

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - February 27, 2012 - 3:30 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

- | | | |
|----|--------------------------------------------------------------------------------------------------------------|----|
| 1. | CALL TO ORDER/ROLL CALL | 3 |
| 2. | ADMINISTRATIVE | |
| | A. All Day Kindergarten - C. Anderson, J. Johnson, B. Wittman - <i>30 minutes</i> | 4 |
| 3. | TEACHING AND LEARNING | |
| | A. Four Year Desegregation Plans and FY13/14 Budgets - J. Johnson, G. Lofton, J. Westrum - <i>15 minutes</i> | 5 |
| | B. Birchview School Improvement Plan - <i>30 minutes</i> | 14 |
| 4. | HUMAN RESOURCES | |
| 5. | FINANCIAL | |
| | A. Facilities Planning Update - J. Westrum, C. Anderson, S. McQueen - <i>60 minutes</i> | 27 |
| 6. | BOARD REPORTS | |
| | A. Legislative Check-In - <i>5 minutes</i> | |
| 7. | SCHOOL BOARD | |
| | A. Tentative Board Agenda for March 12, 2012 - <i>5 minutes</i> | 46 |
| 8. | ADJOURN | 47 |

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 – February 27, 2012

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Hesby

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

Wayzata PLUS Information By the Numbers

2012-2013 Lottery Requests (available Monday, February 27, 2012)

Sunset Hill
Birchview
Plymouth Creek
Gleason Lake
Oakwood
Greenwood
Kimberly Lane

Historical Information

	<u>2011-12</u>	<u>2010-11</u>	<u>2009-10</u>	<u>2008-09</u>
No. of Sections	11	14	17	14
No. of Students	223	292	341	291
Ave. no of students	20.3	20.9	20.1	20.8
Approved ratio	21-24	21-24	19	19
No. of scholarships	31	22	58	42
% of Scholarships	13.9	7.5	17	14
Total Scholarship \$	\$112,482	\$69,990	\$153,232	\$132,921
Cost of Tuition	\$3,590	\$3,360	\$3,260	\$3,165
Home Base K Program	208			
Bright Start 4 yr olds	98			
Total K and BS	306			

Home Base by School	HB K Care	Bright Start	Total
Birchview	24	15	39
Gleason Lake	27	21	48
Greenwood	31	14	45
Kimberly Lane	35	14	49
Oakwood	25	10	35
Plymouth Creek	41	10	51
Sunset Hill	25	14	39



Integration Plan Components

The following information should be included in your integration plan. You may complete an electronic version of this document or include the information requested below in a different format.

District Name:		District Number:	
Wayzata Public Schools		284	
Superintendent:	Phone Number:	Email Address:	
Chace Anderson	763-745-5001	Chace.Anderson@wayzata.k12.mn.us	
District Office Address (mailing address, city, state, zip):			
210 County Road 101 North, Wayzata, MN 55391			
Name/Title/Phone Number/Email Address of Person Who Prepared Plan:			
Dr. Gabriel Lofton, Director of Academic Excellence and Equity 763-745-5094 Gabriel.Lofton@wayzata.k12.mn.us			
Date of Board Approval:		Date of Submission to MDE:	

Type of Integration Plan:

X	Four year Inter-District Plan (please complete page 2 only)
	Three year Inter-District Plan (please complete page 3 only)
	Combined Inter- and Intra-District Plan (please complete pages 2 & 3)

1. Beginning and End Dates of Inter-District Integration Plan:

June 2012 – June 2016

2. Integration Collaborate Members: *List all districts in your integration collaborative and their racially isolated, adjoining, or voluntary status.*

Brooklyn Center: Racially isolated from Robbinsdale, adjoining Minneapolis
Columbia Heights: Racially isolated from and adjoining Minneapolis
Eden Prairie: Voluntary
Edina: Adjoining Minneapolis
Hopkins: Adjoining Minneapolis
Minneapolis: Racially isolated
Richfield: Adjoining Minneapolis
Robbinsdale: Racially isolated from Wayzata and adjoining Minneapolis
St. Anthony-New Brighton: Adjoining Minneapolis
St. Louis Park: Adjoining Minneapolis
Wayzata: Racially isolated from Robbinsdale, voluntary
WMEP: Voluntary

3. Multi-District Collaborative Council (MDCC): *Provide a description of the extent of community outreach that preceded development of the inter-district plan.*

Joint planning for the WMEP Multi-District Collaboration is performed by two groups, the Partner Advisory Group and the Joint Powers Board. The Partner Advisory Group is made up of representation from each of the member districts and guides the work of WMEP, primarily with regard to shared resources, wisdom, collaboration, support and training for eliminating the achievement gap and preparing all learners to thrive in a diverse world. The Joint Powers Board of WMEP provides the overall strategic direction to build the collective capacity of member districts to achieve educational excellence and racial equity. The WMEP JPB has adopted a strategic plan (see Cross-District Integration Issues and Integration Goals) to direct the implementation of strategies that create integrated learning environments. The JPB consists of a school board member from each WMEP member district.

4. Cross-District Integration Issues: *List issues identified by the MDCC and used as the basis for this plan.*

The WMEP JPB recently completed a visioning activity, which resulted in four strategic goals that guide the Multi-District Collaboration. The WMEP mission is to "build our collective capacity to achieve educational excellence and racial equity. We will serve our 100,000+ students and staff through regional leadership, collaboration, commitment and mutual support." Much of the work around the WMEP mission and goals is discussed and directed among all districts through Partner Advisory Group meetings. The four Cross-District Integration Goals guide WMEP's work to create and engage in programs and services of:

- A. Regional Equity Leadership: Through the collective capacity of district members, WMEP will provide regional leadership as a resource for research on the linkage of

race/poverty/mobility and learning at the district/school and grade levels. WMEP will also serve as a resource for community and district conversations about race, poverty and equity in education as well as for equity advocacy and legislative action at the state level.

- B. FAIR Magnet Schools: WMEP operates two arts magnet schools. Each school provides an integration lens for students and staff to provide learning performance, which is above the race and income demographics with instructional, and cultural practices studied and transferred to member districts.
- C. Staff Development: WMEP serves as a valued and utilized resource for member district staff in professional development around issues of race and equity, and it is integrated with member district professional development. The staff development is provided at the individual and network levels including teacher cohorts and principals, and in a variety of formats and modes.
- D. Student Programs: WMEP is a valued and utilized resource for students across member districts, which is proven effective around student learning and engagement in equity in learning, living, athletics and activities.

The aforementioned WMEP goals address cross-district integration issues and serve as the basis for this integration plan.

5. Statement of Integration Goals: *Provide specific goals premised on valid and reliable measures, effective and efficient use of resources, and continuous adaptation of best practices. MDE recommends that these goals be developed and written as SMART goals.*

<p>Goal 1: MCA Proficiency</p>	<p>Analyze and interpret MCA Proficiency Data. Determine factors and causes for the significant disparities that exist in MCA proficiency levels between subgroups of students as defined by the Federal “No Child Left Behind” (NCLB) legislation. Based on findings of this review, seek ways to improve the scores of all students while placing intentional focus on closing identified disparities.</p>
<p>Goal 2: Gifted & Talented Program Admission Criteria</p>	<p>Review entrance and admission criteria for the District’s Gifted & Talented program (Vision 21) to ensure that the assessments and methods used to identify students are comprehensive, culturally responsive, and reflective of the school district’s demographics. Determine factors and causes for the disparities that exist in the identification of and participation in the Gifted & Talented program between identified subgroups of students as defined by the Federal “No Child Left Behind” (NCLB) legislation. Based on findings of this study, review admission criteria and/or create new or implement additional measures that have the potential to identify a broader range of giftedness in students.</p>

<p>Goal 3: Advanced Placement Course and AP Exam Participation and Honor Course Participation, Accelerated Learning and College Readiness</p>	<p>Review participation and registration patterns for Advanced Placement courses and Advanced Placement exams. Determine factors and causes that limit or discourage Advanced Placement course and test registration for students and place intentional focus on the disparities that exist in AP course and test registration numbers between subgroups of students as defined by the Federal “No Child Left Behind” (NCLB) legislation. Based on findings of this review, study and determine root causes for the registration disparities and develop and implement strategies intended to close such disparities.</p>
<p>Goal 4: Alternative Learning Center</p>	<p>Review entrance and admission criteria for the District’s Alternative Learning Center (ALC) program to ensure that the assessments and methods used to identify students are comprehensive, culturally responsive, and reflective of the school district’s demographics. Determine factors and causes and “attractors” like personal relationships for the significant overrepresentation of students in the ALC program from identified subgroups of students as defined by the Federal “No Child Left Behind” (NCLB) legislation. Based on findings of this study, revise entrance and admission criteria and/or create new or implement additional measures that ensure that only students in need of the services of the ALC are enrolled in the ALC.</p>
<p>Goal 5: Parent Engagement</p>	<p>Proactively reach out to build community with underrepresented groups of parents of identified subgroups of students as defined by the Federal “No Child Left Behind” (NCLB) legislation.</p>
<p>Goal 6: Early Intervention</p>	<p>Review the demographics of students being served through the special education program. Determine factors and causes for the significant overrepresentation of students in the special education program from identified subgroups of students as defined by the Federal “No Child Left Behind” (NCLB) legislation. Based on findings of this study, determine the most effective pre-referral intervention programs and/or strategies that can be implemented that can minimize placement in the special education program.</p>

6. Strategies for Meeting Goals: *Describe or list innovative and practical strategies and programs that will enable collaborative member districts to achieve annual progress in realizing the integration plan goals listed above. Please see Minn. Rule 3535.0170 Subp. 6B for specific cross-district options to consider.*

Goal 1 Strategy Steps:	Provide district-wide and school-based professional development in specific instructional strategies that increase student learning (e.g. NUA strategies, reciprocal teaching, inquiry, GLAD strategies, cultural cues).
	Provide high quality cultural competency training and effective, meaningful, and relevant learning experiences that support the district's Diversity Goal: Prepare learners to participate in a diverse world by defining, measuring, and enhancing learners' cultural understanding and competencies. Specifically, provide training for staff, students, and community members through the Teacher Academy classes, teacher book studies, student co-curricular and extra-curricular programs/activities, and community education classes that enhance a broader cultural understanding and foster positive race relationships.
	Develop and implement a district-wide or school-based summer learning program (fifth quarter) targeted for identified subgroups of students as defined by NCLB who are not at their grade level proficiency level and where significant MCA score disparities exist.
	Teachers will have opportunities to share, model, coach and discuss effective and inclusive classroom practices through the use of PLT's that meet regularly to discuss common benchmarks and common formative assessments. These assessments will inform instruction for the purpose of improving student achievement.
	Staff will have a chance to participate in professional development opportunities through WMEP's cultural collaborative that will enhance their knowledge, understanding, and respect for inclusion and to develop culturally relevant pedagogy and a variety of instructional strategies that meet the needs of diverse learners.
Goal 2 Strategy Steps:	Work in cooperation with the appropriate GT personnel to review existing criteria used to determine placement in the GT program. Intentional focus will be placed on determining if the established criteria adequately and appropriately give due consideration to the various types of intelligences and if they are reflective of school district demographics. Further, determine appropriate modifications to the GT program admission criteria in an effort to ensure a comprehensive and culturally responsive framework by which students are identified for GT programs.
	Review the specifics of and consider the implementation of the Young Scholars Program (K-5) at a minimum of one pilot elementary site.
	Review the specifics of and consider the implementation of the Young Scholars Program (6-8) at one pilot middle school site.

