

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session - January 22, 2007 - 4:00 PM
District Administration Building, 210 County Rd. 101 N., Plymouth

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POSTED: 1/18/07

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

VISION

A model of excellence among learning communities

MISSION

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

DISTRICT DIRECTIONS for 2005-2007

- ***Apply our vision to all components of the District***
- ***Erase organizational barriers that limit participation of all cultural groups***
- ***Strive for smaller class sizes***
- ***Work toward a more individualized model of education***
- ***Promote a “client-centered” District***

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – January 22, 2007

AGENDA ITEM: 1. Call to Order/Roll Call

COMMENTS BY: Board Chair Cohen

	<u>PRESENT</u>	<u>ABSENT</u>
Mr. Gregory D. Baufield	_____	_____
Ms. Linda A. Cohen	_____	_____
Ms. Susan J. Droegemueller	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Gary W. Landis	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Mr. Bob J. Ostlund, Ex Officio	_____	_____

Fulfilling the Vision of Becoming a Model of Excellence Among Learning Communities

Overview: There are many routine activities, too many to enumerate, that take us forward on our journey toward becoming a model of excellence. In addition, many activities are interrelated among levels of students and among departments.

Schools

Elementary

- ◆ Incorporation of full-time literacy specialists to coach teachers and work with fragile readers. The literacy specialists receive job-embedded professional development to improve their skills from our district literacy coordinator
- ◆ Incorporation of intervention specialists to assist with struggling learners
- ◆ Involvement in partnership with University of St. Thomas and Birchview to provide in depth professional development in math instructional strategies and to develop a partnership to assist the training of future educators
- ◆ Utilization of test data e.g. combination of MAP, MCA, classroom assessment, to improve instruction
- ◆ Designing one academic achievement goal per site in conjunction with alternative compensation goals to focus efforts
- ◆ Involvement of full-time Vision 21 teachers to provide coaching for teachers and instruction for identified students.
- ◆ Administrators write a goal on their personal goal setting plan on how they will support academic achievement in the classroom.
- ◆ Administrators are part of curriculum review teams e.g. health, phy. ed, language arts.
- ◆ Utilization of targeted services through ALC funding to address specific needs of fragile learners who are not making satisfactory academic progress
- ◆ Involvement in reading program linked to themes tied to healthy nutrition through the food service program.
- ◆ Adoption of electronic report cards
- ◆ Involvement with National Urban Alliance (NUA) to increase student achievement

- ◆ 2 elementaries are piloting a Response to Intervention training as a way to teach the most fragile primary students to prevent and preempt the need for special education. Teachers are being trained over time by district literacy curriculum resource person.
- ◆ Involvement with JDI as technology integration pilot
- ◆ Involvement with Action Research project with student teachers and St. Thomas.
- ◆ Integrated the use of science notebooks in a pilot project as a tool to promote scientific thinking and deeper understanding. Through the use of these notebooks, students gain experience in data collection, idea organization, vocabulary development, and concept reflection
- ◆ Incorporated strong vocabulary development into established language structure.
- ◆ Use of literacy volunteers who are trained in Urban Learner Framework and literacy strategies
- ◆ Cultivated a relationship with St. Philip the Deacon and Interfaith Outreach to provide neighborhood homework support in the apartment neighborhoods one or two times per week
- ◆ Implementing Courageous Conversations with staff to discuss ways of eliminating the achievement gap
- ◆ Community Open Forums to talk about the school, its challenges and achievements (OW)
- ◆ Development of leveled libraries to increase literacy skills

Middle Schools

- ◆ Incorporation of anti-bullying programs
- ◆ Incorporation of restitution programs and Habits of Mind
- ◆ [Begin implementation of reading strategies and other literacy initiatives across the curriculum in order to increase reading skills](#)
- ◆ Utilization of Read 180 to address needs of fragile readers
- ◆ Use of flexible groups to address mathematics needs
- ◆ [Utilize Vision 21 teachers to provide differentiation training and modeling to classroom teachers in order to plan for and deliver instruction that addresses individual student needs.](#)
- ◆ Incorporation of competitions for students with specific interests, such as robotics, lego league, math.
- ◆ Involvement of administrators in curriculum review cycles, such as language arts, health, phy. ed., and industrial technology

- ◆ Establishment of goal in conjunction with alternative compensation to establish a common site goal for academic improvement, by using data to look at student needs
- ◆ History Day as an annual event demonstrates the value of research and hands-on learning
- ◆ Ongoing academic activities such as poetry walls, interdisciplinary efforts with social studies and language arts, for example,
- ◆ Active use of advisory programs to establish relationships
- ◆ Class activities such as Environmental Learning Center overnight trips to build relationships
- ◆ Public concerts to demonstrate skills acquired in music
- ◆ Art displays, particularly displays and permanent art works in hallways, to display student art work
- ◆ Use of tools such as Just 5 Clicks to look at student data to inform instruction
- ◆ Varied after school activities to provide opportunities for students to learn new skills, physical, mental, and social.
- ◆ Breakfast provided to some who need it
- ◆ Breakfast provided on statewide testing days to make certain students can perform at their best levels.
- ◆ Incorporation of Explore Test, to give students and parents information to assist in high school planning
- ◆ Involvement with National Urban Alliance (NUA) to increase student achievement
- ◆ Study groups around professional development topics, such as *Classroom Strategies That Work*

High School

- ◆ Involvement in a reflection and forward-looking process to look at what does it mean to be a 21st century high school with the entire staff throughout the school years 05-07.
- ◆ Participation in site visits around the United States to see exemplary programs
- ◆ Addition of AP courses, totaling 25, including training for teachers.
- ◆ Addition of contemporary courses such as Chinese, Project Lead the Way, Computer Animation, Outdoor Education utilizing GPS technology, to name four.
- ◆ Addition of counseling staff to provide more student support

- ◆ Examination of student data to look at grades and credit attainment in order to design intervention programs and appropriate course work to meet student needs
- ◆ Involvement in in-depth, job-embedded training of counselors which is being provided by Education Trust. The training is 8 days spread out over a year and a half.
- ◆ Annual GALA established to support activity participation and access funding for those in need
- ◆ Involvement in community service projects with YES.
- ◆ Practical applications of learning activities such as the creation of a Rain Garden, in conjunction with classroom instruction
- ◆ Involvement in National Urban Alliance (NUA- 3 cohorts) to increase student learning and teacher development
- ◆ Involvement in an active professional development site committee which facilitates opportunities that are specifically designed to meet the needs of high school students and staff
- ◆ Involvement in business partnerships
- ◆ Involvement with advisory committees which assist in designing curriculum that will meet industry standards
- ◆ Incorporation of electronic report cards and online grading
- ◆ High school principal one of a small cadre of Minnesota principals selected for National Institute for School Leadership (NISL) school leadership training co-sponsored by the Minnesota Department of Education and Minnesota Association of Secondary School Principals and Univ. of Minnesota Principal's Academy
- ◆ Utilization of Reading 180 for struggling learners
- ◆ Created a team taught Cultural Literacy course for ELL students prior to taking government and language classes
- ◆ Added a Literacy Coach to extend the district literacy initiative to the high school program
- ◆ Incorporation of Best Practice Strategies from *Breaking Ranks II: 21st Century High School*
- ◆ Incorporation of STEM, Science Technology Engineering and Math, courses which is a national and state agenda
- ◆ Reform of 9th grade, including a cluster of 120 students with the same 4 core teachers much like the middle school model to encourage relationships and more involvement of teachers and students

- ◆ Change in advisory structure so that one teacher has ~20 students for 4 years by grade level, instead of mixing grade levels. In addition, the students meet every week. There is a team of teachers at the high school who are responsible for coordinating the curriculum.
- ◆ Increase in graduation requirements from 3 years of math and science to 4 years of each, or a combination of math, science, and STEM courses. The purpose is to make certain that students have math throughout their high school career, particularly as seniors. Also, this matches the initiative and conversations at the higher education level to increase their entrance requirement to 4 years of math. In addition, our intent is to make the senior year very meaningful.
- ◆ Involvement with Circle of Fire, reflection and renewal for teachers
- ◆ Involvement with Courage Work Conversations for staff as a professional development personal and professional reflection.
- ◆ Outlining the safety nets in place for students and existing gaps
- ◆ Incorporation of new reading and math summer school program through the ALC for incoming 9th graders so they can actually get accelerated instruction in areas of need and earn credit. This is a program designed to support a success cycle beginning in 9th grade.
- ◆ Partnership with North High School to begin a teacher idea exchange with ~15 teachers. Teachers from North and Wayzata teachers will begin collaboration on common interests sharing opportunities. Hopefully, this will lead to a student collaboration.
- ◆ Meetings with parents in north Minneapolis to talk about registration, communication, etc. to make certain there are school/parent links for some of our families who live in north Minneapolis
- ◆ Discussions with teachers about the purpose of grading and examining how we look at students. Are we grading innate aptitude? Learning? Or effort? How should we teach today's student? What should we be grading? How do we build instruction and support in this area?

Athletics and Activities

- ◆ Constant assessment of our programs by soliciting feedback from students, parents, and coaches. Utilize electronic methods, such as Survey Monkey, to facilitate easy feedback
- ◆ Constantly looking at new ways for students to be involved. For example, we have had some activities able to letter, even though they were not "approved" high school league activities. We have had

lacrosse, rugby, for example, to meet the needs of a wide variety of students.

- ◆ In working successfully with community groups, community education, we have added a "Bubble" at Central Middle School so that students would have more opportunity to participate throughout the winter months.

Other Departments

Administration

- ◆ Ongoing involvement with the MPA Principals' Academy with professional development with nationally recognized presenters such as Heidi Hayes Jacobs, and Doug Reeves
- ◆ Ongoing professional development through Administrative Council at retreats and monthly with such books as *16 Trends that will Profoundly Impact your Future* and *Future-focused Leadership*, and *Courageous Conversations*
- ◆ Involvement with training through WMEP, particularly Beyond Diversity.
- ◆ Involvement in creating and implementing an Equity Plan to eliminate the achievement gap
- ◆ Involvement in training with Measure of Academic Progress (MAP) testing from NWEA to be able to use the test results to identify areas of need and then design instruction to increase student achievement
- ◆ Involvement in creating teams in buildings to establish the site academic goal and professional development plan as part of the alternative compensation plan
- ◆ Ongoing involvement in national conferences to stay current in best practice and research. For example, our administrators routinely attend National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), American Association of School Administrators (AASA). (Association of Association for Supervision and Curriculum Development) ASCD, (National Staff Development Council) NSDC, National Reading Conferences, National Middle School Conference (NMSA), and Nuts and Bolts, which is a national conference about effective middle schools, to name a few.

- ◆ Involvement on curriculum review committees
- ◆ Involvement on Cabinet which does not occur in most districts
- ◆ Many of our administrators either are currently serving or have served as board members and/or presidents of professional organizations such as Minnesota Association of School Administrators (MASA), Minnesota Association of Secondary School Administrators (MASSP), MNSPRA Minnesota School Public Relations Association and NSPRA, the national organization, school finance directors Minnesota School Business Officers (MSBO), human resource directors Minnesota of School Personnel Administrators (MASPA).
- ◆ Superintendent visits with schools on a routine basis as "breakfast with the Superintendent. Such a connection increases visibility and accessibility from the top down

Assessment

- ◆ Standardization of Skyward system across the district. Everyone uses the Skyward grade book from elementary through high school.
- ◆ Provision of training for teachers to ensure that they feel comfortable in using Skyward
- ◆ Coordination of student management department and assessment department
- ◆ Creation and implementation, including training, of electronic elementary progress report
- ◆ Provision of indepth training for every elementary teacher and principal to be able to use MAP tests (Measure of Academic Progress) which has replaced the WALT
- ◆ Oversight of all the tests that are now required through NCLB, including providing training for proctors, oversight of testing,
- ◆ Involvement with special education to coordinate alternate assessments as part of accountability testing.
- ◆ Follow through with WMEP to get assessment feedback of Choice is Yours program.

Buildings and Grounds

- ◆ Constant pride in maintaining and upgrading all buildings to maintain high standards of cleanliness and maintenance

- ◆ Constant upgrades for safety in security, e.g. marking door numbers, providing security cameras, redoing front entries so that visitors must check in
- ◆ Responsiveness to changing needs of buildings, such as the need for new science labs, or increase need for classrooms because of boundary adjustments.
- ◆ Priority for health and safety improvements including indoor air quality, hazardous substance control, fire and life safety
- ◆ Emphasis on preventive maintenance to extend life and preserve value of buildings and equipment
- ◆ Developed long-range plans for major maintenance expenditures

Clerical, Secretarial, Office paraprofessionals

- ◆ Involved in constantly upgrading technological skills, e.g. Access, new online access for employees to be able to view their current standing in vacation and sick days.
- ◆ Involved in customer service training to make our buildings very customer-friendly and responsive.

