0:09	0:29	1:29
4	13:05	14:20	1:15			

Late Start with Advisory

	CLASS START	CLASS END	TOTAL CLASS TIME	PASSING TIME
1	8:09	9:11	1:02	
Advisory	9:20	9:50	0:30	0:09
2	9:59	11:01	1:02	0:09
3	11:10	13:09	1:59	0:09
4	13:18	14:20	1:02	0:09
				0:29:45

Option One - Late start PLC every week and Advisory after 1st block per 2010/2011 Schedule

Positives

- Meet 36-37 times a year for approximately 45 minutes a week
- Enables teachers to create formative assessments as a team
- Enables teachers to focus on data on a weekly basis
- Consistent late start time every week – students would be in the building on Wednesdays but class would not start until 8:09
- Does not affect teachers’ start time or end time during the day

Negatives

- Takes away classroom time (5.53 Blocks per year for blocks 1,2, 4) See attachment pg. 5
- Need to provide supervision in the halls, culinary, labs, media center, gyms?
- Attendance would be an issue. Students would not attend Advisory if it was the first period of the day

- PLC's would only meet 20 times during the year

Classroom time lost per block 1, 2, and 4 by having advisory and PLT's

	Blocks Per Term	Blocks Per Year
Adv.	0.80	3.21
PLT	<u>0.58</u>	<u>2.33</u>
Total	<u>1.38</u>	<u>5.53</u>

ELEMENTARY PROPOSAL

Additional Planning Time for PLTs

Background information: Elementary teachers currently have a 40 minute lunch. The union contract allow for a 30 minute lunch.

Hire additional paraprofessionals to work over each school's lunch times. These paras would bring the students back to the classroom and supervise them for 20 minutes. Their time could be spent on read aloud or supervising "Read to Self" time. One paraprofessional would be assigned per classroom. The downside of this proposal is that it doesn't alleviate teacher prep workload.

This proposal would allow teachers to take their students to the cafeteria and then have 30 minutes of flexible time, which could be used in the following ways:

- Teachers would have 30 minutes of PLT time surrounding 30 minute lunch.
- This allows for a 30 minute PLT time daily.

Cost of Proposal:

Each building would need 2 hours of additional paraprofessional time per day depending on number of sections per grade level. For example, SH would need a maximum of 5 additional paraprofessionals working 2 hours per day, as there are 5 sections at two grade levels. This equals 10 additional hours of paraprofessional time per day.

5 paras X 2 hours/day X \$4000 per para hours = \$40,000

The range of cost would be \$280,099(5 paras per building)-\$392,000(7paras per building)

The reduction of some planning days for teachers in grades 1-5 could occur depending on contact time with students.

MIDDLE SCHOOL PROPOSAL

Finding time for PLT's

The basic model for each of the middle schools is the same. The middle school model/philosophy stresses scheduling time for team collaboration. The time has always been there but now the time that had been used for Core Teams has shifted to Horizontal PLT's.

At EMS, CMS and WMS there:

-**Horizontal Teams**-(Same grade and same subject) Meet twice per week for about 45 minutes

-**Core Teams**-(Work around the horizontal team schedules) Meet two or three days per week

-**Vertical Teams**-(All three grades in same subject) Meet once a month for 30 minutes before school

-**Encore**-Individual work daily ("PLT's of one") and meet once a month for 30 minutes with same subject teachers from other schools

At CMS, a PLT Coach meets with teams on an alternating basis.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - April 11, 2011 - 7:00 PM
Wayzata City Hall, 600 Rice Street, Wayzata

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS**

Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:

 - A. Approval of Minutes
 1. Regular Meeting - March 14, 2011
 - 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. Central Middle School Student Presentation
4. **RECOGNITIONS**
 - A. April Employee of the Month -
 - B. WPS 2010-2011 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
6. **SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS**
 - A. Superintendent
 - B. Curriculum and Instruction
 1. Approval of Central Middle School Site Plan
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - 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 – March 28, 2011

AGENDA SECTION: 8. ADJOURN

ITEM: _____

COMMENTS BY: Board Chair Gleason

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