<p>Goal 3 Strategy Steps:</p>	<p>Proactively reach out to current high school students from underrepresented NCLB subgroups considered to be capable of success in rigorous academic coursework, and encourage their enrollment in AP/Honors courses and registration for AP exams. Design, deliver, and implement ideal support mechanisms intended to maximize the levels of success for the students who accept the challenge of enrolling in these rigorous courses.</p>
	<p>Explore and consider the implementation of a vertically aligned “Pre-Advanced Placement Program” at the middle school level. Simultaneously, engage counselors and other appropriate school personnel from the middle schools and the high school to identify student candidates from underrepresented NCLB subgroups to inform these students and their parents about the “Pre-AP Program.” Further, help prepare these students for future enrollment in AP/Honors courses and eventual registration for AP exams. Develop and implement a structure of support (tutorials/counseling) designed to expand the students’ confidence levels and prepare them for success.</p>
	<p>Evaluate and modify the AVID program at the high school to ensure program fidelity and access for intended student populations.</p>
	<p>Encourage broader participation of students that participate in the PSAT administered in the fall.</p>
<p>Goal 4 Strategy Steps:</p>	<p>Work in cooperation with the appropriate ALC personnel to review existing criteria used to determine placement in the ALC program. Intentional focus will be placed on determining if the established criteria adequately and appropriately give due consideration to students’ personal academic and social situation. Further, determine appropriate modifications to the ALC program entrance and admission criteria in an effort to ensure a comprehensive and culturally responsive framework by which students are identified for the ALC program.</p>
	<p>Assign a “Dream Manager” (Teacher mentor/advisor as described in a book titled ‘The Dream Manager’, by Matthew Kelly, Beacon Publishing 2007) to each student enrolled in the ALC program. Engage appropriate Student Support Services personnel in quarterly meetings with each student enrolled in the ALC to review their “Dream Plan” (personalized learning goals, developed and written by individual students in cooperation with their Dream Manager, ALC teachers, and other significant adults in their lives). Train students in the process of setting and monitoring academic and social goals that position them better to achieve their goals and dreams.</p>

Goal 5 Strategy Steps:	Work in cooperation with others to create and deliver multiple communication formats to parents to ensure they have knowledge about the events and happenings of the school district. Consider language translation of paper and electronic communications that are sent to parents. Where appropriate, assign and engage volunteer personnel to make phone calls to families, make home visits, meet with them personally at schools, etc.
	Work in cooperation with Community Education staff to design and implement classes that inform families about the best ways to help students learn. (Consider the adoption of the best-practice model by PIQUE).
Goal 6 Strategy Steps:	Study and determine effective and efficient standardized pre-referral intervention program or processes. Work toward the implementation of the model(s) considered most appropriate for students.
	Provide district-wide and school-based professional development in specific instructional strategies that increase student learning (e.g. NUA strategies, reciprocal teaching, inquiry, GLAD strategies, cultural cues, etc.).
	Develop and implement a district-wide or school-based summer learning program (fifth quarter) for all students with intentional focus on identified subgroups of students as defined by NCLB who are not at their grade level proficiency level.

7. Evaluation: *Your plan should establish valid and reliable measures designed to demonstrate the amount of annual progress made in realizing inter-district integration plan goals and, by extension, the statutory goals of increased interracial contact and improved educational opportunities and outcomes designed to close the academic achievement gap.*

MCA Data will be analyzed annually by subgroup to determine progress towards closing the achievement gap. In addition to this measure, equity in enrollment for various programs (gifted, ALC, special education, advanced placement, etc.) and courses will be evaluated annually.

8. Beginning and End Dates of Intra-District Integration Plan: *(e.g. June 2012-June 2015)*

9. Racially Identifiable School Sites: *List all current racially identifiable school sites within your district as identified by MDE.*

10. Community Collaboration Council (CCC): *Provide a summary description of the extent of community outreach that preceded development of the intra-district plan.*

11. Intra-District Integration Issues: *List issues identified by the CCC and used as the basis for this plan.*

12. Statement of Integration Goals: *Provide specific goals premised on valid and reliable measures, effective and efficient use of resources, and continuous adaptation of best practices. MDE recommends that these goals be developed and written as SMART goals.*

13. Strategies for Meeting Goals: *Describe or list integration efforts the district plans to implement at each racially identifiable school. All strategies and programs must be educationally justifiable and provide options for intra-district integration; that is, they must have both academic and integrative value relative to the racially identifiable school(s) within your district. Please see Minn. Rule 3535.0160 Subp. 3B for specific options to consider.*

14. Evaluation: *Your intra-district plan should establish valid and reliable measures designed to demonstrate the amount of annual progress made in realizing integration plan goals and by extension, the statutory goals of increased interracial contact and improved educational opportunities and outcomes designed to close the academic achievement gap at your district's racially identifiable school site(s).*



Independent School District 284
Wayzata, Minnesota

Integration Revenue Budget FY13 and FY14
District-Wide Integration Coordination

	2011 - 12	2012 - 13	2013 - 14
SALARIES AND BENEFITS:			
Administrative	96,305	99,194	102,169
Certified Staff	717,800	739,334	761,514
Non-Certified Staff	47,533	48,958	50,427
Secretarial/Clerical	18,221	18,767	19,330
PROFESSIONAL SERVICES:			
Professional Development	412,857	372,994	334,060
Interpreters	2,000	2,000	2,000
Achievement Classes	35,000	35,000	35,000
Supplies – Non-instructional	10,000	10,000	10,000
Supplies – Instructional	9,000	9,000	9,000
Scholarships	10,000	10,000	10,000
Internet Access	4,000	4,000	4,000
COMMUNITY BASED INTEGRATION:			
Community Collaboration Coordination	17,284	18,000	18,500
Tuition Payments to WMEP	220,000	232,753	244,000
TOTALS:	1,600,000	1,600,000	1,600,000

Alternative Attendance Aid:

In addition to the Basic Integration Revenue summarized above, our district is eligible to receive **Alternative Attendance Aid**. We anticipate aid of \$70,000 for fiscal year 2013. This funding will be added to our Basic Integration Revenue.



Birchview Elementary School

2011-2012

Packet Contents

1. Birchview Goals and District Initiatives
2. Principal Report
3. Artifacts—FYI

Jason Wenschlag, Principal

February 27th, 2012



Birchview Elementary 2011-2012 School Improvement Goals

Goal 1:	Mathematics (Birchview Q-Comp goal) The percentage of all students enrolled by October 1 in grades 3-5 at Birchview Elementary who earn achievement levels of “Meets the Standards” or “Exceeds the Standards” on the Math MCA III will increase from 80.87% in spring 2011 to 82.87% in spring 2012.
Goal 2:	Reading/Equity The Reading MCA II proficiency gap between white and black students in grades 3-5 will go from 38 percentage points in 2011 to 30 percentage points in 2012, as reported by the Minnesota Department of Education on Birchview’s 2012 “School NCLB Data Report” (gap was 24 points in 2009-2010).
Goal 3:	Professional Learning Communities Birchview Elementary licensed staff will participate regularly in PLC team meetings and focus on the “Big Four” questions; and use the collaborative inquiry process so that instructional practices improve and student achievement increases within a culture of collaboration and team decision-making. (Measure by goals 1-2?)
Goal 4:	Essential Learning Targets in Literacy---Stairway to Excellence Birchview Elementary licensed staff will build a “Stairway to Excellence”, or clear end-of-year performance targets in reading and writing for each grade level; so that staff, students, and parents have a clear understanding of what students will be able to <i>do</i> by the end of the year, and what a Birchview “graduate” will be expected to accomplish before advancing to middle school.

Wayzata Public Schools 2011-2012 District Initiatives/Priorities

Priority 1	Professional Learning Communities
Priority 2	Collaborative Inquiry/Student Response Devices
Priority 3	Rounds/Walk-Throughs
Priority 4	Domain 4: Professional Conversations

The principal, Parent Advisory Group (PAG), and the Learning and Leadership Team will be responsible for Birchview’s implementation of this school improvement plan for the 2011-2012 school year.

Principal Report

District and Site Improvement Initiatives 2011 - 2012

School: **Birchview Elementary**

Date: **February 27th, 2012**

District Initiatives

[Site Plan for Implementation of District Initiatives]

PLCS:

- Learning and Leadership Team (LLT) focused on PLC implementation and book study of *Leaders of Learning* (Defour and Marzano); with a focus on developing teacher leaders.
- 1st Semester staff PLC goal: Weekly PLC meetings and focus on teaching and learning.
- 2nd Semester staff PLC goal: Understanding behavioral styles and their impact on team dynamics; and focus on one of the Big Four questions (essential learning, assessment, and response to learning).
- Grade-level SMART goals for math that drive PLC discussions.
- Use of Performance Matters to analyze student assessment data for PLC decision making.
- Principal participates in PLC meetings and provides feedback and further training through *The Birch Bark* (principal weekly newsletter).
- Grade levels determine essential learning in all curriculum areas, develop common assessments, and make instructional decisions based on student performance data.

Collaborative Inquiry; Student Response Devices:

- Practice the Collaborative Inquiry (CI) process during faculty meetings (school-wide data) and “Birchview U” professional development day (November 11th).
- Use CI process during PLC times when reviewing student performance data.
- Use PLC time to develop common, formative assessments (pre- and post-) that take advantage of the turning technology and student response devices.
- Provide year-round professional development opportunities for 3rd-5th grade teams around the use of student response devices, utilizing the district elementary technology integrationist (Dave Z.).

Rounds/Walk-Throughs:

- Jason’s year 1 focus is on getting to know each teacher’s instructional practices and offer informal feedback through conversations or email.
- Developed an instructional rounds form that can be used to gather quantitative data about instructional practices that have a high impact on learning (see attached); and provide systematic feedback to the staff at faculty meetings and in *The Birch Bark*.
- Year 2 rounds/walk-throughs will focus on specific practices related to professional development plans and/or district vision card for instructional practices.

Domain 4 – Professional Conversations:

- Jason will spend March, April, and May meeting with each tenured faculty and discussing:
 - The achievement of their students and instructional practices having a high impact.
 - The PLC process and their experience participating and/or leading it.
 - Professional growth around our district and school initiatives, or in other areas.
 - Feedback on our first year together and how I can further support them.

Site Specific Initiatives

Initiative #1 Core Values: Goal was to identify the core values of the Birchview learning community and have those values drive our work going forward; and align that work with the new district strategic plan. Core values are:

- Commitment
- Community
- Compassion
- Curiosity

Initiative #2 Teacher Leadership: Goal is to enable others to act, take risks, innovate, and have a greater role in the decision-making process at Birchview elementary. Some results of this initiative include:

- The Learning and Leadership Team (BV leadership team made up of 11 faculty and principal).
- First ever Birchview breakfast program.
- Teacher action committees (voluntary) in the areas of literacy, math, community, character, and wellness. Numerous new activities/initiatives have come from these teams.
- Innovation in many areas related to curriculum and instruction.

Initiative #3 Stairway to Excellence: Goal is to develop a “Stairway” of K-5 year-end literacy targets so students, staff, and our community have a very clear understanding of what is expected by each student by the end of each year; each expectation is stated in student-friendly language so all can understand. This work will align with the new Common Core Standards in Language Arts and our current literacy curriculum. We started this work November 8th with a look at the types of things we expect at each grade level right now (i.e. “Read a level K text and retell it in my own words”), and will continue this work into the 2012-2013 school year.

Data Summary

Data Summary

SEE ATTACHMENTS

DATE:

TIME:

TEACHER	Learning Goals	Instructional Strategy	Student Engagement	Classroom Mgmt
Zufall				
Block				
Ingemann				
Bernard				
Anderson				
Messer				
Davison				
Jensen				
Wilkins				
Gammack				
Benesh				
Strom				
Brinda				
Turunen				
Douglas				
May				
Braun				
Zenzen/Gibbs				
Mondoux				
Miller				
Wenberg				
Werrermeyer				
Sykes				
Hansen				
Jackson				
Johnson				
Schultz				
Snow				
Klotz				
Gaspar				
Zobrack				
Martin				
Samec/Roberston				
Reading Plus				
Special Ed				

Scoring:

Are learning goals communicated to students (written and/or oral), and referred to at other points in the lesson?

Write specific strategy teacher is using to engage students.
What is the teacher doing?

Authentic
Ritual
Passive
Rebellion

Are students under control AND in the mode of learning?
(paying attention, on task, listening, able to

Committees are a great way to develop new ideas for our school; work with colleagues from other areas in the building (and maybe involve parents?); innovate and create; take ownership in areas of interest to you; and develop leadership skills (in yourself and others). The purpose of each committee is to meet and discuss the topic, analyze our current level of performance in each area, and develop strategies for implementing new ideas (and remove those less effective). Committee involvement is not required, but having decision-makers at all levels of the organization is critical, and I think you would enjoy it! Committees I can see here (but not limited to), include:

Literacy: This committee would examine our current practices, gathering information/plans from the district level and our grade levels so we have a firm grasp of our K-5 literacy program. Key objectives might be determining professional development needs, aligning our curriculum, examining best practices, promoting the love of writing/reading through fun programs/events for our students, reviewing our reading test data and making recommendations, etc.

Math: Virtually the same description as above, but with math....obviously.

Character: This committee will examine the characteristics we want to develop in our students (core values: Commitment, Community, Compassion, Curiosity) and look into simple, effective ways of educating our students and promoting the core values (in the classroom, school wide, etc.). The work may include service learning projects; marketing (i.e. rubber wrist bands for kids promoting our values); the Birchview Way of student management; examining best practices; etc.

Community/Social: This committee will focus on helping create a stronger sense of community at the classroom, school, city, and global levels (i.e. partnering with a school in another country...thinking big!); amongst staff, students, and families. The work may involve school programs (pride days) or other events (i.e. Valentines family dance) that contribute to a great sense of community here at The View; and maybe fun events just for staff.

Technology: This committee will focus on our current use of technology, look at future trends in education, analyze professional development needs, and determine new uses of technology to enhance student learning and/or raise achievement.