Communications

- ◆ Update of "look" of district web site
- ◆ Update of appearance of *Communicator*
- ◆ Co-facilitated customer service training in response to customer service audit that was completed about our district
- ◆ Facilitated planning for pandemic flu

Community Education

Abe (Adult Basic Education)

- ◆ Extended opportunities for ABE parents and grandparents to participate in K-12 activities
- ◆ Improved marketing of literacy services offered through ABE

Yes (Youth in Education Service)

- ◆ Expand Club YES service involvement in community in district e.g. SafeZone, Wishes & More, St. David's Art Gone Wild
- ◆ Built relationship between Club Y.E.S. and middle school service clubs e.g. "West Helping Others"

Adult Education

- ◆ Constantly classes to meet changing needs of populations, e.g. teaching classes in partnership with Hillcrest of Wayzata around the issues of the "sandwich" generation and aging

Volunteers

- ◆ Trained volunteers in Urban Learner framework to assist in meeting the needs of divergent learners
- ◆ Recruited volunteers from the business arena to tutor skills so they can pass the Basic Skills Test
- ◆ Developed an efficient technological system for check-in for volunteers. The system also allows us to track the number of people and hours of our volunteers

Home Base

- ◆ In process of applying for NAA accreditation for all Home Base sites
- ◆ Engaged in curriculum review process for language arts to support the K-5 program.

Ecfe/Family Learning Center

- ◆ Improving learning space with renovation of D wing's air handling, windows, and access to water in classrooms
- ◆ Improve signage for Peppermint Fence outside of D wing

CES (Community Education Services)

- ◆ All staff participated in professional development using Strength Finder Instrument
- ◆ Instituted the use of lanyards for parents as they enter the building for early childhood so it less cumbersome to check in and out
- ◆ Incorporation of Peppermint Fence, a preschool program, to ensure quality service to our families
- ◆ Adoption of online procedures to make registration and payment easier for our community
- ◆ In partnership with curriculum and instruction, community education staff have coordinated training for literacy volunteers who were tutoring in 3 elementary buildings initially and have now expanded the program.

Culinary Express

- ◆ Marketing the Culinary Express program as " A Celebration of Food and Friends"

- ◆ Continual examination of trends in nutritional guidelines, especially as we face an obesity epidemic to provide lunch choices that help students make nutritious choices.
- ◆ Incorporation of reading/food program where students read books that are aligned with a featured food *Give Moose a Muffin..* The program was nominated and recognized by the Minnesota School Nutrition Association and the American School Nutrition Association.
- ◆ Incorporation of healthy choice options, such as sushi and vegetarian entrees for students.
- ◆ Constant upgrade in family access so parents can see what their children choose for lunch.
- ◆ Investment in kitchens and serving areas to enhance the visual appeal of the lunch program
- ◆ We provided training in conjunction with Hamline University in understanding diverse learners and strategies in teaching literacy.
- ◆ In partnership with curriculum and instruction and the Communities in Collaboration Council, we conducted evening discussions around diversity and equity issues. We have read books, such as *Shame of the Nation* by Jonathon Kozol, *Courageous Conversations* by Glenn Singleton and Curtis Linton, and discussed videos, such as *The Road to Brown* and *Crash*. The purpose was to widen the discussion about community equity issues.

Curriculum and Instruction

- ◆ Shortened curriculum review cycles from 7 to 6 years
- ◆ Integration of technology into curriculum so that technology are tools, not toys
- ◆ Professional development required and provided for teachers when new equipment is installed in a classroom. For example, when teachers get smartboards, they must take training before the installation and again after the equipment is being used
- ◆ Professional development provided throughout the curriculum review process, as appropriate.
- ◆ Included students to be active members of curriculum review teams
- ◆ Professional development provided to curriculum resource teachers, such as the study of *Fieldbook of Facilitator Skills, 16 Trends that will Profoundly Impact your Future, Results Now.*

- ◆ Bi-monthly meetings of curriculum resource team to facilitate discussion of current happenings in the district.
- ◆ Development of essential questions as an integral part of the curriculum review process
- ◆ Development of common assessment when appropriate
- ◆ Flexible time lines on curriculum adoptions
- ◆ Update of ecurriculum to be more user friendly and more visible to parents
- ◆ Incorporation of technology in curriculum review, such as smartboards, symposium, wikis, etc.
- ◆ Use student achievement data to design appropriate courses and interventions to address academic needs
- ◆ District professional development days designed to meet a wide variety of needs from curriculum review, to interdepartmental discussions, to cross grade level discussions.
- ◆ Incorporation of electronic system to track continuing education credits (CEUpid)
- ◆ Addition of technology integration specialist. Next year we will add an elementary technology integration support person.
- ◆ Updating of science kits to make certain that all teachers teach elementary science in alignment with the new Minnesota science standards. Now every grade level is required to teach at least 2 kits.
- ◆ Purchase of several thousand dollars of math manipulatives for the elementaries to update the curriculum
- ◆ Training in lesson study as successful way to build professional development around student achievement.
- ◆ Involvement in training and support of alternative compensation initiatives through professional development, dialogue, interaction with peer coaches
- ◆ Institution of Alternative Compensation initiative which means that each site has one academic goal. Peer coaches are involved in observing and coaching experienced staff to improve skills.
- ◆ Institution of online site plans that are consistent and easier to complete. Each plan has one academic goal that is related to alternative compensation. Other initiatives may be presented but it is clear that there is one academic goal.
- ◆ As part of the alternative compensation, we have academy courses and study groups that are led by staff to further professional growth

and development

Finance and Business

- ◆ Emphasis on forecasts and planning to ensure financial stability
- ◆ Office of State Auditor mentioned the District in a recent report as having used "astute financial management" to address retiree benefit costs
- ◆ Creative use of life insurance as an investment vehicle to fund long-term obligations, obtaining higher rates of return without increasing risk
- ◆ Developed purchasing card program to simplify purchasing process for users, especially for those making numerous small-dollar purchases. Obtained a rebate from the bank for this year's level of usage.
- ◆ Have in place a joint powers discount plan for furniture purchases that yields a 1% commission for our district on purchases by other districts
- ◆ Bond rating has improved markedly to Aa2 (Moody's) and we have a very good chance to improve further next time the district issues or refinances bonds
- ◆ We refinance bonds when market opportunities arise (have done so three times in last five years) to reduce tax burden
- ◆ Creative use of lease-purchase and lease levy authority to construct CMS sports facility and pool locker room at Lifetime Fitness, enhancing opportunities for youth participation in sports
- ◆ Cooperate with boosters, sports organizations and cities to maximize usage of our facilities by youth and adult community members
- ◆ Constant self-assessment in ways to improve e.g. we have recently standardized and transferred some account codes to be in line with the UFARS reporting system
- ◆ Seeks input from the administrative team at large regarding budget decisions in an open process
- ◆ Utilize technology to enhance operational efficiencies and provide information e.g. GPS technology for mapping.
- ◆ Our ultimate goal is to fund educational programs, as opposed to just tracking numbers

Human Resources

- ◆ Adoption of online procedures to make job application and review of applications more user friendly and current best practice
- ◆ Update of evaluation form and process for unaffiliated employees
- ◆ Involvement with WMEP to increase the likelihood of attracting, hiring, and retaining staff of color
- ◆ Providing on-going training for new administrators on expectations for administrators in Wayzata
- ◆ Involvement in application for and implementation of Alternative Compensation
- ◆ Updated HR webpage(s) - internet and intranet
- ◆ Revised teacher evaluation forms to coincide with new alternative compensation evaluation forms
- ◆ Updated process for hiring administrators
- ◆ Enhanced employee benefit education - e.g. newsletters

School Board

- ◆ Actively involved in annual self-assessment process
- ◆ Actively involved in Beyond Diversity training through WMEP.
- ◆ There is Board representation on the District Equity committee to establish and implement the District Equity Plan
- ◆ Actively involved in committees which meet monthly around certain topics such as updating Board policies, Human Resources, Citizens' Financial Advisory, Curriculum and Instruction, Legislative Action Committee, to name a few
- ◆ Actively involved in training through Minnesota School Board's Association (MSBA), as well as providing presentations at the state convention.
- ◆ Participated in a strength finding workshop as well as other retreats to further the effectiveness of Board functioning.

Special Services

- ◆ Promotion of Response to Intervention (RTI) pilots in 2 elementaries with the hope of extending it to other schools to provide services to children at an early age so that students do not need to fail in order to receive special services. Too often students are in 3rd grade and already failing before they receive extra intervention from special services. This program is designed to give teachers the skills to

- instruct students that are at risk so that students have the necessary skills and may not have to be labeled as "special education."
- ◆ Constant monitoring of all programs as to appropriateness, including our 287 programs, Setting 3 programs.
 - ◆ Providing constant training in current research, such as mental health issues, assistive technology.
 - ◆ Involvement in curriculum review cycles and the purchase of appropriate materials designed to meet specific identified needs.
 - ◆ Active involvement in curricular interventions that are needed at all levels, e.g. Readers at risk, high school students who will have difficulty meeting the new graduation requirements.
 - ◆ Development of real life opportunities so special education students are contributing members of the school and greater society, e.g. the completion of the rain garden at the high school.
 - ◆ Constant assessment and examination of our ELL programs as we have more students, more students with different languages, and more students with little language skills.
 - ◆ Constant training with our paraprofessionals to increase their skills and effectiveness
 - ◆ Director and coordinators are constantly involved in professional activities, district and state committees and conferences, to ensure the implementation of current research and best practice
 - ◆ Involved in active work in early childhood special ed. to provide services that are appropriate and supportive for school readiness. We are known for our early childhood special ed. programs.
 - ◆ Exceptional work to keep our special ed. numbers at appropriate levels and yet provide appropriate services to students. This is increasingly difficult as families are more and more educated and forceful about demanding individual attention for their child's specific needs. It is easier to acquiesce than it is to provide appropriate FAPE (Free and Appropriate Public Education) to our students.
 - ◆ Constant voice in all discussions for students with special needs. For example, recently there was a presentation about the Legislative Action Committee's platform and the question was raised if there were a parent of a child with special needs on the committee, particularly as one of the platform issues was about special ed. funding.

- ◆ Completion of three years cohort activity for the area of Autism to build expertise and capacity in each of the District's schools and programs.
- ◆ Implementation of the program improvement process for students with emotional and behavioral difficulty, including the creation of a cohort similar to the design for the Autism cohort.
- ◆ Created active involvement with parents in Wayzata Special Education Advisory Council (WSEAC), which includes primarily parent representation.
- ◆ Demonstrated ongoing involvement with District-wide health and wellness through the District nurses which includes, but is not limited to: CPR and First Aid Training, participation on building and District level crisis teams, to implementation of AED's, and primary involvement in the District's pandemic flu committee.

Technology

- ◆ Development of 5 year technology plan titled "Becoming a Model of Excellence" which describes in detail our technology system, technology priorities, and implementation schedules for the previous and the new referendum revenue. The primary focus is on system upgrades, technology integration into curriculum, training, staffing, reporting to the community and a 21st century approach to technology for the district.
- ◆ Addition of building support staff in technology with video position, 10 month tech paras, secondary and elementary technology curriculum integration specialist
- ◆ Pilot of media access system that is web-based
- ◆ Standardization of computer machines and operating systems district-wide
- ◆ Consolidation of district servers
- ◆ Expansion of internet bandwidth
- ◆ Upgrade of telephone system
- ◆ Upgrade of district video access system
- ◆ Upgrade of presentation systems throughout the district and in the Board room. The Board room is now equipped with a Symposium set-up.
- ◆ Incorporation of electronic grade book K-12 for increased family access to information

- ◆ Establishment of model classrooms at the elementary level
- ◆ Support for and provision of technology for some of our students who do not have access at home.
- ◆ Enhancement of curriculum to reflect technology innovations and real world applications. For example, video is a delivery system for such things as Newsbreak, but we also need to have curriculum that is reflective of real world video use, such as video programming for gaming, advertising, etc.
- ◆ Establishment of data warehouse tool for researching and identifying performance for student achievement and site goals.
- ◆ Implementation of projector and microphone systems as outlined in the tech plan. Science and art classrooms were first in the plan because they were in curriculum review.
- ◆ Incorporation of Boardbook for electronic access to Board materials so that the paper copies are no longer needed which is a time and money saver.