Wellness: This committee will focus on our current practices/policies, but also find new ways to promote a healthy lifestyle for staff, students, and families. Plans might include curriculum, programs (Fit Feet running program for kids at recess), and staff events (biggest loser competition, 5K run/walk event, etc.).

Committee Rosters as of 10/01/11:

Literacy: Ann F., Ann C., Andrea, Brooke, Lauren, Trina, Sabrina, Sue

Math: Heather, Kathy B., Lisa D., Renee, Scott

Tech: Danielle, Delroy, Elizabeth, Jen, Kellie, Kevin

Community: Angie, Daeaun, Doug, Michele, Rebecca, Sarah Y.

Character: Bonnie, Judi, Liz, Kristin, Rachel, Sara G.

Wellness: Christa, Dave, Heidi, Terry

Birchview Elementary Data Dialogue Record

PREDICT: What was the essential learning and what will the data show?
(I predict....I wonder....I assume....I am expecting...)

GO VISUAL: Make the data come alive through visual representations (Performance Matters reports, bar graphs of student work by level of proficiency, line graphs showing trend data, etc.).

OBSERVE: What does the data show? Observe....do not infer! Do NOT use “because” statements. Use statements like “I observe....I notice....there is....I am struck by.....”.

INFER AND QUESTION: Consider the possible reasons for the results you observed. Starters might include “A possible explanation....that may be because....A question I now have is....”.

NEXT STEPS: What actions will you take based on the data?
What will you do to retest or refine, embed a change, reject a strategy, or create a new plan?
What will you do for students who have not learned the material?
What will you do to extend data for those who have?

Stairway to Excellence at Birchview Elementary

A “White Paper” by Jason Wenschlag

What is it? The actual “stairway” is a graphic representation of key, critical year-end performance expectations for each grade level in the area of literacy (or any subject). At the base of the stairway you have year-end targets for kindergarten students, and work up to the top of the stairway, where anyone could see what a 5th grader (or Birchview graduate) should be able to do in reading and writing.

Where did it come from? Kathy Au, a former principal and president of the International Reading Association, worked with consultant Taffy Raphael and have a company called SchoolRise USA. They brought the Stairway to Chicago Public Schools and many other districts as a literacy curriculum development tool (many districts are using it as both a curriculum development tool and communication tool, and not just for literacy). I went to a full day workshop on this tool at the IRA conference a couple of years ago.

Why is it important? What is its purpose? It is important for several reasons.....

1. One of the key reasons for it is to create a broad, general understanding for teachers, students, and parents of what a child should be able to *do* by the end of any particular school year (think declarative or procedural on a bigger scale, all encompassing). It is an incredible communication tool for parents, students, and staff and a way to unite us around a common understanding. We will have it posted in our rooms, in the main hallway, and on our web site. It will be in “parent- and kid-friendly” language.
2. The stairway is a great tool for teachers to capture and work towards the essential outcomes of our literacy program, especially when a basal curriculum (lock-step) is not used. It provides a *vision* for everything we do throughout the year. More importantly, it provides a vision for *students* and what they will be working towards.
3. The building of the stairway captures the expertise of teachers, the essence of the *common core* standards for each grade level, and the standards in our current literacy materials. We will not make things up; we will cover the standards and ensure an appropriate amount of rigor and relevance to challenge students.
4. The stairway ensures we are doing the appropriate things at each grade level; that the work at one grade level aligns with and supports the work of the next; and that there is no overlap (i.e. two grade levels having similar outcomes or expectations for a specific task like appropriate reading level or writing outcome).
5. Its construction is a wonderful, and I think powerful, professional development and learning experience. There are cross-grade level discussions, intensive team learning, and lots of individual reflection that provide focus and clarity to what we are doing. I know similar work has happened in our district before, but this is grassroots and comes from within, very powerful and great learning for our staff. When parents ask what their children will learn, or teachers are

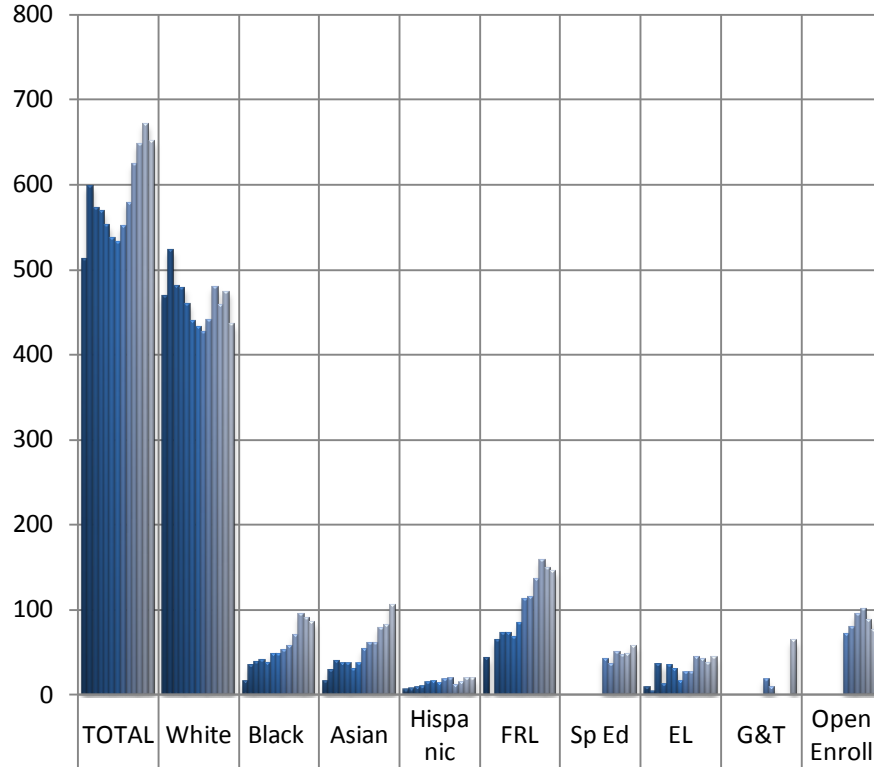
working day-to-day without the big picture, or kids wondering why they are doing a particular thing in class; this answers those questions.

6. The stairway fits perfectly with our PLC initiative because it focuses on essential learning outcomes. Further, the stairway will provide us clear direction for periodic, common, formative assessments (writing samples, comprehension measurements, etc.) that are the essence of PLC work. We will ensure our current benchmark assessments align with this work, too. *Example: Let's say an end of year target for 1st grade students is to write a short paragraph about a non-fiction topic. We know there are many standards involved in that task depending on the rubrics/expectations. Teachers have students attempt it in the fall, then analyze student work to see where the kids are at and where they need to improve. Students may struggle with what non-fiction means, punctuation, spelling of high frequency words, sentence structure, etc. With instruction and further formative assessments (and PLC work) during the year, kids would get there. Of course, because of the stairway they know what they are working towards, what is required for 2nd grade, and we provide samples of high quality work so kids know what they are striving for. This might be one of 5-7 key literacy outcomes for the year....kind of like building a portfolio.*
7. Being intentional about what we are doing on a daily, quarterly, or annual basis is critical for growth and achievement. The Stairway becomes more than a file tucked away....it is a living, breathing tool/process that guides our work; one that the Birchview community will fully know, recognize, and strive to "climb".

How will we build it? What does the process look like?

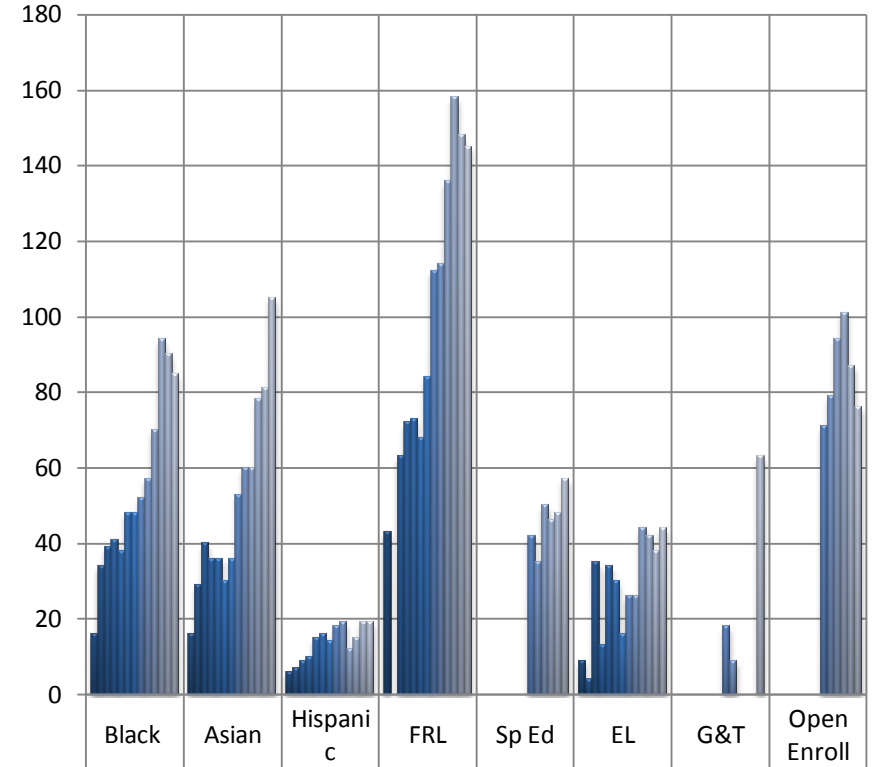
1. November 11th: Whole staff reflection/discussion about our current vision for a Birchview "graduate" in terms of literacy skills, then follow up with grade level discussions about their own grade levels (from their experience, knowledge, standards, etc.). We will then have a gallery walk to see grade level perceptions, alignment, etc.
2. Throughout the next year (maybe into next) we will work in grade level teams to explore the common core standards, examine our curriculum, and work to establish end-of-year targets. The final step is to "massage" our targets into parent/student friendly language, and then produce our stairway to excellence.
3. Finally, we will communicate our stairway and use it to provide vision for each grade level so teachers and students know what the goals are. From that will stem PLC discussions, formative assessments, feedback, new instructional strategies, etc.

BIRCHVIEW Demographic Trend



	TOTAL	White	Black	Asian	Hispanic	FRL	Sp Ed	EL	G&T	Open Enroll
YR 2000	512	469	16	16	6	43	9			
YR 2001	598	523	34	29	7	0	4			
YR 2002	572	480	39	40	9	63	35			
YR 2003	568	478	41	36	10	72	13			
YR 2004	552	459	38	36	15	73	34			
YR 2005	537	440	48	30	16	68	30			
YR 2006	532	432	48	36	14	84	16			
YR 2007	551	426	52	53	18	112	42	26	18	71
YR 2008	579	441	57	60	19	114	35	26	9	79
YR 2009	624	479	70	60	12	136	50	44	0	94
YR 2010	647	458	94	78	15	158	46	42	0	101
YR 2011	671	474	90	81	19	148	48	38	0	87
YR 2012	651	436	85	105	19	145	57	44	63	76

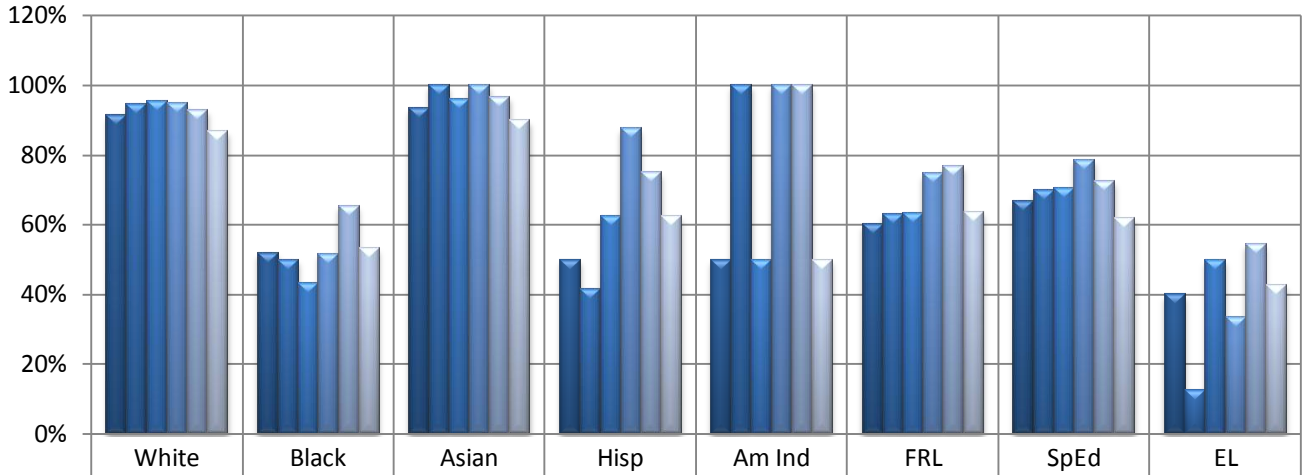
BIRCHVIEW Demographics Trend



	Black	Asian	Hispanic	FRL	Sp Ed	EL	G&T	Open Enroll
YR 2000	16	16	6	43	9			
YR 2001	34	29	7	0	4			
YR 2002	39	40	9	63	35			
YR 2003	41	36	10	72	13			
YR 2004	38	36	15	73	34			
YR 2005	48	30	16	68	30			
YR 2006	48	36	14	84	16			
YR 2007	52	53	18	112	42	26	18	71
YR 2008	57	60	19	114	35	26	9	79
YR 2009	70	60	12	136	50	44	0	94
YR 2010	94	78	15	158	46	42	0	101
YR 2011	90	81	19	148	48	38	0	87
YR 2012	85	105	19	145	57	44	63	76