Transportation

- ◆ Safety is always the top priority.
- ◆ Establishment of registration procedure for riding the bus so that families that opt out of transportation can be excluded from routing procedures
- ◆ Ensuring that transportation runs smoothly for our students from north Minneapolis so distance from school does not impede good attendance
- ◆ Ensuring that special ed. Transportation meets our students' needs
- ◆ Utilization of technical tools to increase efficiency (Edulog bus routing) and to increase information availability (e.g. online bus stop inquiry feature)
- ◆ Exceed state requirements for driver and bus aide qualifications and background checks

Elementary Class Size Comparison

		Birchview		Gleason Lake		Greenwood		Kimberly Lane		Oakwood		Plymouth Creek		Sunset Hill	
		Class Size w/o Levy	Actual	Class Size w/o Levy	Actual	Class Size w/o Levy	Actual	Class Size w/o Levy	Actual	Class Size w/o Levy	Actual	Class Size w/o Levy	Actual	Class Size w/o Levy	Actual
	Ratio														
K	22/19	19.6	19.6	20.8	20.8	21	16.8	21.7	18.6	22.3	16.8	22.3	17.8	21.5	17.2
Grade 1	24/21	24.5	19.6	24.4	22	24.3	19.4	24.8	24.8	23	23	23.8	19	25.3	20.2
Grade 2	25/22	25.5	25.5	24.4	24.4	26.9	20.2	26	23.4	24.3	24.3	26	19.5	23.8	23.8
Grade 3	27/24	28.3	21.3	27.3	24.6	28.6	25	26.4	23.8	26.6	23.3	26.3	21	28.3	21.3
Grade 4	29/26	31	23.3	29.3	23.4	28.5	22.8	30	24	28	28	30	22.5	27.1	23.8
Grade 5	29/26	27.7	27.7	28.7	25.8	28.8	23	30.2	27.2	26.4	22	28.9	25.3	27.4	24

Notes:

1. Besides lowering the allocation, we also discontinued the practice of staffing .5 classes
2. 32 of the 42 classrooms were affected (1st Grade at KL would have been affected; however space was not available.)
3. We added para-professional help (6 hours/day) to help with class size at primary grades @ BV, GL and KL
4. Total staff changes - +17.00

Secondary Average Class Size Comparison

	Middle Schools		High School	
	Allocation w/o Levy	Actual	Allocation w/o Levy	Actual
Grade 6	30.47	26.46		
Grade 7	32.09	28.05		
Grade 8	29.56	25.57		
Grades 9-12			31.65	27.15

Notes:

1. Total staff changes at Middle Schools = +15.57
2. Grade 8 includes full year of science
3. Total staff changes at High School = +17.63



**EQUITY PLAN TO ELIMINATE OUR
ACHIEVEMENT GAP**

I suppose it was naïve of me to think
...that if one only searched one's heart
one would know
that none of us responsible
for the complexion of his skin,
and that we could not change it if we wished to,
and many of us don't wish to,
and that this fact of nature
offers no clue to the character or quality
of the person underneath.

MARIAN ANDERSON, 1956

Rationale for District Equity Plan

(September 26, 2006)

The mission of Wayzata Public Schools requires the establishment of high academic expectations for all students. Therefore, we must work to help each student meet or exceed these expectations. While many of our students are achieving at a high level, some are not. There is a disturbing pattern that must be addressed in order to achieve the district's mission.

The district has increased its scrutiny of our student achievement data and has discovered that the district is not educating all students to the expectations that we have established. For example, the following results from the 2005 Minnesota Comprehensive Assessment (MCA) grade seven, demonstrate a wide variation among racial groups:

- White students:
 - 96 percent of students were proficient in math
 - 94 percent of students were proficient in reading
- Asian students:
 - 96 percent of students were proficient in math
 - 94 percent of students were proficient in reading
- Black students:
 - 42 percent of students were proficient in math
 - 44 percent of students were proficient in reading
- Hispanic students:
 - 69 percent of students were proficient in math
 - 56 percents of students were proficient in reading

Examination of data from other grade levels and previous years provides similar evidence of a gap in achievement among racial groups. It is clear from these test results and other data that action is necessary to eliminate the gap in achievement that currently exists in our schools. For the purpose of this work, we have defined the achievement gap as the difference between the academic performance of White and Asian students compared to the performance of Black and Hispanic students. Closing the achievement gap is a challenge that many districts are facing throughout the nation and one that we must take seriously.

The goal of the equity plan is to eliminate the predictability and disproportionate numbers of students in racial groups that occupy the lowest achievement categories. While there may not always be agreement on the causes for this gap in achievement, we cannot ignore that the gap exists. It is our responsibility to take action to improve our educational system to prevent anything that might serve to limit the achievement of Black or Hispanic students, and to ensure all students are achieving at a high level.

It is our intention to bring all cultural groups of students up to a high level. This will not be easy work. Each staff member must utilize different techniques and models for delivering instruction in a culturally competent manner. We are strongly committed to making sure race is not a predictor of student success and that all students achieve to their greatest potential.

VISION

“A Model of Excellence Among Learning Communities” is the vision for the Wayzata Public Schools. In creating a plan that will be a guiding document for the Equity Team and all members of the Wayzata school and family community, it is important to recognize that the goal is for **all** student groups to excel. This will require that we eliminate institutional - barriers and close our achievement gap.

As part of that vision, it is important that we:

- demonstrate leadership by supporting initiatives that will close the achievement gap
- create opportunities and conditions so all students may learn and participate in the school community, whether during the school day or in after school activities
- understand how a system of advantage based on race affects teaching and learning in order to eliminate institutional barriers
- create a learning community that achieves cultural proficiency
- engage our greater community in this effort

PROBLEM STATEMENT AND DEFINITION

When we examine our achievement data, it is evident that achievement gaps exist. According to Glenn Singleton and Curtis Linton in their book *Courageous Conversations about Race*, “Racial/cultural elements are primary factors in the persistence of the racial achievement gap.” To close our achievement gap, we must enter into meaningful, and sometimes difficult, discussions. As a learning community, we must delve deeply and honestly into attitudes, practices, policies, and personal beliefs.

There are several layers to this work. It is important to recognize that individuals and groups have different needs, levels of expertise, and knowledge. Therefore, we have divided the issues and possible remedies into five larger areas: ensuring achievement for all students, progressing toward individual cultural proficiency, combating institutional racism, engaging families and community, and communicating about the work.

For students, it is important that each learner is provided with challenging, engaging curriculum that is presented with effective instructional strategies. Teachers and school staff are key to the accomplishment of our goals.

As individuals, we recognize that each person is at a different place on this journey toward cultural proficiency. The task will be to meet people at their respective stages and move them forward.

As a district, our task is to close the achievement gap which is difficult because of the complex nature of the issue. We must plan leadership development for central office staff, school staff, principals, and equity teams to understand the institutional barriers to learning.

As a community, it is important to create awareness of the issues and to engage in problem-solving dialogues.

Communication crosses all categories as a vital component of all the efforts.

STRATEGIES

1. Challenge all Students to Learn and Excel

<u>Initiatives</u>	<u>Responsible Leaders</u>	<u>Evidence of Success</u>
1.1 Continue involvement with National Urban Alliance to incorporate teaching strategies that address differing student needs	Director of Curriculum Assessment Director Principals Schools with Training	Cohorts Staff Development Teacher Observations
1.2 Continue involvement with Thinking Maps training as provided through WMEP and building level trainers	Part of 1.1	Trained Staff Development
1.3 Utilize the development of site plans to look at student achievement data with building level staff and families	Principals with Mary Assessment Director 9 th grade H.S. Ass't Prin.	Site plans School goals
1.4 Systematically examine student disaggregated student achievement data to look for racial and gender patterns.	data coaches Principals Assessment Director	Reports Focused discussion
1.5 Identify professional development needs based on disaggregated data and teacher input.	Principals Teacher leaders	Alt comp goal is achieved
1.6 Implement an academic support plan that prepares all students for post-secondary education	Teachers Counselors TAT Portfolios	graduate follow-up study increase in rate of students attending post- secondary education
1.7 Respond to the "opportunity gap" as defined by Glenn Singleton and Curtis Linton in <i>Courageous Conversations about Race</i> , which is a statistic to compare rates of progress toward proficiency among racial subgroups.	Assessment Director C & I Ex. Director Principals Counselors Teachers Vision Teachers	Examine participation and achievement data regarding populations in advanced classes, AP classes, Vision 21, Goal is to have representative population in gifted classes
1.8 Examine and address racial make-up and barriers to participation in student activities e.g. transportation, types of activities, cost, time offered, pre-requisites like knowing how to read music	Activities/Athletic Director Transportation Director Middle School ADs	Participation rates increase

1.9 Examine data in special education programs for racial bias.	Assessment Director Principals Special ed	Special ed. Populations would be representative of the general populations in racial make-up
1.9.1 Examine the feasibility of drop-In centers, online, and telephone help before and after school for homework help.		
1.9.2 Celebrate holidays and traditions of many cultures		
1.9.3 Examine data regarding academic achievement, particularly in relation to gender and race		

2. Move Toward Individual Cultural Proficiency

Initiatives	Responsible Leaders	Evidence of Success
2.1 Continue involvement West Metro Education Program Cultural Collaborative	Principals and teachers	
2.2 Continue training with Urban Learning Framework with Hamline for teachers and district volunteers	Literacy volunteer trainers	Continued training to literacy volunteers
2.3 Create awareness and understanding of institutional racism among all staff.	School Board Equity Team	
2.4 Continue study groups around topics of cultural proficiency	Book study groups	Completion of AWE class
2.5 Continue study of Critical Race Theory	Community book study groups	Ongoing discussions
2.6 All Resource teachers trained with Beyond Diversity training	Curriculum Director and resource teachers	Have every resource teacher trained
2.7 Peer coaches and building reps are trained in Beyond Diversity	Year 07-08 Maybe use staff trainers	Have all trained by school year 07-08
2.8 Ongoing training for all staff in cultural proficiency	Gather data and implement Training schedule Principals Dir. Of Curriculum Assessment Director	Use district professional development ½ day in 08 to train all current teachers who have not been trained Goal is to have new teachers trained in first 3 years of employment

3. Erase Barriers

<u>Initiatives</u>	<u>Responsible Leaders</u>	<u>Evidence of Success</u>
3.1 Examine District and site policies, practices, and structures for potential bias	Equity Team School Board	Completion of review
3.2 Examine district data about the racial make-up of our district	Equity Team	Completion of examining data
3.3 Examine racial make-up of schools	Equity Team Boundary committee	Completion of examining data DONE
3.4 Establish practices and procedures to review for racial bias in the selection of curriculum materials	Curriculum Review Committee	Completion of cycles
3.5 Establish meaningful and clear selection criteria for hiring to help achieve the organizational goals for diversifying our institution.	H. R. Dept Administrators	Increase the diversity of staff
3.6 Develop and support strong equity leadership at the district and school levels.	Cabinet Equity Team Administrators	Development of effective building equity teams that are closing the achievement gap
3.7 Discuss the feasibility of allocating District resources e. g. staffing, based on needs of students at individual sites	Cabinet Principals School Board H.R. C & I	Appoint a sub-committee ,to discuss the feasibility of this recommendation.
3.8 Develop and use a common language to address the achievement gap	Equity Team	Common language being used by all staff
3.9 Provide opportunities for in-depth training and time for conversations with Administrative Council	Professional Development Administrators Sup't Curriculum Director	Development of effective building equity teams that are closing the achievement gap
3.9.1 Provide district leaders with the knowledge and opportunity to discuss Critical Race Theory and then to plan strategies to overcome barriers to success.	Curriculum Director Professional Development Ad. Council	Development of effective building equity teams that are closing the achievement gap

3.9.2 Examine school day and school year	Principals School Board WEA	
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4. Engage Families and Communities

Initiatives	Leaders Responsible	Evidence of Success
4.1 Establish advisory groups by building and district for parents of children of color	Principals, district Superintendent	
4.2 Continue Urban Learner Framework training for district Volunteers	Carol Bergenstal Charlene Barghini Colleen Wier Brenda Heim	
4.3 Establish parent teacher associations that are representative of the student population with the building	Principals	
4.4 Engage family and community groups in developing courageous conversations and in developing community actions to create and sustain conditions for equity and learning achievement for all students	Equity Team	
4.5 Expect and provide opportunities for parent involvement in their child's education	ECFE	
4.6 Collaborate with community organizations to support families and students to bridge the cultural gap between schools and parents/communities	Computers/tech trainings ISPs	
4.7 Create and support a district-wide culture that engages parents of color as essential partners in District and school planning, site councils, and decision-making processes.		

4.8 Strengthen communication systems and tools with our families so they are informed about the happenings of the District and the schools	Communications	
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COMMUNICATIONS

One of the keys to successful implementation of any plan is to have multiple opportunities for communication among the participants. Following are key communication strategies that will facilitate ongoing, successful implementation:

5. Communicate

<u>Initiative</u>	<u>Leaders Responsible</u>
5.1 Involve principals and staffs in designing and implementing the Equity Plan	All principals and staff
5.2 Prepare and discuss a Board report on the plan	Equity Team report in July Shape new goals at August ad council retreat
5.3 Provide periodic updates as to progress	Principals, Equity team, Director of C & I
5.4. Develop key messages to share with PTA groups, families, and the community at large	Director of Communications Equity Team Principals Director of C & I

DISTRICT EQUITY TEAM

As we move forward, it is important that the District Equity Team continues to discuss strategies that will spearhead the equity initiatives. Some of those responsibilities are as follows:

- Provide data to principals that is broken down by subject area, achievement level, age, race,

EVALUATION

The ultimate goal is to erase our achievement gap. We will use many types of data to monitor our progress toward achieving the District vision of success for all students.

Evaluation will take place at the individual, building, district, and regional levels. The difficulty in establishing a clear line of progress on any one of the strategies is that they are all interwoven, and they are interwoven at the individual, building, district, and regional levels.

DISTRICT EQUITY TEAM MEMBERS

Carol Bergenstal, Coordinator, Communities in Collaboration Council

Linda Cohen, School Board Chair

Rhonda Dean, Associate Principal, Wayzata High School

Annie Doughty, Executive Director of Human Resources

Bob Ostlund, Superintendent

Carter Peterson, School Board Member

Rob Rimington, Teacher, Central Middle School

Lois Robbins, Director of Assessment and Evaluation

Jane Sigford, Executive Director of Curriculum and Instruction

Shannon Starvel, Teacher, Birchview Elementary

Karla Thompson, Principal, Plymouth Creek Elementary

APPENDIX A

Glossary of Terms

It is important to have a common vocabulary and understanding of key terms. Some of those are as follows: (definitions are taken as a composite from several sources, including Singleton & Linton's *Courageous Conversations about Race* and Beverly Tatum's *Why Are all the Black Kids Sitting Together in the Cafeteria*)

1. *Equity*--Striving for equity means recognizing that the playing field is unequal and there is an attempt to address the inequality. *Equity* is different from *equality*, in that equality assumes that everyone has the same opportunity and experience.

2. *Racism*—A system of advantage based on race, (Tatum, p. 7); “socially constructed beliefs... and an enactment of beliefs that one set of characteristics is superior to another set (e.g. white skin)...” (Singleton, p.39)

3. *Institutional Racism*—“When organizations remain unconscious of issues related to race or more actively perpetuate and enforce a dominant racial perspective or belief, for example, that racism is not a problem worthy of attention or redress. (Singleton, p. 41)

4. *White Privilege*—“The myriad of social advantages, benefits, and courtesies that come with being a member of the dominant race.” *Critical Race Theory* by Richard Delgado and Jean Stefancic (p. 79)

5. *Cultural Proficiency*—“Honoring the differences among cultures, viewing diversity as a benefit, and interacting knowledgeably and respectfully among a variety of cultural groups.” (*The Culturally Proficient School*, p. xviii, Lindsey, et. al.)

6. *Equity Team*—“Emerging leaders who wish to develop their will, skill, knowledge, and capacity necessary to support their colleagues in understanding race and deinstitutionalizing racism.” (Singleton, p. 231)

7. *Learning community*—A group who learns together, as individuals and as a whole.

8. *Community*--consists of all levels of students, including pre-school; teachers and staff; our families; and the community at large.

APPENDIX B
2003 MCA Results

Grade 3	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (2)	2	100%	2	100%
Asian (49)	43	88%	45	92%
Hispanic (13)	10	77%	12	92%
Black (24)	14	58%	14	58%
White (617)	565	92%	557	90%
Total (705)	634	90%	630	89%

Grade 5	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (4)	4	100%	4	100%
Asian (45)	44	98%	44	100%
Hispanic (14)	10	71%	10	71%
Black (25)	14	56%	18	72%
White (616)	593	96%	594	96%
Total (704)	665	94%	672	95%

Grade 7	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A
Black	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

Grade 10	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (1)	N/A	N/A	1	100%
Asian (44)	N/A	N/A	44	100%
Hispanic (12)	N/A	N/A	8	67%
Black (12)	N/A	N/A	13	54%
White (641)	N/A	N/A	604	94%
Total (722)	N/A	N/A	670	93%

Grade 11	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (1)	1	100%	N/A	N/A
Asian (37)	35	95%	N/A	N/A
Hispanic (9)	8	89%	N/A	N/A
Black (20)	10	50%	N/A	N/A
White (595)	541	91%	N/A	N/A
Total (662)	595	90%	N/A	N/A

2004 Test Results

Grade 3	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (1)	1	100%	1	100%
Asian (52)	45	87%	43	83%
Hispanic (10)	8	80%	8	80%
Black (35)	14	40%	16	46%
White (637)	566	90%	567	90%
Total (729)	634	87%	635	87%

Grade 5	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (2)	1	50%	2	100%
Asian (44)	44	94%	43	91%
Hispanic (16)	11	69%	11	69%
Black (43)	20	47%	26	62%
White (655)	619	95%	613	94%
Total (763)	695	91%	695	91%

Grade 7	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (4)	2	50%	2	50%
Asian (31)	29	94%	28	90%
Hispanic (9)	7	78%	6	67%
Black (35)	21	60%	21	60%
White (672)	618	92%	621	92%
Total (751)	677	90%	678	90%

Grade 10	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (1)	N/A	N/A	1	100%
Asian (41)	N/A	N/A	37	90%
Hispanic (12)	N/A	N/A	9	75%
Black (36)	N/A	N/A	16	44%
White (671)	N/A	N/A	618	92%
Total (761)	N/A	N/A	681	90%

Grade 11	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (1)	0	0%	N/A	N/A
Asian (42)	39	93%	N/A	N/A
Hispanic (9)	5	56%	N/A	N/A
Black (29)	6	21%	N/A	N/A
White (629)	541	86%	N/A	N/A
Total (711)	591	83%	N/A	N/A

2005 Test Results

Grade 3	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (1)	1	100%	1	100%
Asian (55)	52	96%	52	96%
Hispanic (14)	9	69%	8	62%
Black (42)	23	56%	22	54%
White (571)	536	95%	527	93%
Total (683)	621	92%	610	90%

Grade 5	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (2)	2	100%	2	100%
Asian (59)	56	95%	57	97%
Hispanic (18)	15	83%	15	83%
Black (36)	24	73%	19	59%
White (594)	553	95%	550	95%
Total (709)	650	94%	643	93%

Grade 7	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (5)	3	75%	4	100%
Asian (51)	48	96%	47	94%
Hispanic (16)	11	69%	9	56%
Black (53)	22	42%	23	44%
White (647)	607	96%	599	94%
Total (772)	691	91%	682	90%

Grade 10	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (1)	N/A	N/A	0	0%
Asian (45)	N/A	N/A	41	91%
Hispanic (13)	N/A	N/A	13	100%
Black (37)	N/A	N/A	26	70%
White (700)	N/A	N/A	637	91%
Total (795)	N/A	N/A	717	90%

Grade 11	# Proficient in Math	% Proficient in Math	# Proficient in Reading	% Proficient in Reading
Am Indian (1)	1	100%	N/A	N/A
Asian (41)	37	90%	N/A	N/A
Hispanic (9)	6	67%	N/A	N/A
Black (31)	13	42%	N/A	N/A
White (628)	563	90%	N/A	N/A
Total (710)	620	87%	N/A	N/A

Wayzata Public Schools Web menu items

Working draft January 16, 2007

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2004 LAC Platform

Community Education



2007-2009

**SCHOOL IMPROVEMENT
PLAN**

FOR

School Name: Oakwood Elementary

Principal: Dennis Grasmick



Independent School District 284
Wayzata, Minnesota

VISION

A model of excellence among learning communities

MISSION

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

DISTRICT DIRECTIONS for 2005-2007

- *Apply our vision to all components of District*
- *Erase organizational barriers that limit participation of all cultural groups*
- *Strive for smaller class sizes*
- *Work toward a more individualized model of education*
- *Promote a “client-centered” District*



**Shared Decision Agreement
Between School and the Wayzata School
Board for**

School Name: ***Oakwood Elementary***

Principal: Dennis Grasmick

This plan was reviewed on: _____

Signature of District Design Team _____

This plan was approved on: _____

Signature of School Board Chair _____



Shared Decisions Agreement Review Team Check List Form

Procedure:

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

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

Review Team Response

Office of the Superintendent

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

Signature and Date

Executive Director of Curriculum and Instruction

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

Signature and Date

Executive Director of Finance

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

Signature and Date

Executive Director of Human Resources

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

Signature and Date

Wayzata Education Association Representative

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

Signature and Date



Site Team Members:

<u>Name</u>	<u>Phone</u>	<u>E-Mail</u>	<u>Position</u>	<u>Year</u>
Susan Cammack	763-475-3830	susan.cammack@us.ing.com	Parent	2006-2008
Sue Gabler	763-449-9612	Isgabler@msn.com	Parent	2006-2008
Dennis Grasmick	763-745-5710	dennis.grasmick@wayzata.k12.mn.us	Administrator	Standing member
Rhonda Hullinger	763-745-5768	rhonda.hullinger@wayzata.k12.mn.us	Staff	2005-2007
Debbie Lange	763-449-9752	sdlang@cpinternet.com	Parent	2005-2007
Kari Miller	763-404-1298	bjandkari@ourtownusa.net	Parent/PTA	2006-2007
Leah Murphy	763-745-5765	leah.murphy@wayzata.k12.mn.us	Staff	2005-2007
Cheryl Polzin	763-473-3949	canahpolzin@msn.com	Parent	2006-2008
Jennifer Risky-Hewitt	763-745-5798	jennifer.hewitt@wayzata.k12.mn.us	Staff	2006-2008
Sheila Rod	763-473-6342	mikesheilarod@msn.com	Parent	2005-2007
Jill Sklader	763-745-5771	jill.sklader@wayzata.k12.mn.us	Staff	2006-2008
Bonnie Stone	763-745-5779	bonnie.stone@wayzata.k12.mn.us	Staff	2006-2008



**Student Demographics
OAKWOOD ELEMENTARY**

Student Population by Grade

	2005-2006			2004-2005			2003-2004		
Grade	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size
EC									
K	37	37	18.8	30	32	21.0	27	32	19.7
1	33	34	22.3	34	33	22.3	35	41	25.3
2	32	34	22.3	42	44	28.7	34	27	20.3
3	39	43	27.3	35	34	27.6	51	40	26.0
4	34	29	21.0	55	37	26.6	39	40	31.6
5	49	43	23.0	36	43	26.7	42	39	27.0
Total	224	220	22.3	232	223	25.4	228	219	24.8



**Student Demographics
OAKWOOD ELEMENTARY**

Ethnic Distribution

	Fall 2006	2005-2006	2004-2005	2003-2004
White American	362	327	326	342
African American	71	83	79	59
Asian American	23	19	30	29
Hispanic/Latino American	15	13	17	14
Indian American	1	2	3	3

Percent of Students on Free/Reduced

	Fall 2006	2005-2006	2004-2005	2003-2004
Free	15%	25%	23%	20%
Reduced Price	2%	3%	4%	4%

Student Mobility

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

Fall 2006	2005-2006	2004-2005	2003-2004	2002-2003
23%	31%	26%	25%	37%



**Student Demographics
OAKWOOD ELEMENTARY**

Average Daily Attendance

2004 - 2005				2003 - 2004				2002 - 2003			
1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
95.66	25.70	96.62	95.57	95.84	95.78	96.79	96.26	94.16	96.25	95.98	96.64

Percent of Parents Attending Conferences

2006-2007		2005 - 2006		2004 - 2005	
Fall	Spring	Fall	Spring	Fall	Spring
96%		92%	94%	93%	92%



**Student Achievement
OAKWOOD ELEMENTARY
Minnesota Comprehensive Assessment (MCA)**

READING GRADE 3

Year	1999-2000					2000-2001					2001-2002					2002-2003					2003-2004					2004-2005				
Average Score	1625					1638					1583					1567					1564					1517				
Percent Change	4.4%					0.8%					-3.4%					-1.0%					-0.2%					-3.0%				
% of Students in each level	I 6	IIa 4	IIb 9	III 42	IV 39	I 7	IIa 4	IIb 9	III 41	IV 39	I 8	IIa 11	IIb 12	III 35	IV 34	I 11	IIa 5	IIb 14	III 41	IV 30	1 17	2 5	3 11	4 32	5 34	1 17	2 11	3 8	4 42	5 23
Rank order of strands including the average percent correct (average points earned divided by total points possible).	Main Idea 78					Information Processing 90					Information Processing 88					Information Processing 81					Main Idea 82					Compare/Contrast 84				
	Inference 78					Main Idea 89					Main Idea 85					Main Idea 81					Information Processing 79					Main Idea 77				
	Compare/Contrast 74					Analysis 87					Analysis 81					Inference 80					Inference 72					Information Processing 77				
	Information Processing 73					Inference 82					Inference 80					Compare/Contrast 75					Analysis 67					Inference 71				
	Analysis 71					Compare/Contrast 82					Compare/Contrast 78					Analysis 57					Compare/Contrast 66					Analysis 67				

MATHEMATICS GRADE 3

Year	1999-2000					2000-2001					2001-2002					2002-2003					2003-2004					2004-2005				
Average Score	1692					1659					1598					1638					1602					1624				
Percent Change	0.0%					-2.0%					-3.7%					2.5%					-2.2%					1.4%				
% of Students in each level	I 2	IIa 7	IIb 6	III 52	IV 33	I 2	IIa 9	IIb 8	III 42	IV 39	I 1	IIa 22	IIb 10	III 43	IV 24	I 6	IIa 14	IIb 11	III 30	IV 39	1 10	2 14	3 8	4 41	5 28	1 8	2 9	3 14	4 36	5 33
Rank order of strands including the average percent correct (average points earned divided by total points possible).	Procedures and Concepts 88					Measurement 90					Number Sense 83					Problem Solving 83					Shape, Space & Measurement 84					Shape, Space & Measurement 82				
	Number Sense 82					Number Sense 89					Shape, Space & Measurement 79					Shape, Space & Measurement 81					Procedures and Concepts 83					Number Sense 82				
	Shape and Space 81					Problem Solving 87					Problem Solving 79					Data Categorization 81					Number Sense 77					Problem Solving 82				
	Measurement 80					Procedures and Concepts 80					Procedures and Concepts 78					Number Sense 80					Data Categorization 77					Procedures and Concepts 80				
	Problem Solving 77					Shape and Space 78					Data Categorization 67					Procedures and Concepts 73					Problem Solving 76					Data Categorization 77				
Chance and Data 72					Chance and Data 68																									