BIRCHVIEW ELEMENTARY

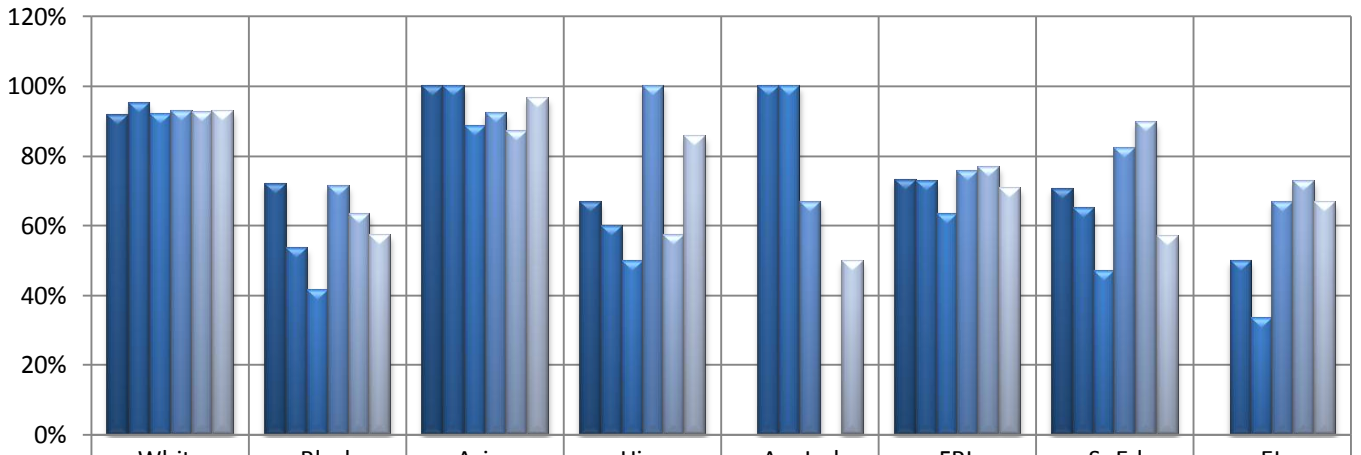
Math - MDE Accountability - Percent Proficient



	White	Black	Asian	Hisp	Am Ind	FRL	SpEd	EL
■ YR 2006	91%	52%	93%	50%	50%	60%	67%	40%
■ YR 2007	94%	50%	100%	42%	100%	63%	70%	13%
■ YR 2008	95%	43%	96%	63%	50%	63%	71%	50%
■ YR 2009	95%	52%	100%	88%	100%	75%	79%	33%
■ YR 2010	93%	65%	97%	75%	100%	77%	72%	55%
■ YR 2011 [NT]	87%	53%	90%	63%	50%	64%	62%	43%

BIRCHVIEW ELEMENTARY

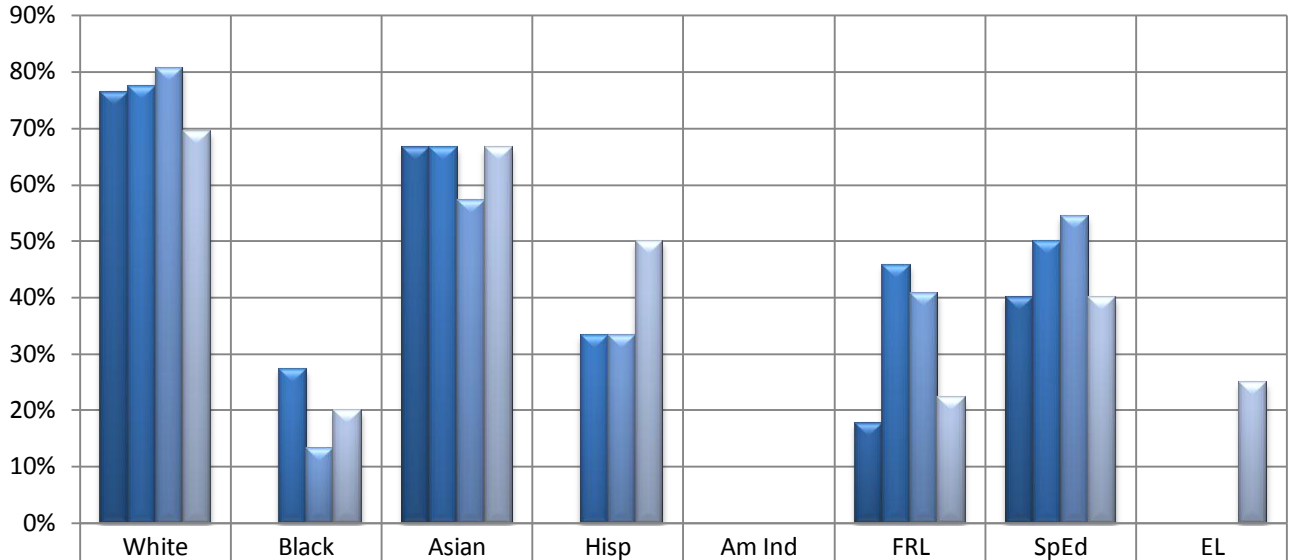
Reading - MDE Accountability - Percent Proficient



	White	Black	Asian	Hisp	Am Ind	FRL	SpEd	EL
■ YR 2006	92%	72%	100%	67%	0%	73%	71%	0%
■ YR 2007	95%	54%	100%	60%	100%	73%	65%	50%
■ YR 2008	92%	41%	88%	50%	100%	63%	47%	33%
■ YR 2009	93%	71%	92%	100%	67%	76%	82%	67%
■ YR 2010	93%	63%	87%	58%	0%	77%	90%	73%
■ YR 2011	93%	57%	97%	86%	50%	71%	57%	67%

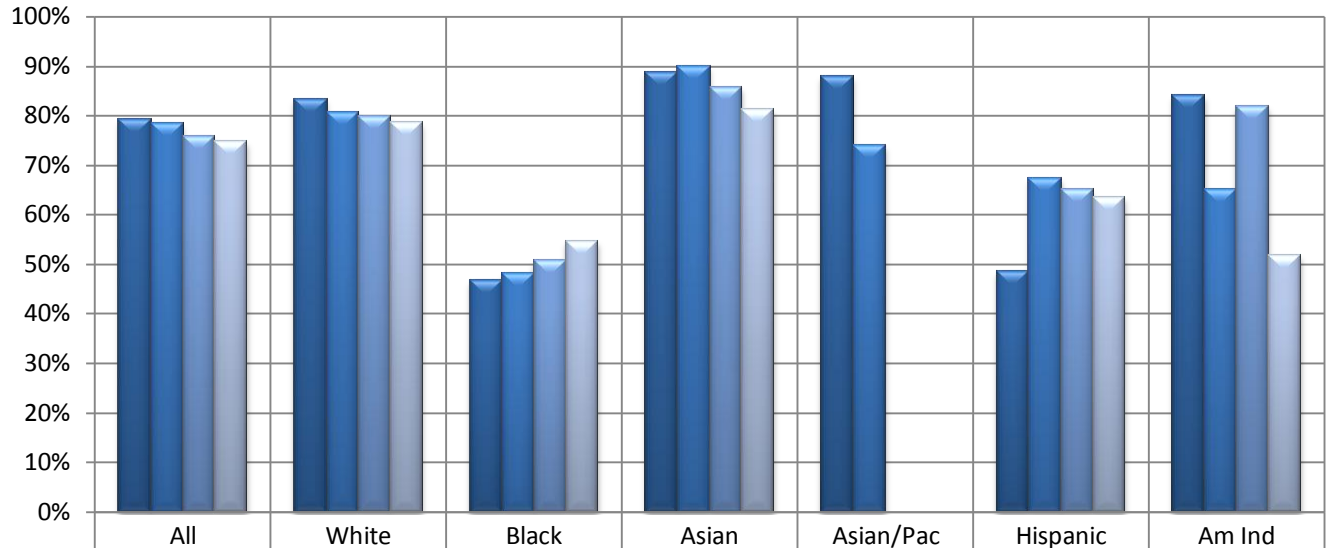
BIRCHVIEW ELEMENTARY

MCA Science - Proficiency



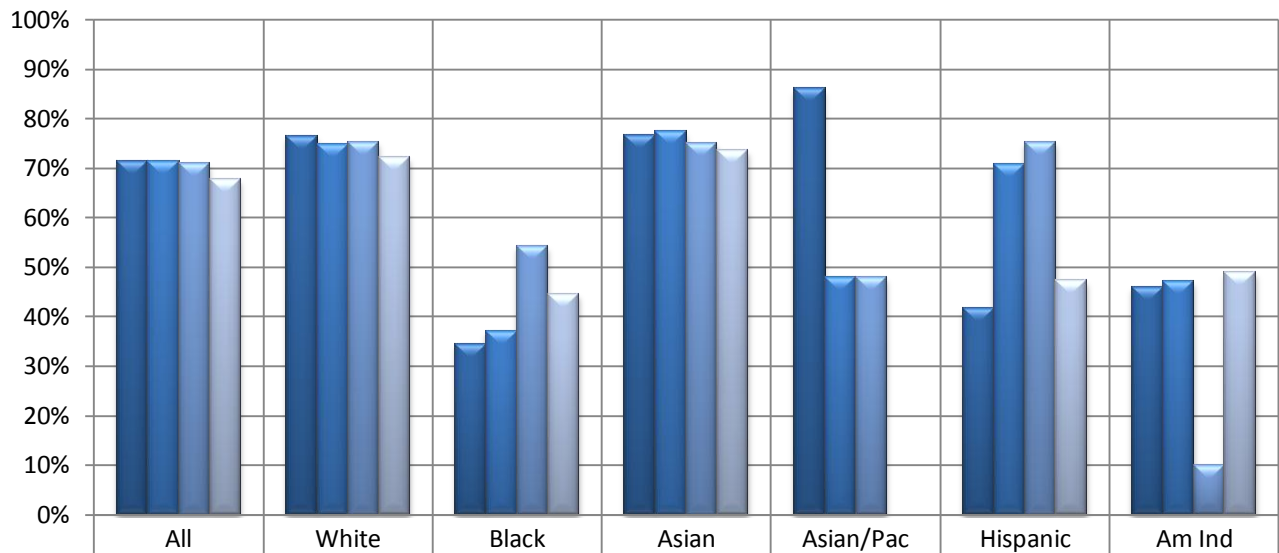
	White	Black	Asian	Hisp	Am Ind	FRL	SpEd	EL
YR 2008	76%	0%	67%	0%	0%	18%	40%	0%
YR 2009	78%	27%	67%	33%	0%	46%	50%	0%
YR 2010	81%	13%	57%	33%	0%	41%	55%	0%
YR 2011	69%	20%	67%	50%	0%	22%	40%	25%

BIRCHVIEW - MATH MAP Spring - Trend



	All	White	Black	Asian	Asian/Pac	Hispanic	Am Ind
YR 2008	79%	83%	47%	89%	88%	49%	84%
YR 2009	78%	81%	48%	90%	74%	67%	65%
YR 2010	76%	80%	51%	86%		65%	82%
YR 2011	75%	79%	55%	81%		64%	52%

BIRCHVIEW - READING MAP Spring Trend



	All	White	Black	Asian	Asian/Pac	Hispanic	Am Ind
YR 2008	71%	77%	35%	77%	86%	42%	46%
YR 2009	71%	75%	37%	77%	48%	71%	47%
YR 2010	71%	75%	54%	75%	48%	75%	10%
YR 2011	68%	72%	45%	74%		47%	49%



IDENTIFIED ISSUE: ELEMENTARY CAPACITY

Student growth in some Elementary attendance boundaries beyond capacity.

Quantify Issue:

The capacity of all seven elementary schools combined is approximately 4,650 students

Based upon the following assumptions:

Each School having: One room reserved for Art, one for Music, (2) Computer Labs, Class sizes per Board policy, 8 rooms for all-day Kindergarten

Currently 2 students under capacity – All Elementaries combined.

1. Enrollment pressure continues at
 - a. Plymouth Creek – 42 Kindergarteners are located at Greenwood Elementary.
 - b. Kimberly Lane – 10 Kindergarteners are located at Oakwood Elementary.
 - c. Birchview – 10 Kindergarteners are located at Oakwood Elementary.
2. Resident enrollment is increasing requiring a decrease in open enrollment.
 - a. Plymouth Creek and Greenwood are projected to increase in resident enrollment.

Future Trends

Future Elementary enrollment trends are significantly affected by the District's open enrollment policy and resident birthrates.

Current Districtwide K-5 projections indicate:

2013/14	52	Students over capacity
2014/15	96	Students over capacity
2015/16	32	Students over capacity
2016/17	57	Students under capacity
2017/18	25	Students under capacity
2018/19	25	Students under capacity

Overall a 52-96 student enrollment increase total across all attendance areas.
 Most resident growth pressure is expected in the Plymouth Creek and Greenwood attendance areas.
 Elementary projected additional capacity need 2013/14 = 50-100 students (assuming no space flexibility).

Short Term Solution Options (2012/13)

1. Limit open enrollment
2. Temporary shifting of Kindergarten out of buildings with most pressure.
3. Monitor B-5 census closely.

Mid Term Solution Options (2013/14)

1. Comprehensive boundary adjustments to respond 50-75 students current and future pressure at specific attendance areas. (Plymouth Creek, Birchview, Greenwood).
2. Small additions or leased space to provide additional capacity flexibility to help meet annual fluctuations (flexibility).
3. Combination of small additions and boundary changes to better align capacity with enrollment.

Long Term Solution Options (if more significant growth is projected)

1. Comprehensive boundary adjustments to restructure areas to allow for projected resident growth and align with future growth potential.
2. Potential grade re-organization to create space for all Elems. (example: K-4/5-8/9-12)
3. Significant elementary classroom additions combined with District-wide boundary changes to create space at all elementaries (K-5).
4. Additional 8th Elementary Building combined with District-wide boundary changes to create space at all elementaries (K-5). (Options 2, 3 and 4 necessary only if increased all-day Kindergarten, increased preschool or increased open enrollment is desired.)



IDENTIFIED ISSUE: KINDERGARTEN CAPACITY

Kindergarten resident enrollment in 2009 and 2010 was up.
Kindergarten in the fall of 2011 was down a bit from the recent trend.
Recent Kindergarten round up for 2012/2013 indicated increased projected resident Kindergarten enrollment (more similar to 2009 and 2010).
Interest in extended-day Kindergarten programming continues to be high.

Quantify Issue

1. Currently: The District has 640 students enrolled in Kindergarten. (571 students are residents and 69 are open-enrolled.)
2. This Kindergarten total is nearly 100 residents less than last year and is 25 less residents than the average last 5 years
3. 34% or 218 students are in a full day program and 66% or 422 students are in a half day program
4. The District has approximately 100 students who are in a half day but would prefer a full day program
5. The District has approximately 25-40 students each year that go to another institution for all day Kindergarten but return to Wayzata Schools for 1st grade.
6. Other school districts see all day Kindergarten demand closer to 50-60% when programs are not restricted by space, but it is unclear what Wayzata’s demand would be if additional space was available.

Total current un-met extended-day Kindergarten need: 100-140 students - TBD
Total Kindergarten capacity short fall is potentially 4-6 rooms

Future Trends

Resident Kindergarten projections indicate:

2012/13	650-666	students
2013/14	604-650	students
2014/15	631-650	students
2015/16	650-683	students
2016/17	650-661	students
2017/18	650-665	students

1. Future trends based upon resident Kindergarten enrollment projections indicate continuation of today’s quantities, possibly another 20-40 students in the next 5 years resulting in no more than one extended day Kindergarten room and one ½ day Kindergarten additional rooms (assuming 34% extended day).
2. Future trends suggest an increasing demand for extended day Kindergarten. The District needs to decide if you want to meet the increasing demand.

Short Term Solution Options (2012/13)

1. Limit open enrollment to adjust for slight resident enrollment projected increase.
2. Temporarily shift Kindergarten students to locations where space exists for one year and return to their buildings in 1st grade.

Mid-Term Solution Options (2013/14)

1. Adjust boundaries to respond to current and future student enrollment pressure at specific buildings.

Long Term Solution Options (Timeline TBD)

See Elementary Long Term Elementary Solution (previous page)



IDENTIFIED ISSUE: MIDDLE SCHOOL CAPACITY

Middle School enrollment varies at the 3 attendance areas
Currently the enrollment is unbalanced: There is pressure at Central and East, and available space at West.

Quantify Issue

1. The capacity of all three middle schools combined is approximately 2,500 students (central 932, East 769, West 790).
2. Currently the Middle School level District-wide is over capacity by 3 students.
3. West is under capacity by 54 students, East is over capacity by 9 students, Central is over capacity by 57 students.

Future Trends

Future middle level enrollment projections indicate:

2013/14	87	Students over capacity
2014/15	55	Students over capacity
2015/16	135	Students over capacity
2016/17	288	Students over capacity
2017/18	314	Students over capacity
2018/19	248	Students over capacity
2019/20	158	Students over capacity
2020/21	198	Students over capacity

Middle School capacity pressure will likely occur around the 2016/2017 school year.

Short Term Solution Options (2012/13)

1. Limit and/or close open enrollment at Elementary and Middle level to reduce pressure on middle level facilities.
2. Strategic placement of 5th grade open enrolled students when they enter middle school, to the middle school where space exists.
3. Explore Administrative Boundary Assignment: placement of 100% of Greenwood attendance area to West Middle School instead of the current boundary which assigns a percentage going to Central.
4. Utilization of teaching stations may need to increase beyond 75% (adds 170 students capacity at 80%).

Mid-Term Solution Options (2014/15)

1. Boundary adjustments to respond to the student pressure at Central and East Middle School.
2. Explore intra-district transfers to incentivize student placement where space exists.

Long Term Solution Options (Timeline TBD)

1. Create additional capacity at Central M.S. by reclaiming additional space for Middle School operations from other district uses by relocation of those programs elsewhere (lease or build).
2. Create additional capacity at East and / or Central by relocating the ALC elsewhere.



IDENTIFIED ISSUE: HIGH SCHOOL CAPACITY

High School enrollment pressure results in crowded core facility conditions and potential capacity issues.

Quantify Issues

1. The High School capacity is approximately 3,200 students.
2. On October 1, 2011 the High School was 72 students over that capacity
3. Crowded conditions exist at the cafeteria, hallway circulation points, and during auditorium usage.
4. Attrition throughout the year means roughly 50-75 students less by year-end.

Future Trends

Future High School enrollment projections indicate:

2013/14	71	Students over capacity
2014/15	169	Students over capacity
2015/16	259	Students over capacity
2016/17	300	Students over capacity
2017/18	300	Students over capacity
2018/19	394	Students over capacity
2019/20	515	Students over capacity
2020/21	536	Students over capacity

Future projected need is additional capacity for 300-500 students as soon as 2015/16.

Short Term Solution Options (2012/13)

1. Limit open enrollment at the high school level and middle level to ultimately reduce pressure on High School facility.

Mid-Term Solution Options (2013/14)

1. Explore / Pilot off-site / off campus programming to relieve pressure on current High School facility
 Examples: Flexible scheduling (class schedule of 1-4 or 2-5)
 On-line learning schedule
 School to work / Industry partnerships
 Post-secondary collaborations
 Others

Long Term Solution Options (Timeline TBD)

1. Address cafeteria capacity and circulation issues with a building addition to bring inadequate High School core facilities in line with existing classroom capacity. (Bond Election 2013?)
2. Address future capacity issue with a building addition to provide additional classroom space and other potential core issues such as physical education space, and/or... (Bond Election 2013?)
3. Implement off-site / off campus programming to relieve pressure on current High School facility
 Examples: Senior Campus (1/2 day)
 Alternative High School (offsite)
 Flexible scheduling (class schedule of 1-4 or 2-5)
 Significant on-line learning schedule
 School to work / Industry partnerships
 Post-secondary collaborations
 Others



IDENTIFIED ISSUE: ELEMENTARY CAPACITY

Projected student growth in some Elementary attendance boundaries and projected decline in others.

Future Trends by Building Attendance Area

Plymouth Creek

- Statistics indicate sustained enrollment pressure at Plymouth Creek.

Greenwood

- Statistics indicate strong enrollment growth potential tied to future Housing in the Greenwood area.

Kimberly Lane

- Statistics indicate a stable student population at Kimberly Lane.

Birchview

- Statistics indicate moderate growth at Birchview.

Gleason Lake

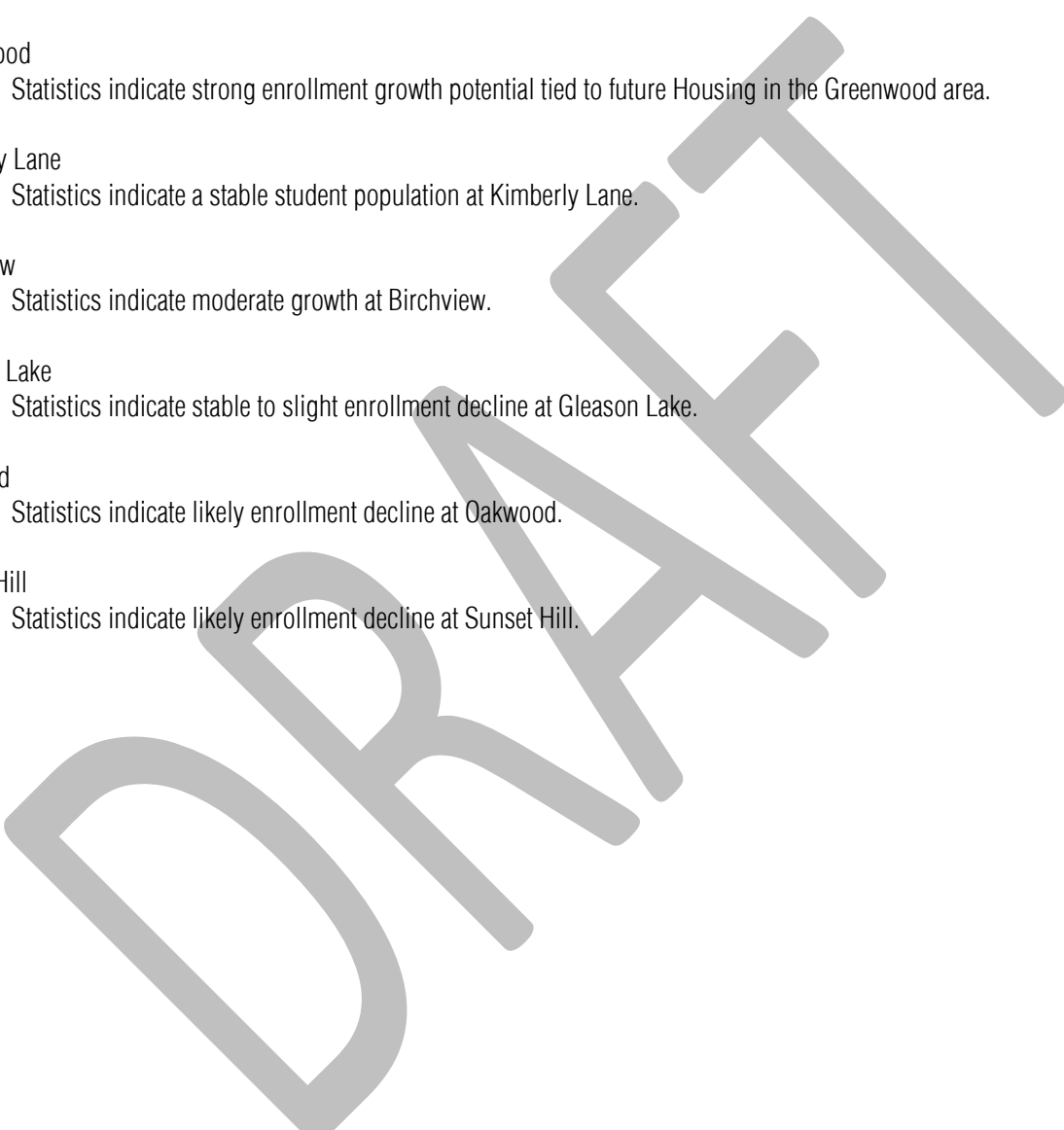
- Statistics indicate stable to slight enrollment decline at Gleason Lake.

Oakwood

- Statistics indicate likely enrollment decline at Oakwood.

Sunset Hill

- Statistics indicate likely enrollment decline at Sunset Hill.