**Student Achievement
OAKWOOD ELEMENTARY
Minnesota Comprehensive Assessment (MCA)**

READING GRADE 5

Year	1999-2000					2000-2001					2001-2002					2002-2003					2003-2004					2004-2005				
Average Score	1573					1584					1637					1639					1680					1644				
Percent Change	-0.1%					0.7%					3.3%					0.1%					2.5%					-2.1%				
% of Students in each level	I 11	IIa 13	IIb 8	III 40	IV 27	I 12	IIa 13	IIb 6	III 29	IV 39	I 6	IIa 11	IIb 9	III 32	IV 42	I 4	IIa 7	IIb 9	III 38	IV 42	I 6	2 11	3 2	4 28	5 52	1 9	2 13	3 4	4 26	5 47
Rank order of strands including the average percent correct (average points earned divided by total points possible).	Main Idea 72					Main Idea 82					Compare/ Contrast 87					Main Idea 88					Main Idea 86					Information Processing 86				
	Analysis 68					Information Processing 78					Main Idea 84					Information Processing 84					Information Processing 83					Inference 83				
	Information Processing 67					Compare/ Contrast 77					Information Processing 81					Inference 83					Analysis 84					Analysis 83				
	Inference 67					Inference 75					Analysis 81					Compare/ Contrast 76					Inference 82					Main Idea 80				
	Compare/ Contrast 60					Analysis 67					Inference 78					Analysis 66					Compare/ Contrast 82					Compare/ Contrast 55				

MATHEMATICS GRADE 5

Year	1999-2000					2000-2001					2001-2002					2002-2003					2003-2004					2004-2005				
Average Score	1553					1570					1599					1638					1637					1641				
Percent Change	2.0%					1.1%					1.8%					2.4%					-0.1%					0.2%				
% of Students in each level	I 8	IIa 13	IIb 11	III 45	IV 22	I 11	IIa 11	IIb 10	III 33	IV 35	I 3	IIa 16	IIb 10	III 46	IV 25	I 5	IIa 7	IIb 11	III 35	IV 42	1 7	2 13	3 4	4 35	5 41	1 3	2 12	3 11	4 42	5 33
Rank order of strands including the average percent correct (average points earned divided by total points possible).	Shape and Space 79					Shape and Space 80					Procedures and Concepts 83					Procedures and Concepts 88					Procedures and Concepts 79					Chance and Data 81				
	Procedures and Concepts 75					Procedures and Concepts 79					Number Sense 81					Number Sense 85					Shape, Space & Measurement 78					Number Sense 75				
	Measurement 74					Number Sense 79					Shape, Space & Measurement 78					Shape, Space & Measurement 83					Chance and Data 77					Problem Solving 75				
	Chance and Data 73					Problem Solving 73					Chance and Data 76					Problem Solving 78					Number Sense 76					Procedures and Concepts 75				
	Problem Solving 71					Chance and Data 72					Problem Solving 74					Chance and Data 77					Problem Solving 75					Shape, Space & Measurement 72				
	Number Sense 67					Measurement 72																								



Student Achievement
OAKWOOD ELEMENTARY
Minnesota Comprehensive Assessment (MCA)

Writing

Year	1999-2000					2000-2001					2001-2002				
	Percent of Students at each Level					Percent of Students at each Level					Percent of Students at each Level				
	I	IIa	IIb	III	IV	I	IIa	IIb	III	IV	I	IIa	IIb	III	IV
	3	23	8	55	11	7	16	6	56	14	2	9	7	65	17
Type of writing	Descriptive	Narrative	Problem Solution	Clarification		Descriptive	Narrative	Problem Solution	Clarification		Descriptive	Narrative	Problem Solution	Clarification	
Average Score by type of writing	1642	1634	1676	1495		1423	1787	1701	1533		1684	1750	1780	1645	
Percent change	7.0%	1.1%	4.7%	-4.4%		-13.3%	9.4%	1.5%	2.5%		18.3%	-2.1%	4.6%	7.3%	
* Composing	63	72	72	66		60	89	70	66		68	77	71	71	
Style	71	75	79	67		60	81	70	64		69	76	71	72	
Sentence Formation	69	75	69	63		61	88	73	74		86	87	81	80	
Usage/ Grammar	88	88	75	88		70	91	86	81		94	96	85	86	
Mechanics/ Spelling	88	75	75	75		60	89	80	80		89	91	81	81	

Year	2002-2003					2003-2004					2004-2005				
	Percent of Students at each Level					Percent of Students at each Level					Percent of Students at each Level				
	I	IIa	IIb	III	IV	1	2	3	4	5	1	2	3	4	5
	5	15	6	51	24	1	20	6	48	24	1	17	11	39	32
Type of writing	Descriptive	Narrative	Problem Solution	Clarification		Descriptive	Narrative	Problem Solution	Clarification		Descriptive	Narrative	Problem Solution	Clarification	
Average Score by type of writing	1726	1845	1670	1689		1667	1841	1797	1677		1882	1795	1735	1529	
Percent change	2.5%	5.4%	-6.2%	2.7%		-3.4%	-0.2%	7.6%	-0.7%		12.9%	-2.5%	-3.5%	-8.8%	
* Composing	72	81	69	72		71	83	70	70		80	78	67	68	
Style	71	83	67	75		70	82	70	70		84	80	72	67	
Sentence Formation	75	75	69	69		74	81	76	76		76	79	72	66	
Usage/ Grammar	75	75	75	75		78	86	76	78		81	79	71	68	
Mechanics/ Spelling	75	75	75	75		75	80	75	75		76	78	74	66	



Student Achievement
OAKWOOD ELEMENTARY
Wayzata Achievement Level Testing

WALT Average Scale Scores and National Percentile Ranks: 2003-2006
 Mathematics

2005-06 WALT Math	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Oakwood Elementary	211	79	222	81	236	90
District	214	88	227	91	236	90
National	202	50	211	50	219	50

2004-05 WALT Math	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Oakwood Elementary	208	75	226	90	231	83
District	214	88	227	91	236	90
National	200	50	208	50	215	50

2003-04 WALT Math	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Oakwood Elementary	206	69	219	78	233	86
District	210	80	222	84	235	89
National	200	50	208	50	215	50

2002-03 WALT Math	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Oakwood Elementary	208	75	224	88	230	81
District	211	82	226	90	232	85
National	200	50	208	50	215	50



Student Achievement
OAKWOOD ELEMENTARY
Wayzata Achievement Level Testing

WALT Average Scale Scores and National Percentile Ranks: 2003-2006
 Reading

2005-06 WALT Rdg	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Oakwood Elementary	206	70	212	68	219	73
District	207	73	215	75	221	76
National	200	50	207	50	212	50

2004-05 WALT Rdg	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Oakwood Elementary	202	58	214	73	218	68
District	208	75	209	59	219	70
National	198	50	205	50	212	50

2003-04 WALT Rdg	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Oakwood Elementary	200	52	211	65	220	73
District	207	73	215	75	221	76
National	198	50	205	50	212	50

2002-03 WALT Rdg	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Oakwood Elementary	201	56	213	70	218	68
District	205	67	214	73	220	73
National	198	50	205	50	212	50



**Staff Demographics
OAKWOOD ELEMENTARY**

Experience Profile of Staff (Percent of Licensed Staff by Years of Teaching Experience)				Education Profile of Staff (Percent of Licensed Staff by education/training)		
1st Year	2 - 7	8 - 20	20+	BA	Masters	Doctorate
24%	15%	49%	12%	34%	66%	0%

Staff Roster

(Please include job title and grade level-data provided by Human Resources Department.)

	Name	Position	Phone	Room
1	Anderson, Jodi	First Grade	763-745-5774	14
2	Anderson, Terry	Reading Recovery Teacher	763-745-5717	Office
3	Bartoletti, Pat	Speech	763-745-5707	Speech Office
4	Blazing-Fox, Leslie	Special Ed Para	763-745-5700	
5	Boon, Jennifer	Special Ed Para	763-745-5700	
6	Bopp, Phillis	Special Ed Para	763-745-5700	

	Name	Position	Phone	Room
7	Bray, Penny	.9 Vocal Music	763-745-5760	1
8	Campbell, Nancy	DCD Para	763-745-5700	21
9	Campbell-Pyzdrowski, Joan	Fifth Grade	763-745-5770	10
10	Carlson, Amity	Special Ed Para	763-745-5700	
11	Cohen, Andrea	First Grade	763-745-5776	16
12	Cousins, Lisa	DCD Para	763-745-5700	22
13	Dahl, Linda	.5 Literary Specialist	763-745-5772	12
14	Ehrlich, Carrie	Third Grade	763-745-5766	6
15	Erickson, Bridget	Fourth Grade	763-745-5762	2
16	Fiehler, Cindy	Special Ed Para	763-745-5700	
17	Gleason, Katie	DCD Para	763-745-5700	22
18	Graft, Suzanne	Second Grade	763-745-5780	20
19	Grasmick, Dennis	Principal	763-745-5710	Office
20	Hamblet, Stella	Special Ed Teacher	763-745-5743	23
21	Hargreaves, Jon	.5 Custodian	763-745-5757	Custodial Office
22	Hassinger, Paula	First Grade	763-745-5775	15
23	Hatch, Susie	.9 Phy Ed	763-745-5745	Gym
24	Hembre, Turi	.5 Academic Specialist	763-745-5772	12
25	Henry, Angela	Vision 21	763-745-5794	Vision 21
26	Hill, Trish	Secretary	763-745-5701	Office
27	Hubert, Sue	Instructional & ELL Para	763-745-5700	
28	Hullinger, Rhonda	Third Grade	763-745-5768	8
29	Johnson, Mary	Instructional Para	763-745-5700	
30	Johnson, Sarah	.5 Kindergarten	763-745-5777	17
31	Jones, Jan	Health Para	763-745-5715	Health Office
32	Katzmarek, Ann	Fourth Grade	763-745-5763	3
33	Kautzky, Marla	Special Ed Para	763-745-5700	
34	Klotz, Terry	.2 Art	763-745-5760	Art
35	Korolchuk, Annette	Kindergarten	763-745-5782	26
36	Kraemer, Kareena	Tech Para	763-745-5757	Computer Lab
37	Kuhne, Jeanne	Second Grade	763-745-5778	18
38	Ladenthin, Mary	DCD Para	763-745-5700	21
39	Latterell, Marshall	Kindergarten - Extended Day	763-745-5783	25
40	Lunetta, Carrie	Third Grade	763-745-5767	7
41	Lungren, Nancy	DCD Para	763-745-5700	22
42	Majzner, Gail	Instructional Para	763-745-5700	
43	Manning, Lynn	Special Ed Para	763-745-5700	
44	Marr, Terri	Instructional Para	763-745-5700	
45	Miller, Jeff	Fifth Grade	763-745-5769	9
46	Murphy, Leah	Third Grade	763-745-5765	5
47	Olson, Pat	Custodian	763-745-5757	Custodial Office
48	Olson, Sharon	DCD Para	763-745-5700	21

	Name	Position	Phone	Room
49	Palony, Risa	.4 Tech	763-745-5758	Computer Lab
50	Pedote, Julie	DCD Para	763-745-5700	21
51	Peniata, Patty	DCD Teacher	763-745-5708	22
52	Radhi, Julie	Instructional Para	763-745-5700	
53	Roepke, Debra	Special Ed Para	763-745-5700	
54	Rovang, Judi	Office Para	763-745-5702	Office
55	Rydland, Roxanne	Vision 21	763-745-5794	Vision 21
56	Schmidt, Amy	Social Worker	763-745-5713	Office
57	Schreiner, Jan	DCD Para	763-745-5700	22
58	Sklader, Jill	Fifth Grade	763-745-5771	11
59	Skoles-Greenberg, Nancy	Tech Para	763-745-5757	Computer Lab
60	Smarjesse, Cindy	Instructional Para	763-745-5700	
61	Stark, Jeff	Head Custodian	763-745-5757	Custodial Office
62	Stone, Bonnie	Second Grade	763-745-5779	19
63	Sullwold, Mark	Fourth Grade	763-745-5764	4
64	Talbott, Jane	DCD Para	763-745-5700	22
65	Theisen, Ruth	DCD Para	763-745-5700	21
66	Trussell, Marti	Instructional Para	763-745-5700	
67	Van Heel, Thomas	DCD Para	763-745-5700	22
68	Vethe, Robyn	.4 Spanish	763-745-5772	12
69	Wahl, Patti	DCD Teacher	763-745-5781	21
70	Watland, Jan	First Grade	763-745-5773	13
71	Welters, Joan	Special Ed Para	763-745-5700	
72	Wiitala, Deb	Special Ed Teacher	763-745-5709	23
73	Wilkerson, Phillippa	Instructional Para	763-745-5700	
74	Williams, Alice	Media Specialist	763-745-5748	Media Center
75	Williamson, April	.5 Art	763-745-5760	Art
76	Wisker, Ann	Media Para	763-745-5753	Media Center
77	Ziesel, Terrie	ELL	763-745-5772	12

Application for Quality Compensation Aid (continued)

1. Integrated, ongoing, site-based and teacher-led professional development activities to improve instructional skills and learning that are aligned with student needs under section 122A.413 and 122A.60 and led during the day by trained teacher leaders.

Directions: Select one goal from the district’s educational improvement plan that will be the Q Comp focus (more than one goal may be selected with the understanding that each goal must link student achievement to teacher instruction, professional development, and teacher evaluation).

Each site must complete all of section 2, using the same chosen district goal(s), an aligned site educational improvement goal, site specific disaggregated data, and a measurable objective based on that data.

NOTE: A school site’s and/or district’s goal should be updated annually as necessary. Both goals must align with each other.

2.1 District goal for Q Comp focus

Improve students’ achievement in the areas of reading, math and writing as measured by performance on Minnesota Comprehensive Assessments and NWEA’s.

School Site goal for Q Comp focus

One percent of our students at Oakwood will advance one level in reading as measured by NWEA testing from Fall, 06 to Spring, 07.

Disaggregated student data used to determine each measurable objective

Note: The new assessment for 06-07 will be called the NWEA. Very similar to the WALT test in scope, content, and reliability.

Reading WALT Data: Oakwood 04

Levels 3,4 = 68%

Levels 3,4 = 71%

Levels 3,4 = 62%

			Evaluative Comprehension				Inferential Comprehension				Literal Comprehension				Word Acquisition			
Levels			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
04	3	92	13	16	19	44	14	12	28	38	15	17	17	43	16	20	27	29
04	4	79	11	8	26	34	11	15	24	29	11	11	27	30	13	20	15	31
04	5	87	9	14	24	40	8	23	17	39	6	15	26	40	10	18	24	35
04	3-5	258	33	38	69	118	33	50	69	106	32	43	70	113	39	58	66	95

Reading WALT Data: Oakwood 05

Levels 3,4 = 69% Levels 3,4 = 71% Levels 3,4 = 66%

				Evaluative Comprehension				Inferential Comprehension				Literal Comprehension				Word Acquisition			
Levels				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
05	3	66		9	8	24	25	12	13	14	27	11	11	15	29	11	19	14	22
05	4	91		8	13	16	54	7	12	26	46	4	19	20	48	9	11	25	46
05	5	82		5	19	17	41	12	18	27	25	10	14	30	28	12	19	22	29
05	3-5	239		22	40	57	120	31	43	67	98	25	44	65	105	32	49	61	97

Reading WALT Data: Oakwood 06

Levels 3,4 = 76% Levels 3,4 = 73% Levels 3,4 = 70%

				Inferential Comprehension				Literal Comprehension				Word Acquisition							
Levels				1	2	3	4	1	2	3	4	1	2	3	4				
06	3	76						9	12	9	46	8	12	18	38	10	15	17	34
06	4	55						7	5	11	32	7	11	12	25	8	8	16	23
06	5	89						7	12	23	47	10	12	26	41	12	12	30	35
06	3-5	220						23	29	43	125	25	35	56	104	30	35	63	92

Current data suggests a need to focus more instructional strategies on Word Analysis, Identification, and Word Acquisition skills.

Measurable objective based on student achievement gains (site-targeted goal)
To increase number of students in levels 2, 3, and 4 in the area of Word Acquisition/Recognition.

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School Districts
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Application for Quality Compensation Aid (continued)

Number of Students 450	Number of Teachers 36	Number of Lead Teachers (see career ladder*) 1 peer Coach, 1 .5 Literacy Specialist, 1 .5 Math Specialist, 8 .5 content Specialists, 1 full time Literacy Specialist.
Team configuration at elementary, middle school, high school, and other school sites	Number of teachers on the team 7-8	Team meeting length and frequency Weekly/biweekly meetings

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Professional Development Activities: (What types of activities will be included?) Check all that apply and add others if needed.	<input checked="" type="checkbox"/> Team Meetings <input checked="" type="checkbox"/> Modeling of Instructional Strategies <input checked="" type="checkbox"/> Demonstration Teaching <input checked="" type="checkbox"/> Team Teaching <input checked="" type="checkbox"/> Mentoring	<input type="checkbox"/> Lesson Study <input checked="" type="checkbox"/> Analysis of Student Work <input checked="" type="checkbox"/> Peer or Cognitive Coaching <input checked="" type="checkbox"/> Content Coaching <input type="checkbox"/> Other _____
--	---	---

2.2 Describe how ongoing, site-based, and teacher-led professional development activities will be scheduled during the individual employment contract day for teachers at each site. (Attach a staff development calendar for the school year with professional development activities mapped out and a typical weekly meeting schedule of team meetings). **See attached calendar with this application.**

2.3 Describe how the professional development model will ensure teacher’s continuous improvement in content knowledge, instructional strategies, and the use of best practices.

Through the professional development model teachers will continuously focus on instructional strategies to accelerate student achievement. They will share these strategies and best practice techniques with their colleagues during the scheduled professional development allotted time. The structure of the staff development time will also provide an opportunity for educators to focus on and develop a deeper understanding of the identified content knowledge. Teachers will continuously focus on assessment of student performance throughout this process.

- The terms **Career Ladder** and **Career Advancement Options** will be used interchangeably. The definition of both under the law is from 122A.414 subdivision 2 section b1: “describe how teachers can achieve career advancement and additional compensation...”

ED-02382-01 School Districts Page 15	Application for Quality Compensation Aid (continued)
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Professional Development Program Evaluation Framework Worksheet (see Killion, manual references)

Objective: What is the goal of the professional development offered and how will it change teachers’ knowledge and skills?	Change in Teacher’s Knowledge and skills	Measures of Teacher Success
Ex. Teachers will demonstrate proficiency in implementing graphic organizer (ex. Hyerle’s thinking map for double bubble) to increase student achievement in writing compare and contrast essays.	Ex. Teachers will model using thinking strategy. Teachers will develop teacher-made assessments to measure student progress.	Ex. Classroom Observation Rubric Individual Growth Plan with documentation of changes in teacher practice and pre/post student assessments using local standardized assessment.

<p>Teachers will demonstrate proficiency in implementing:</p> <p>1.) Teacher discussion/modeling to reinforce and integrate skills in word recognition, word analysis, and vocabulary expansion, i.e. Contextual clues, picture clues, phonemic awareness, parts of speech, etc.</p>	<p>Teachers will model and incorporate various methods, which expose students to new vocabulary, phonetic awareness, word analysis, decoding and context skills and word usage.</p>	<p>Teachers’ success will be determined by Observation Rubric, Professional Growth Plan and results from standardized assessment.</p>
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<p><i>2.) Incorporation of NUA “Thinking Maps” to increase student achievement in vocabulary development.</i></p> <p><i>3.) Leveled text reading materials to increase student achievement in reading comprehension and vocabulary development.</i></p>		
<p>ED-02382-01 School Districts Page 16</p>	<p>Application for Quality Compensation Aid (continued)</p>	

Oakwood Elementary Professional Development Calendar 2006-07

Instructional Strategies:

1. Teachers will discuss and model the reinforcement and integration skills in word recognition, word analysis, and vocabulary expansion. Instructional strategies may include contextual clues, picture clues, phonemic awareness, parts of speech, etc.
2. Teachers will implement NUA "Thinking Maps" to increase student achievement in vocabulary development.
3. Teachers will implement leveled reading materials to increase student achievement in reading comprehension and vocabulary development.

Summer 2006:

- Teacher leaders review disaggregated data, develops alternative compensation goal and identifies instructional strategies to meet goal
- Identify what professional development is needed in order to accomplish the goals and who will be trained.

Summer 2006 8 Days of Training for Peer Coaches: Peer Coaches will receive professional training in peer coaching, SMART goals, teacher evaluation and Data Warehousing (Just 5 Clicks)

Workshop Week:

- **August 29, 2006** Peer Coaches will meet with his/her assigned colleagues and training will include:
 - Teacher evaluation process
 - Professional growth plan
 - Peer coaching sessions- pre-conferencing, conferencing, post-conferencing
 - Goal writing
- **August 29, 2006** All teachers will receive training on our data warehousing system (Just 5 Clicks).
- **August 30, 2006** Building principal and leadership team will disseminate and discuss building alternative compensation goal and professional development calendar.

On-going

- Two National Urban Alliance (NUA) cohorts
- Four all day team meetings-analysis of student work, goal reflection and lesson planning
- Monthly staff development on instructional strategies (1 meeting per month).

September:

September's Focus: Goal setting and familiarization of instructional strategies

Week of September 5

- Peer Coach will receive four half days of training on literacy, math, NUA strategies and instructional strategies.

Week of September 11

- Peer Coach focuses on the development of classroom management, rules, procedures & consequences, analyzing and interpreting student data (Just 5 Clicks)
- Peer Coach meets with each teacher and helps guide in the development of his/her Professional Growth Plan-include setting student achievement gains
- Principal reviews site's goal with each team/department.
- Training for leadership team by content specialists or others.
- Sept. 18th – Test training for specific OW staff.

Week of September 25

- Peer Coach will begin first formative observations of teachers and reflections.
- Teacher reviews their classroom data to inform instruction
- Staff Meeting: Leadership Team will model instructional strategy #1 as identified in the site plan.
- All staff trained on new NWEA test format.

October's Focus: Implementation of modeling strategies to increase word acquisition.

October: (Grades 3-5 will be gathering fall baseline data using the new assessment test.

Grade 1 teachers will do analysis of the results leveled testing done in August).

Week of October 9

- Peer Coach focuses on communication techniques (domain 4)
- Peer Coach will continue to do formative observations of teachers and reflections.
- Teams/Departments will meet and articulate progress on instructional strategy #1. Teachers will share progress.

Week of October 23

- Teachers will complete Individual Professional Growth Plan
- Peer Coach will complete the formative observations of teachers and reflections.

November's Monthly Focus: Look at fall test data results.

Week of November 6

- Focus on questioning strategies (Bloom's Taxonomy) with support from Peer Coach
- Staff will study fall test data results to begin consideration of leveled reading placements.
- November 9, Site Based Professional Development Day focusing on instructional strategy #1 and review of student samples
- Teachers continue to implement instructional strategy #1 into daily lessons and reflect individually on progress.

Week of November 20

- Discuss placement strategies and maintenance for leveled reading.
- First Formal Observations by Peer coaches of Teachers implementing instructional strategy #1 to meet Alt. Comp goal, reflecting on session
- Teams/Departments will meet and articulate progress on instructional strategy #1. Teachers will share and reflect on experiences.
- Staff Meeting: Leadership Team will model instructional strategy #2 as identified in the site plan.

December's Focus: Implementation of NUA thinking strategies

Week of December 11

- Continue with First Formal Observations by Peer coaches of Teachers implementing instructional strategy #1 to meet Alt. Comp goal, reflecting on session
- Staff Meeting: Leadership Team will engage in a formal discussion of what is working and not working with instructional strategy #2 as identified in the site plan.
- Classroom teachers will evaluate and summarize student work samples which incorporated instructional strategy #2 to determine progress.

January's Focus: Introduction to leveled reading placement skills

January 2- Building staff development day. Focus on training staff to be able to appropriately level students in reading.

Week of January 8

- Peer coach focuses on differentiated instructional strategies for meeting the needs of all learners based on classroom and building data (grouping of students, tiered & scaffold assignments)
- Teachers continue to implement instructional strategy #2 into daily lessons and reflect individually on progress.

Week of January 22

- Peer Coach discusses progress of Teachers' Professional Growth Plans & provide support and resources
- Peer Coach continues to focus on differentiated instructional strategies for meeting the needs of all learners based on classroom and building data (grouping of students, tiered & scaffold assignments.
- Teachers implement instructional strategy #2
- Teams/Departments will meet and articulate progress on instructional strategy #2. Teachers will share related student work samples.
- Teachers continue to appropriately level students.

February Focus: Reflect on progress of NUA strategies.

Week of February 5

- Peer Coach focuses on Interactive Instruction which engage students for example they may include: Think-Pair- Share, Jigsaw
- Peer Coach will begin second formative observations of teachers and reflect on observation
- Teams/Departments will meet and articulate progress on instructional strategy #2. Teachers will share related student work samples.

Week of February 19:

- Peer Coaches will continue second formative observations of teachers and reflect on observation
- Staff Meeting: Leadership Team will model instructional strategy #3 as identified in the site plan.

March's Focus: Review /reflect on leveled reading placements.

Week March 5

- Peer Coach focuses on Interactive Instruction which engage students for example they may include: Think-Pair- Share, Jigsaw
- Peer Coach will finish second formative observations of teachers and reflect on observation
- Staff Meeting: Staff will revisit data and reevaluate students reading levels as identified in strategy #3

Week of March 19

- Teams/Departments will meet and articulate progress on instructional strategy #3. Teachers will share related student work
- Classroom teachers will evaluate and summarize student work samples which incorporated instructional strategy #3 to determine progress
- Continue to discuss data and student placement

April's Focus: Review /reflect on leveled reading placements.

Week of April 9

- Begin final formal observations by Peer coaches of Teachers implementing instructional strategy #3 to meet Alt. Comp goal, reflecting on session
- Peer Coach will review with Teachers their attainment of Professional Growth Plan
- Staff Meeting: Teams/Departments will meet and articulate progress on instructional strategy #3.

Week of April 23

- Continue with final Formal Observations by Peer Coaches of Teachers implementing instructional strategy #3 to meet Alt. Comp goal, reflecting on session
- Teams/Departments will meet, reflect, and articulate progress on instructional strategy #3.