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"Right-Sizing" Options

Potential Additions to Elementary Schools

- Oakwood Elementary
- Greenwood Elementary
- Sunset Hill Elementary
- Birchview Elementary

Independent School District #284

Wayzata, Minnesota

February 27, 2012

Minnesota
Illinois
Michigan
Colorado



"Right-Sizing" Concept

1. Elementary Buildings are most efficient if they are approximately 24-26 classrooms for capacity. At 24-26 rooms, they efficiently use:
 - (1) Art Room
 - (1) Music Room
 - (1) Gymnasium
2. Three of your Elementary Buildings meet this 24-26 classroom criteria (Plymouth Creek, Kimberly Lane, and Gleason Lake).
3. Four of your Elementary Buildings are smaller than the 24-26 classroom size (Oakwood, Greenwood, Sunset Hill, and Birchview).
4. If the District would consider adding Elementary classroom space, operationally it is most efficient at facilities which already have the support space availability and administrative structure.
5. What follows are possibilities to right-size the District's smaller Elementaries to efficiently add space.
6. In addition, the Oakwood Elementary site, due to its size, visibility, and geographic location, offers additional possibilities beyond right-sizing.



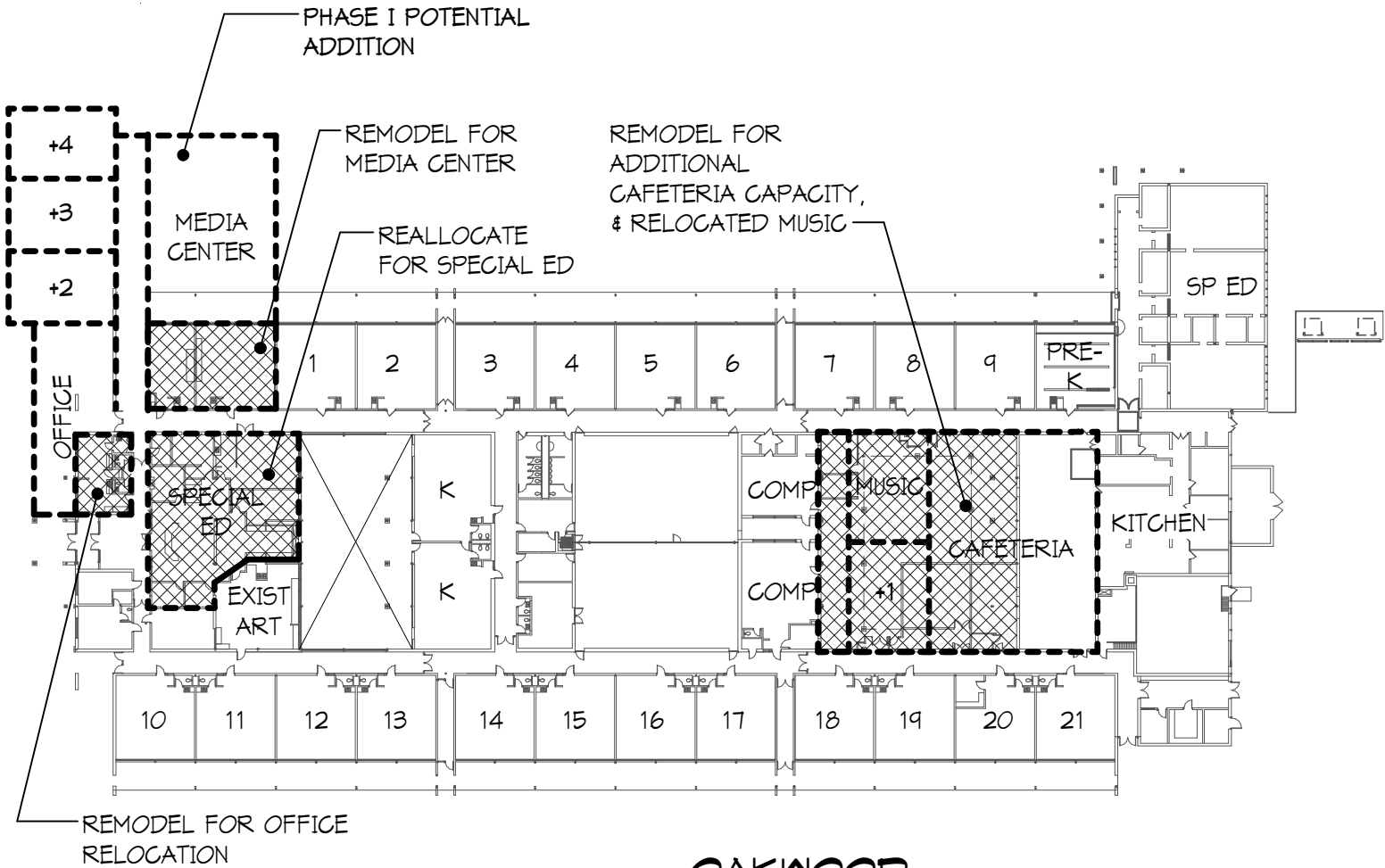
Independent School District #284

Potential Additions to Elementary Schools

February 27, 2012

Oakwood Elementary:

Original Building (incl UL mech):	71,161 SF
Remodel for Cafeteria Expansion, Music, Flex Rooms:	6,100 SF
Special Education Remodel Area:	3,140 SF
Media Center/Office/Kindergarten /Art Addition:	9,400 SF
Media Center Remodel Area:	1,520 SF
Office Remodel Area:	620 SF



OAKWOOD ELEMENTARY - PHASE I

1/64" = 1'-0"

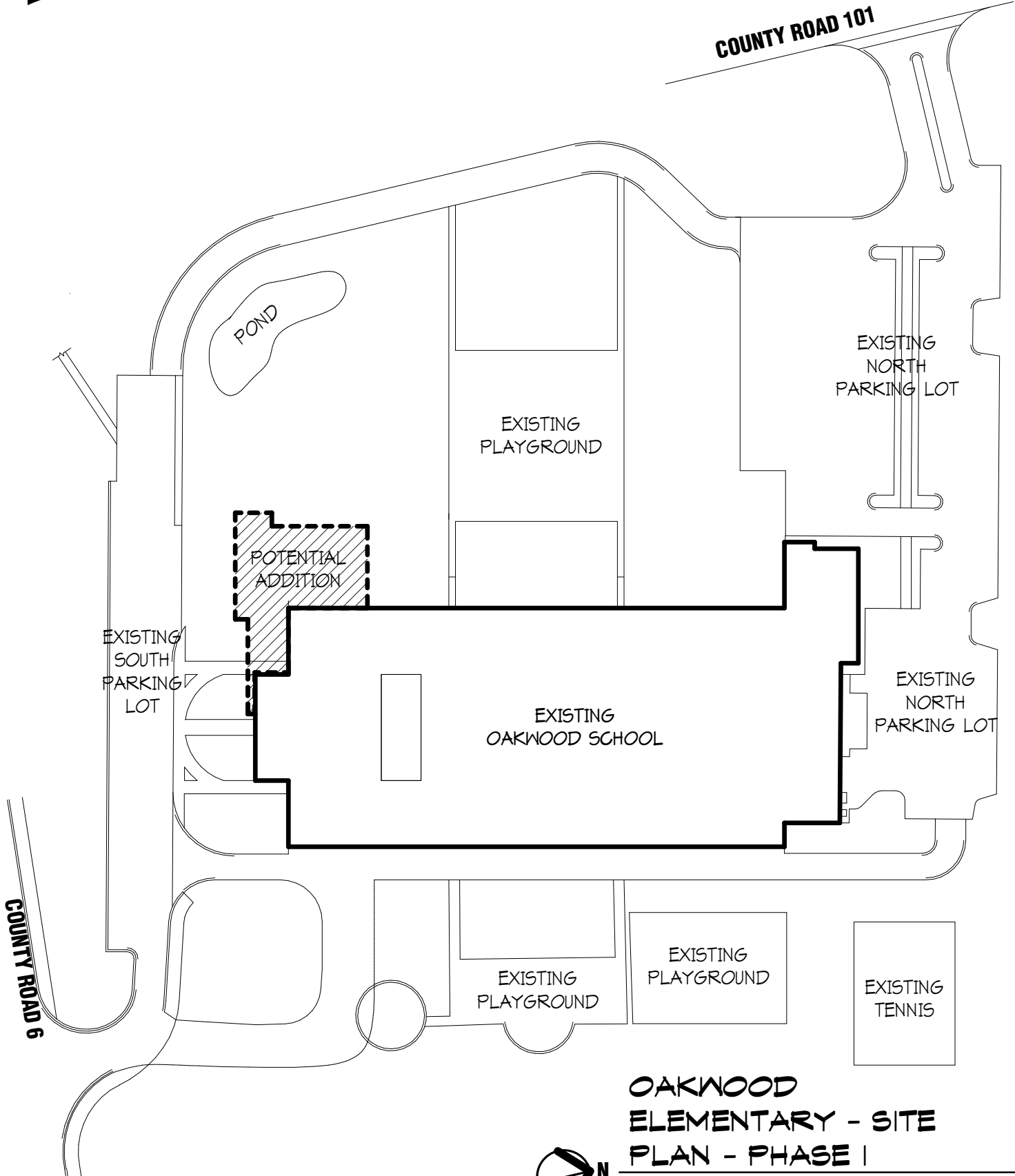


Independent School District #284

Potential Additions to Elementary Schools

February 27, 2012

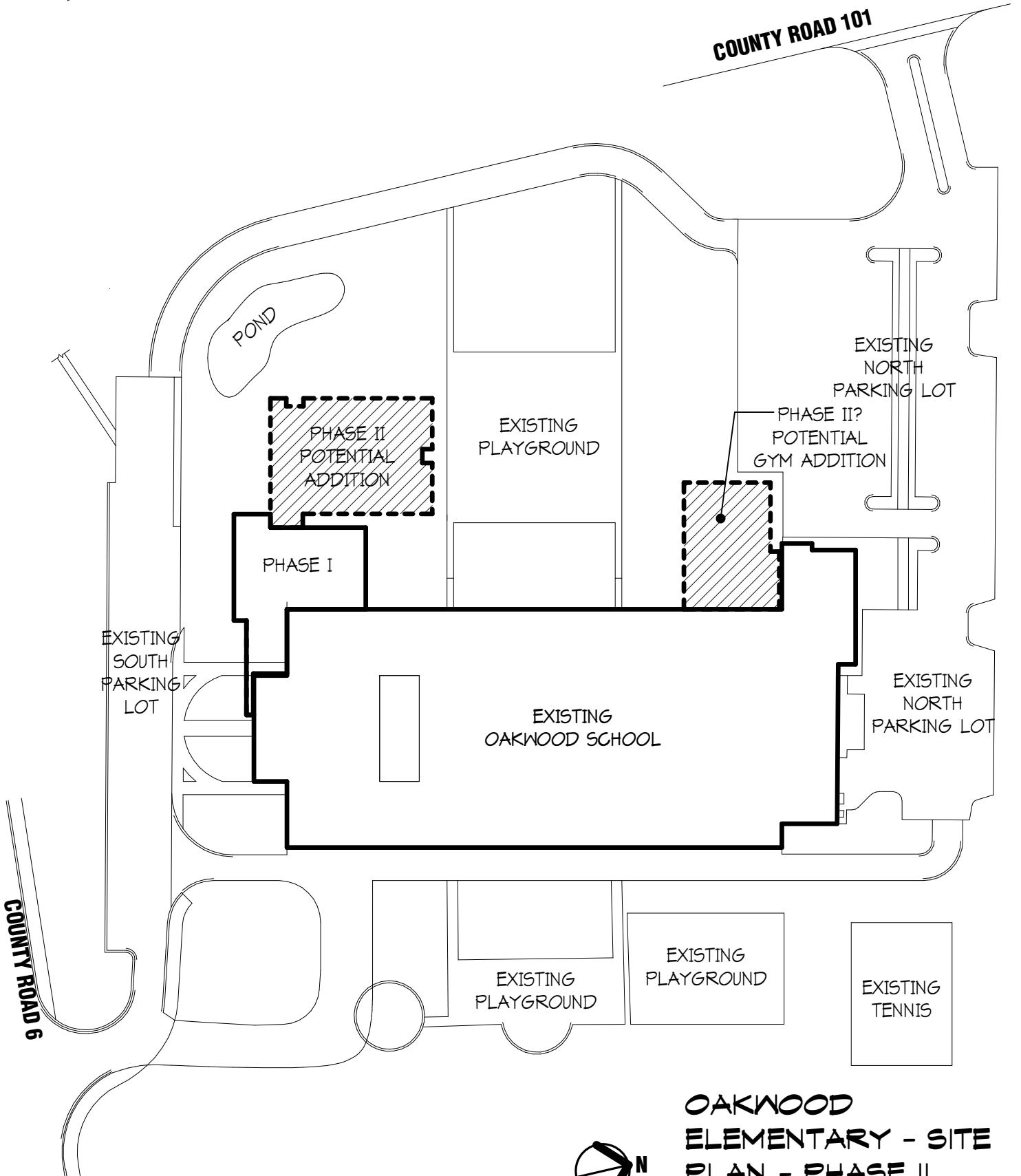
COUNTY ROAD 101



**OAKWOOD
ELEMENTARY - SITE
PLAN - PHASE I**



1" = 100'-0"