May's Focus: Reflect on previous three strategies and begin planning and preparation for next year.

- Complete final Formal Observation by Peer Coach of Teachers Implementing Instructional Strategies to meet Q Comp goal and the Wayzata Frameworks for Effective Instruction
- Peer Coaches develops a summary report indicating the amount of professional development colleagues received throughout the year and forms a board presentation for the June work session.
- Peer Coaches reflect on alt comp. initiate and make recommendations for the following 07-08 year
- Peer Coach and leadership team analyzes student data from MAP testing and MCA testing and begins to look at goals for the 2007-08 school year
- Reflect on progress for all three strategies and begin to look at goals for the upcoming year.

Oakwood Elementary Team Planning Day Schedule – 06-07

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

Kindergarten

Tuesday, Sept. 26
Monday, Nov. 20
Thursday, Jan. 25
Monday, March 19

Grade 1

Tuesday, October 3
Thursday, October 30
Friday, February 2
Monday, March 26

Grade 2

Tuesday, October 10
Thursday, December 7
Friday, February 9
Wednesday, April 18

Grade 3

Tuesday, October 17
Thursday, December 14
Friday, February 16
Wednesday, April 11

Grade 4

Thursday, October 26
Wednesday, January 3
Monday, February 26
Wednesday, May 2

Grade 5

Thursday, November 2
Wednesday, January 10
Monday, March 5
Wednesday, May 9

Special Education

Monday, November 13
Thursday, January 18
Monday, March 12
Wednesday, May 16

Specialists:

SPANISH – BV / TECHNOLOGY – PC

October 11, December 5, February 8, April 19

VOCAL MUSIC – GW

October 13, December 6, February 5, April 23

ART – GL / PE – SH

October 16, December 1, February 7, April 24

V-21 – CMS (To be determined by Lois Robbins)

MEDIA – PC (To be determined by Mark Manning)

Literacy Coaches (To be determined by Nancy McCoy)



DATA ANALYSIS OF PREVIOUS ALT COMP GOAL

Goal:

Summary/Interpretation of Data Analysis:

Goal Achieved: Yes No



Please list other building initiatives.

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

Strategies/Activities:

- **International Night-** A January event for families and community residents that celebrates each culture and heritage. – (PTA)
- **Student assemblies-**(guest artists and community participants) (Site Council/Principal)
- **Develop a more diverse representation (15%)** on Oakwood committees and boards.(Principal/Site Council)
- **Continue and enhance the Literacy Volunteer program.** (Principal/3,4,5th teaching staff/Charlene Barghini)
- **Staff Development and courageous conversational activities to bring meaning and content to Oakwood classrooms.** (Principal/OW Staff)
- **Participation and continuation of staff involvement in NUA and the mapping strategies component.** (Principal/OW Staff)

Person/Group Responsible:

OW PTA/Teaching staff/Principal/District Volunteer Coordinator/Site Council

Timeframe:

Spring 2007-Spring, 2009

Status:

Date Completed: Ongoing:



Please list other building initiatives.

Initiative: Differentiation Strategies for Effective Instruction

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

Strategies/Activities:

- Create a leveled library for grades 1-5. The library will include titles that allow teachers to differentiate reading levels for all students. This will benefit struggling readers as well as the most advanced readers.
- The library will contain multiple copies of the same title to allow for flexible grouping.
- Teachers will be trained on the various procedures of library use.
- Site Council will work cooperatively with the PTA and teaching staff to determine appropriate ways to fund the purchase of needed materials.

Person/Group Responsible:

- Leveled library committee will oversee the purchasing of required materials.
- All certified members of Oakwood Elementary School.

Timeframe:

Spring 2007-Spring 2009

Status:

Date Completed:

Ongoing:

SUMMARY OF 2004-06 GOALS:

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

PLAN/ACTIVITY:

UPDATE:

Translation of “Eagle Eye Extra” Video	Task became invalid due to a change in community needs.
Translators for school activities	Translators are provided for Conferences/activities as needed
Homework Groups	Neighborhood homework helps/after school clubs
Oakwood Websites	Ongoing work in progress
Data Analysis meetings	Parent forums/evening meetings

2.) *Prepare all learners to be successful in a diverse world by providing school programs/activities that celebrate Oakwood’s diversity.*

PLAN/ACTIVITY:

UPDATE:

School assemblies	Ongoing work in progress
International Night	Huge success and will be ongoing
“Eagle Eye Extra” Interviews	Routine practice to interview new students each week

3.) *Improve academic Achievement in math and writing by differentiating instruction to meet individual student needs.*

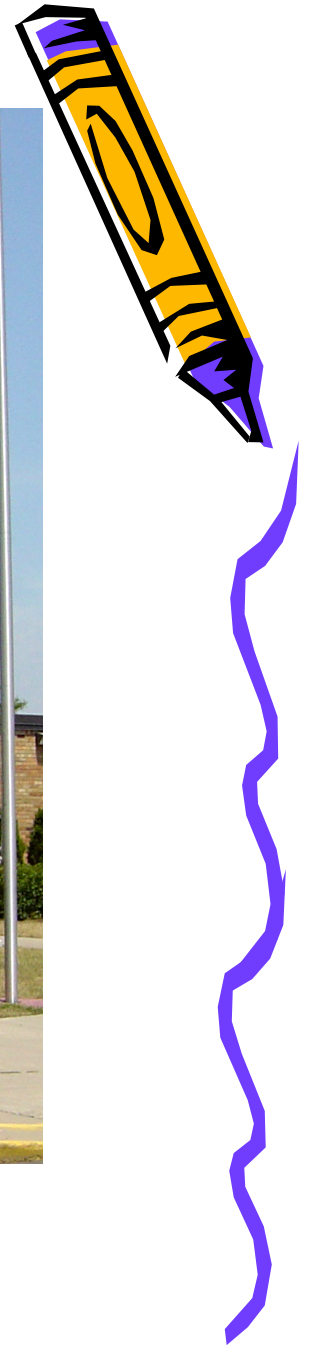
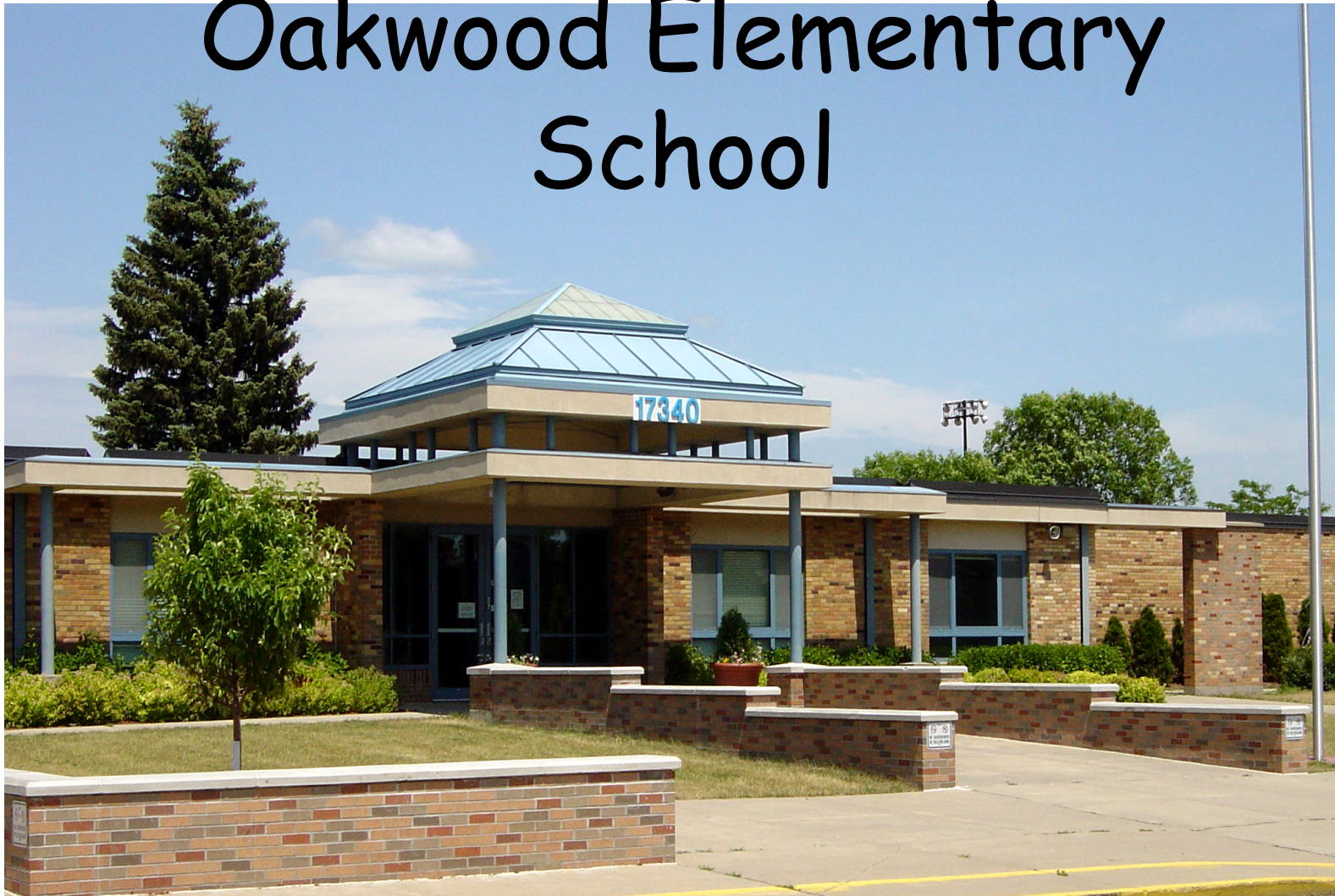
PLAN/ACTIVITY:

UPDATE:

Math-Narrow the achievement gap for Students performing at level I & II on MCA Tests.

Decrease Number of 3rd grade students in levels I & II to Less than 10%.....	Gr. 3	03-04 – 24%
		04-05 – 17%
		06-07 – 13.2 %
Decrease number of 5th grade students in levels I & II to Less than 13%.....	Gr. 5	03-04 – 20%
		04-05 – 15%
		05-06 – 17%

Oakwood Elementary School



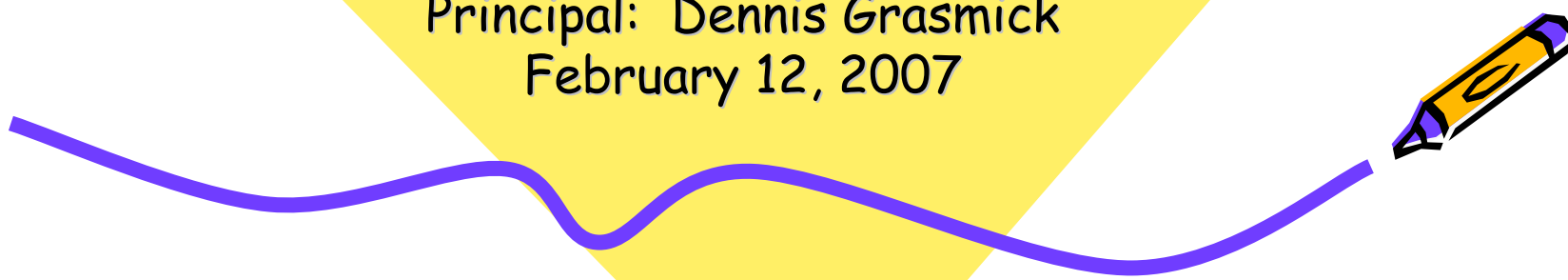
We have a story to tell.



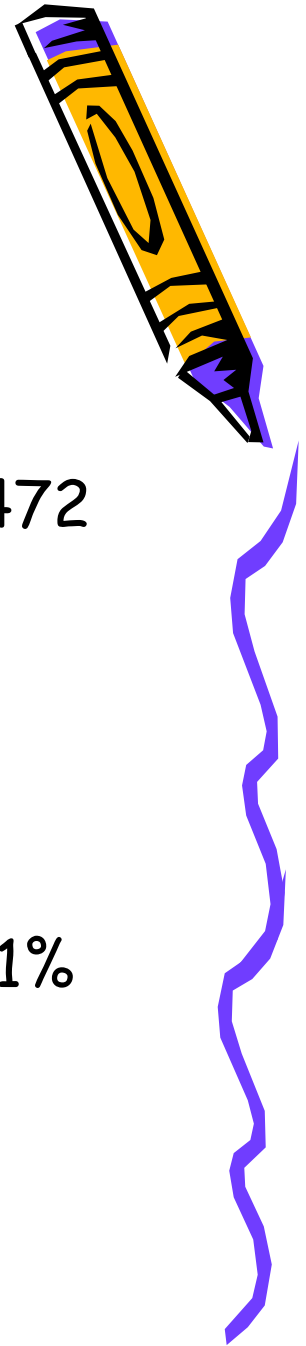


2007-2009 SCHOOL IMPROVEMENT PLAN

OAKWOOD ELEMENTARY SCHOOL
Principal: Dennis Grasmick
February 12, 2007



Oakwood has undergone some changes with the boundary shifts.