**OAKWOOD
ELEMENTARY - SITE
PLAN - PHASE II**



Independent School District #284

Potential Additions to Elementary Schools

February 27, 2012

Greenwood Elementary:

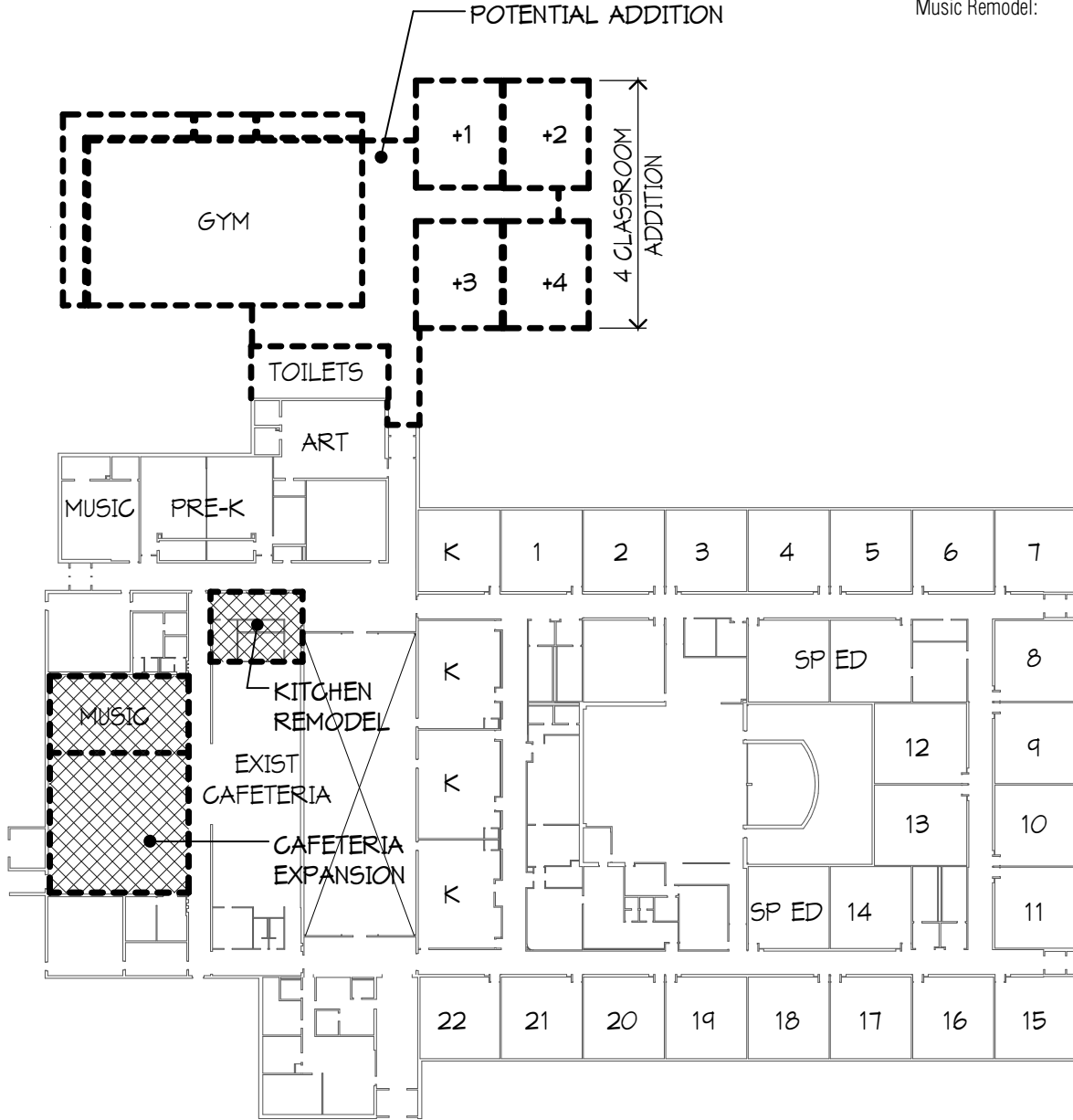
Original Building: 72,175 SF

4 Classroom Addition (incl Gym): 16,500 SF

Cafeteria Expansion: 2,580 SF

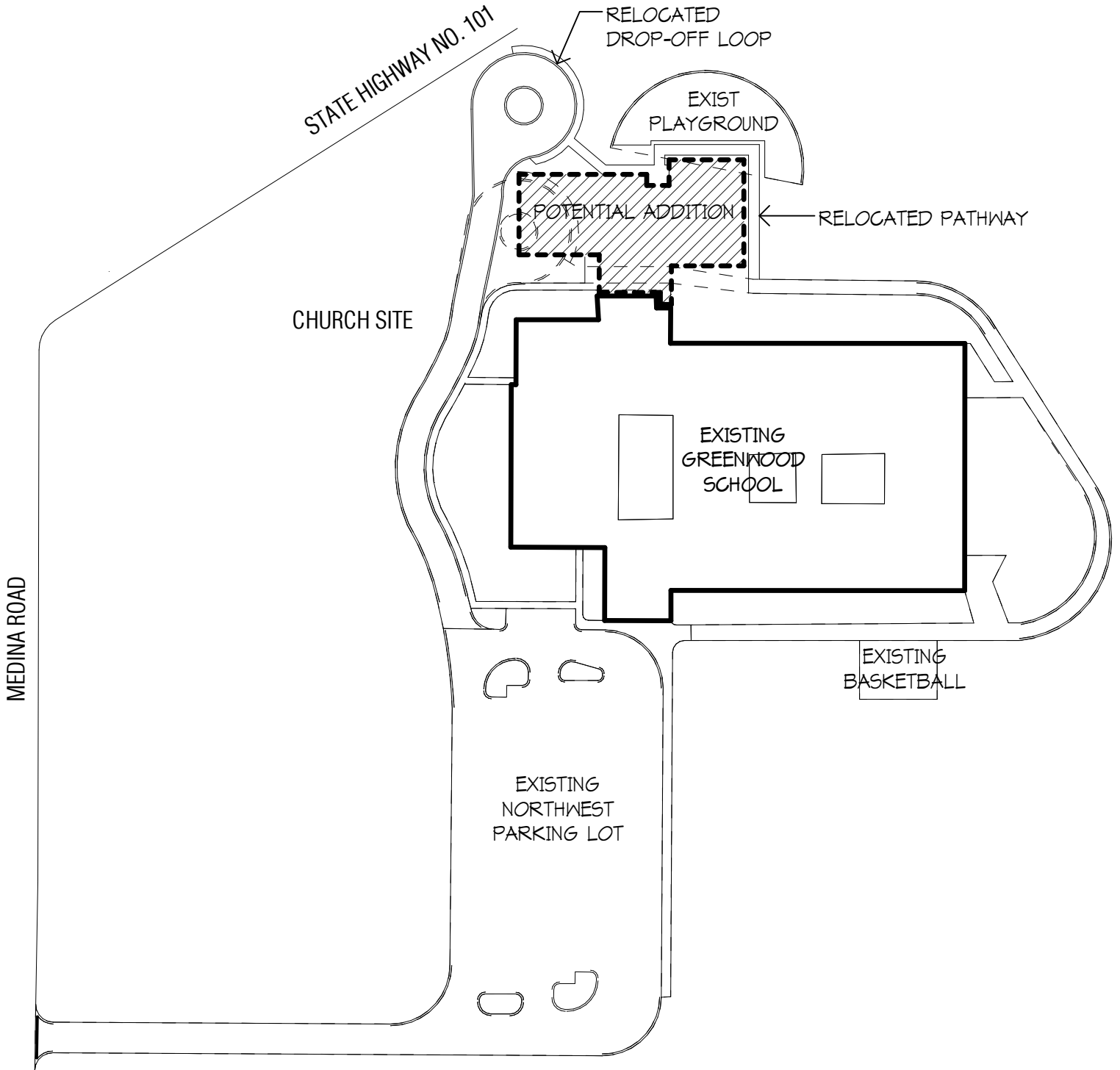
Kitchen Remodel: 850 SF

Music Remodel: 1,420 SF



**GREENWOOD
ELEMENTARY**

1/64" = 1'-0"



**GREENWOOD
ELEMENTARY - SITE
PLAN**



1" = 120'-0"



Independent School District #284

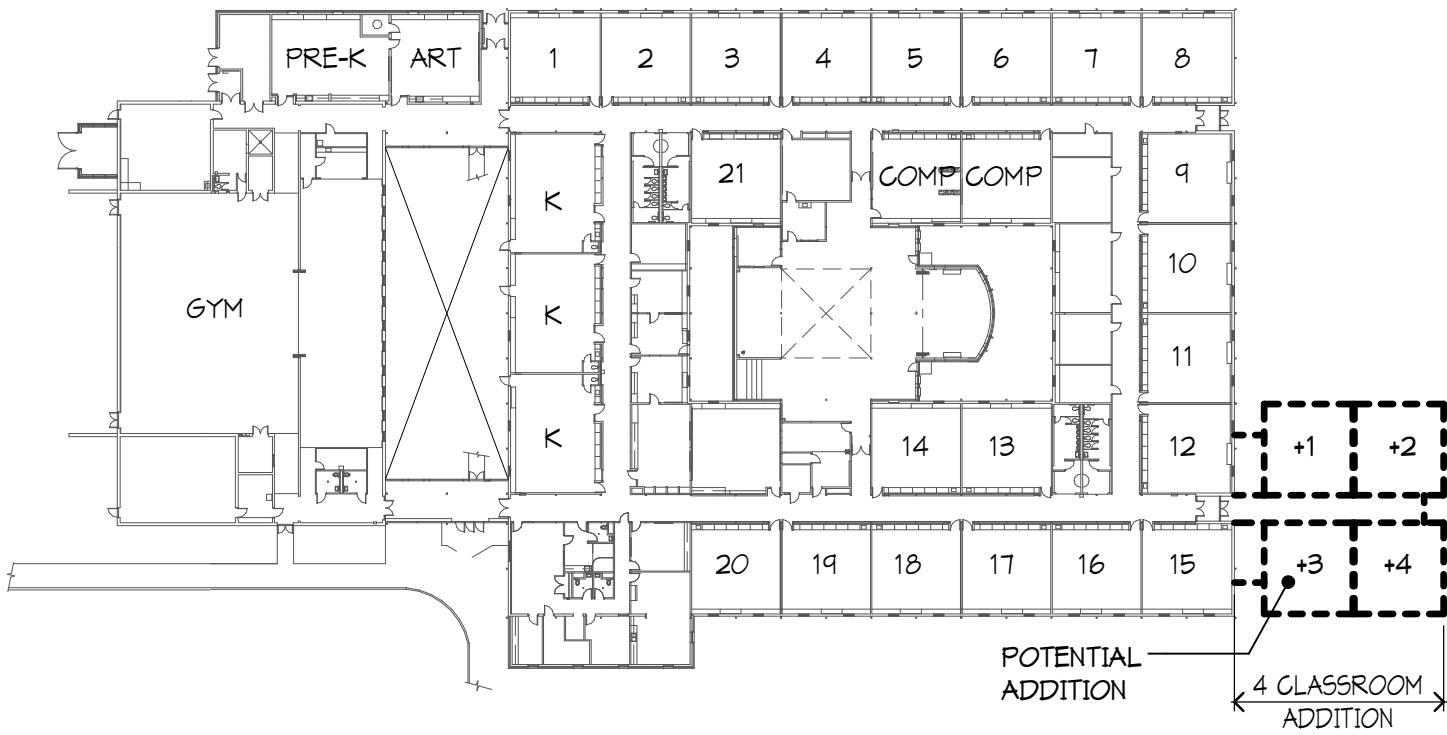
Potential Additions to Elementary Schools

February 27, 2012

Sunset Hills Elementary:

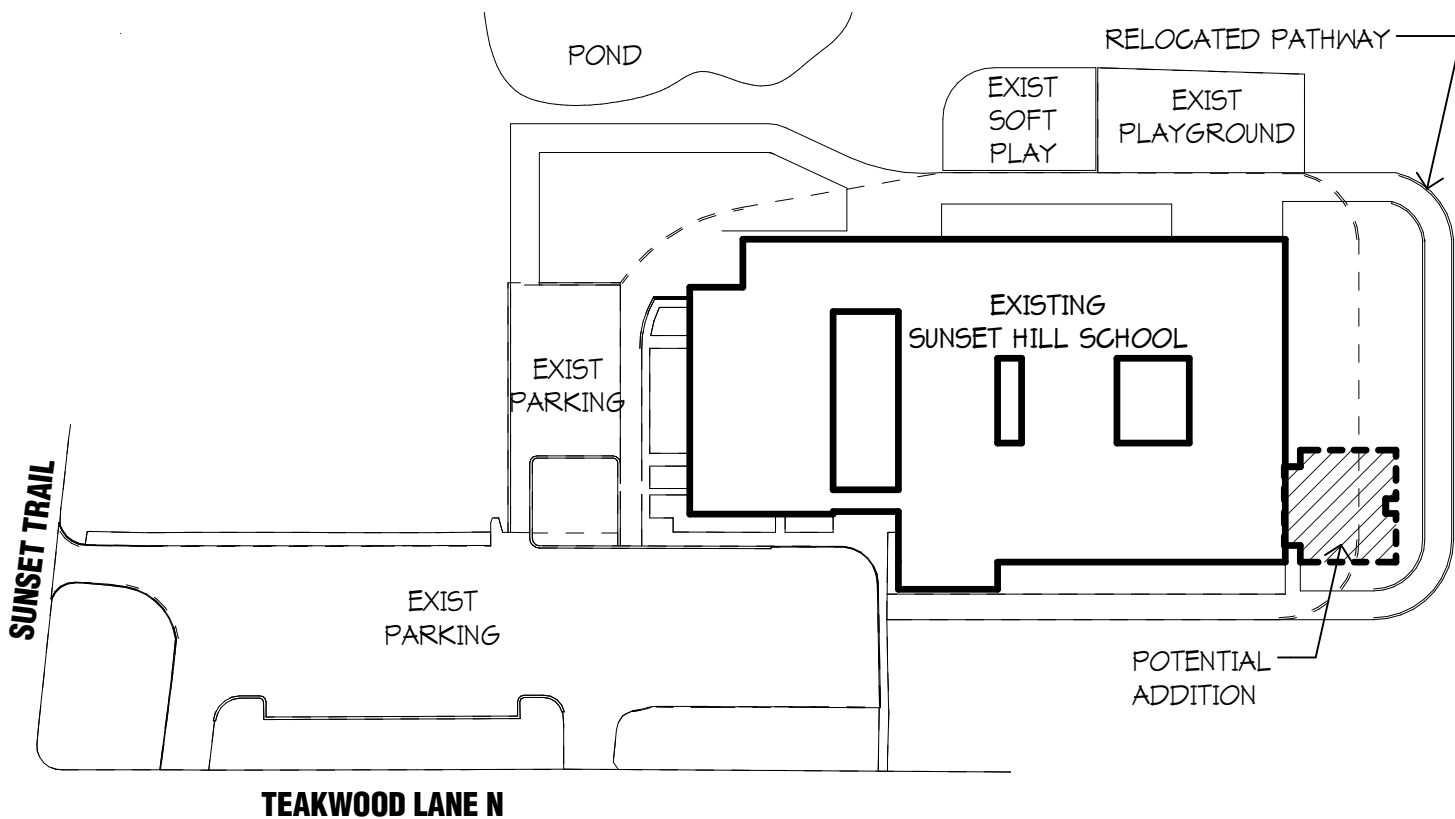
Original Building: 64,059 SF

4 Classroom Addition: 4,730 SF



**SUNSET HILL
ELEMENTARY SCHOOL**

1/64" = 1'-0"



**SUNSET HILL
ELEMENTARY - SITE
PLAN**



1 : 1440



Independent School District #284

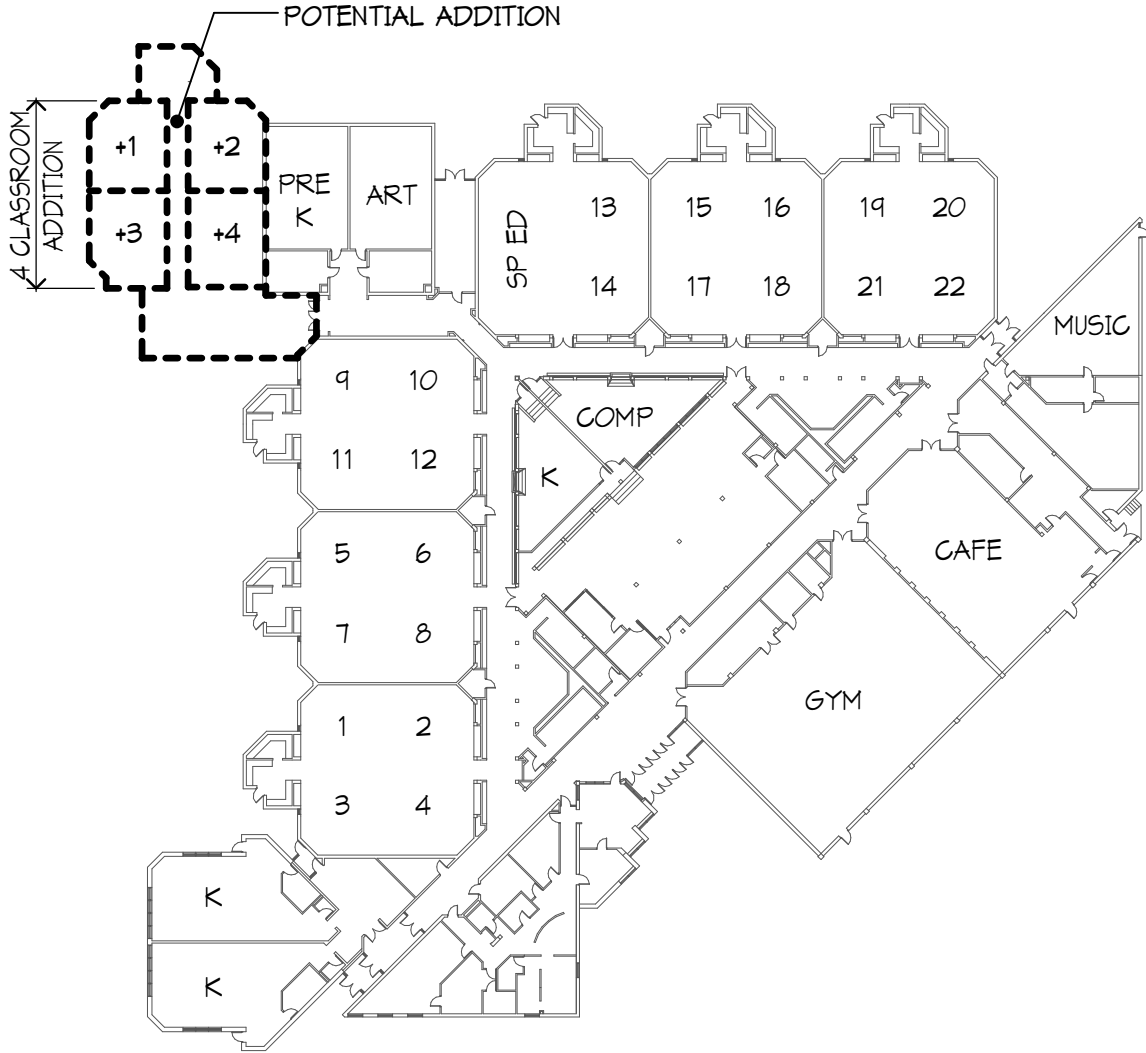
Potential Additions to Elementary Schools

February 27, 2012

Birchview Elementary:

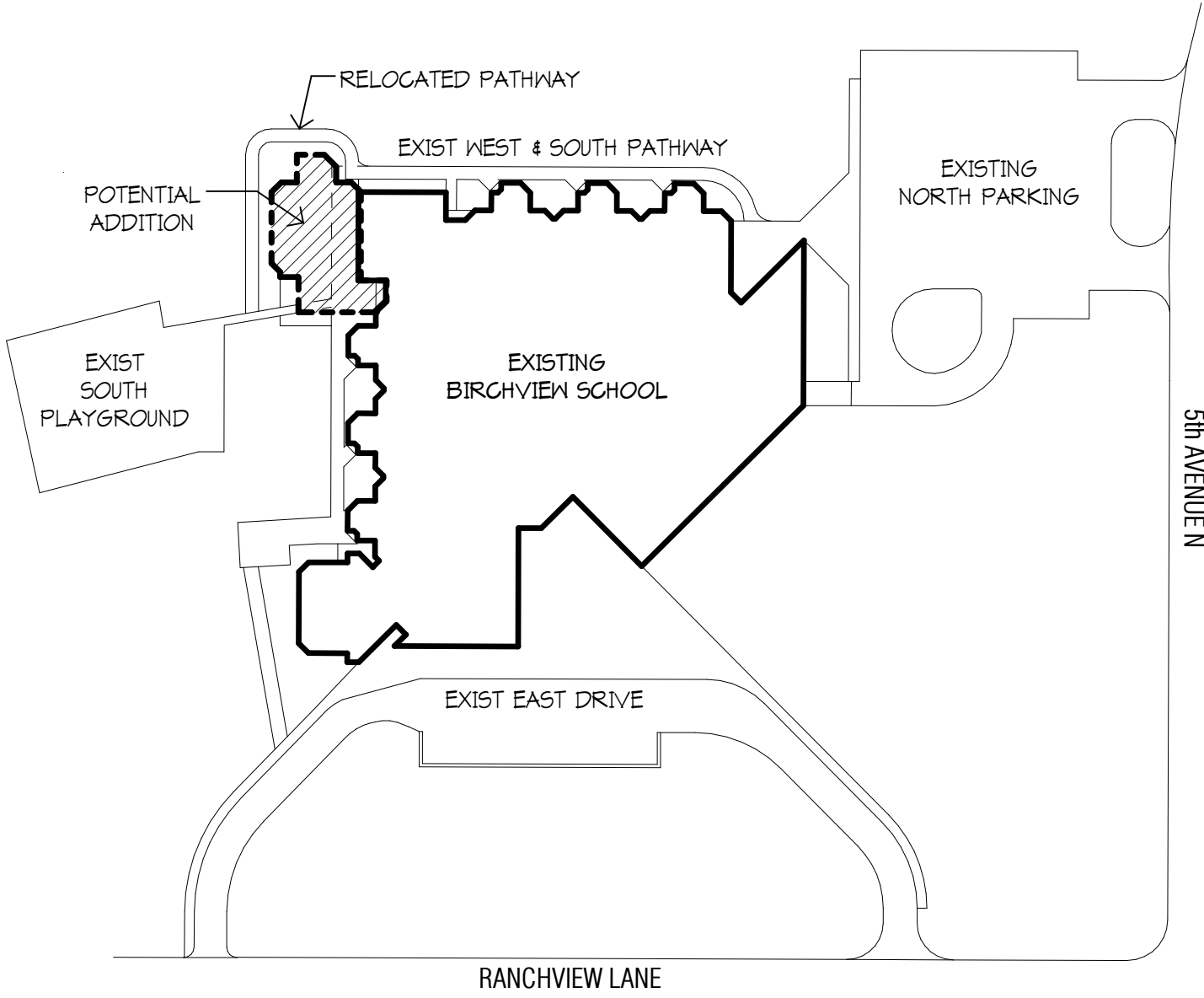
Original Building: 59,482 SF

4 Classroom Addition: 4,610 SF



BIRCHVIEW ELEMENTARY

1" = 60'-0"



**BIRCHVIEW
ELEMENTARY - SITE
PLAN**



1" = 100'-0"



Preliminary Budget

<u>School:</u>	<u>Project Cost:</u>
Oakwood Elementary (Phase I)	\$3.6 million
Oakwood Elementary (Phase II)	\$4.2 million
Greenwood Elementary	\$5.3 million
Sunset Hill Elementary	\$1.6 million
Birchview Elementary	\$1.6 million



Conceptual Time Schedule

Start Project	April 2012
Design/User Input	Spring 2012
Contract Documents	Summer 2012
Bid	September 2012
Construction	October 2012 - May 2013
Move-In	June 2013 - August 2013
Start School	September 2013

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - March 12, 2012 - 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 - February 13, 2012
 - B. Finance and Business Recommendations
 - C. Approval of Four Year Desegregation Plans and FY13/14 Budgets
 - D. Human Resource Recommendations
3. **STUDENT CURRICULUM PRESENTATION**
 - A. Birchview Elementary Student Presentation
4. **RECOGNITIONS**
 - A. March Employee of the Month - West Middle School - Margaret Hanrahan
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. Teaching and Learning
 - 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. **ADJOURN**

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – February 27, 2012

AGENDA SECTION: 8. ADJOURN

ITEM: _____

COMMENTS BY: Board Chair Hesby

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