05-06 School Year

Total Enrollment-444

- White - 74%
- African Am.- 19%
- Asian Am. - 4%
- Hispanic- 3%
- American Indian-<1%

06-07 School Year

Total enrollment-472

- White - 77%
- African Am. - 15%
- Asian Am. - 5%
- Hispanic - 3%
- American Indian-<1%



New students and families felt welcome and supported from the very first day of school.



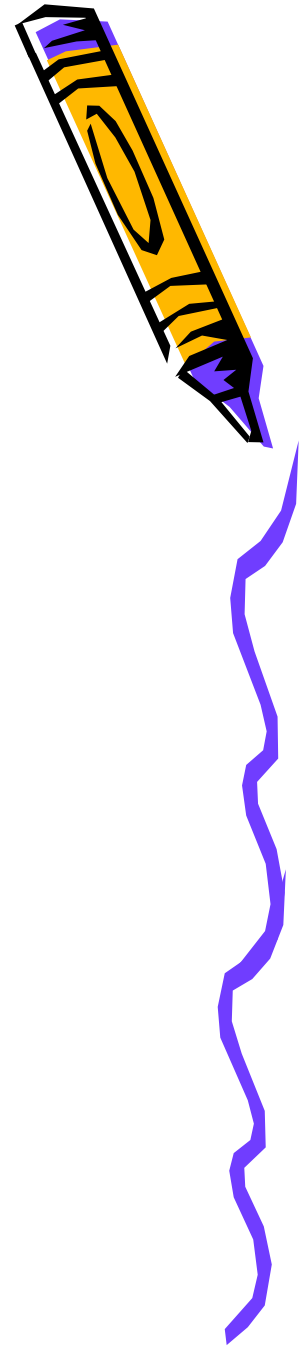
Other points of interest:

05-06

- 28% Free & Reduced

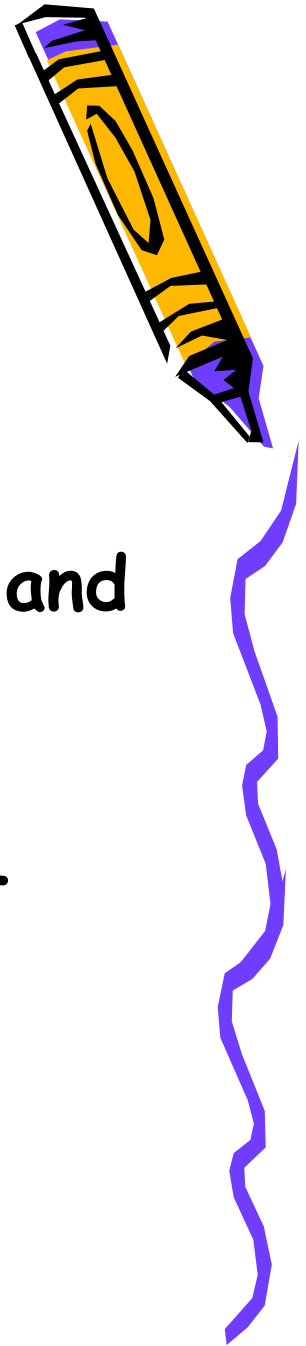
06-07

- 17% Free & Reduced

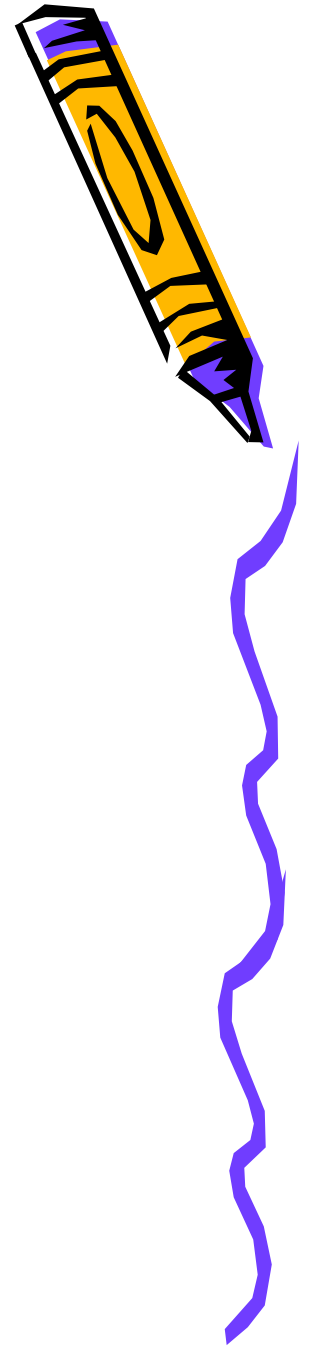


2004-06 Goals

- *Goal One: Develop communication strategies to reach all Oakwood families.*
- Translation & revision of publications and media productions
- Homework Help in Neighborhoods
- Parent Forums to discuss achievement data and clarify goals
- New family welcome



Keeping families involved and informed has immediate as well as far reaching implications for academic success.



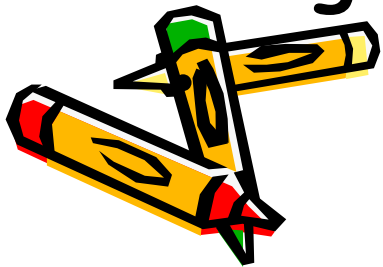
• Goal Two: *Prepare all learners to be successful in a diverse world by providing school programs/activities that celebrate Oakwood's diversity.*

***More and varied assemblies**

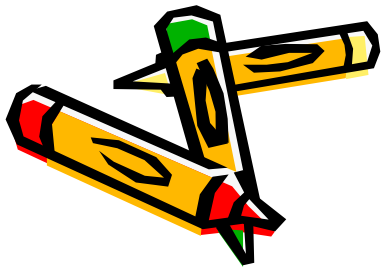
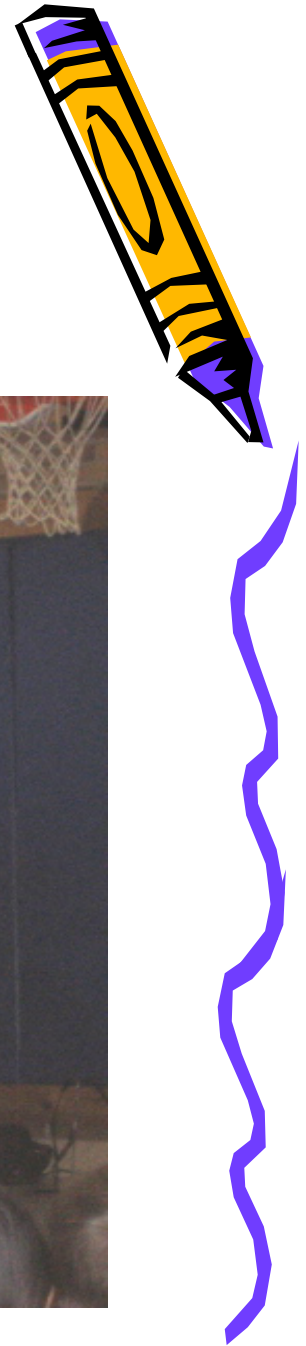
***International Night in January**

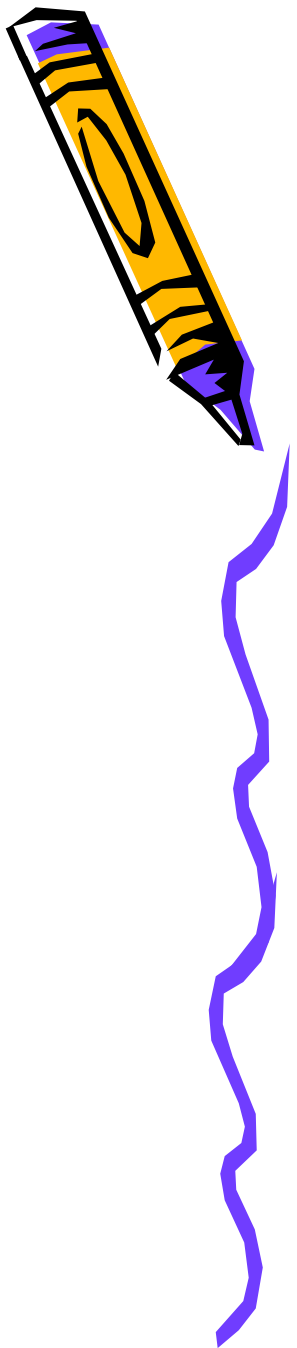
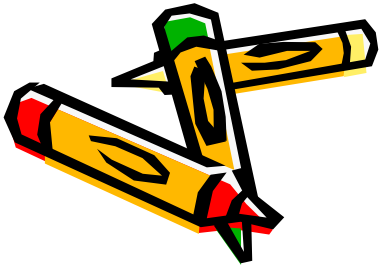
***Eagle Eye Interviews**

***Staff discussions on diversity issues**



Assemblies provide opportunities for students to learn about differences of others around them.

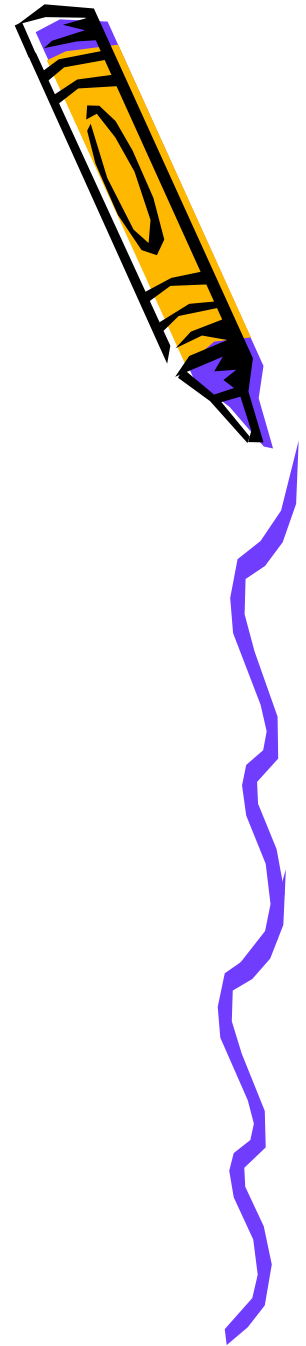




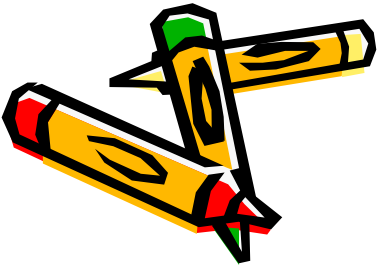
Goal Three:

Improve academic achievement in math and writing by differentiating instruction to meet individual student needs.

- Staff training and dialog in NUA and mapping strategies
- Discussion and sharing of instructional methodology
- Fall and Spring Writing assessments using rubrics and training staff in scoring these writing samples.

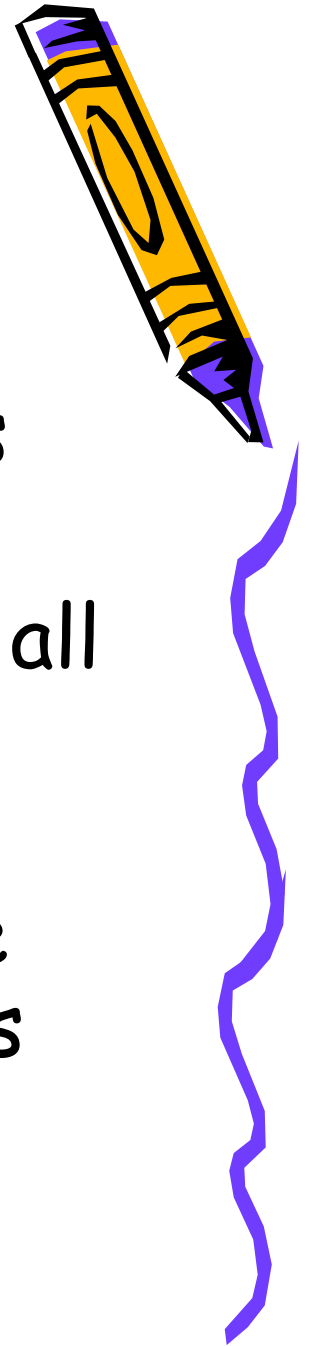


The challenge is to move the focus of instruction from the front of the classroom to the center of the table.

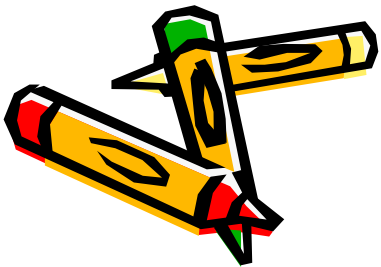


Current Thoughts and Considerations:

- How will the changes in boundaries change the educational setting?
- What will we need to do to ensure all students experience success at Oakwood?
- What data will be used to evaluate and modify our teaching strategies and methodologies at Oakwood?



Reliable and consistent data will provide the blueprints for instructional best practice.

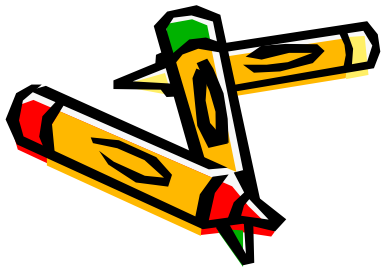
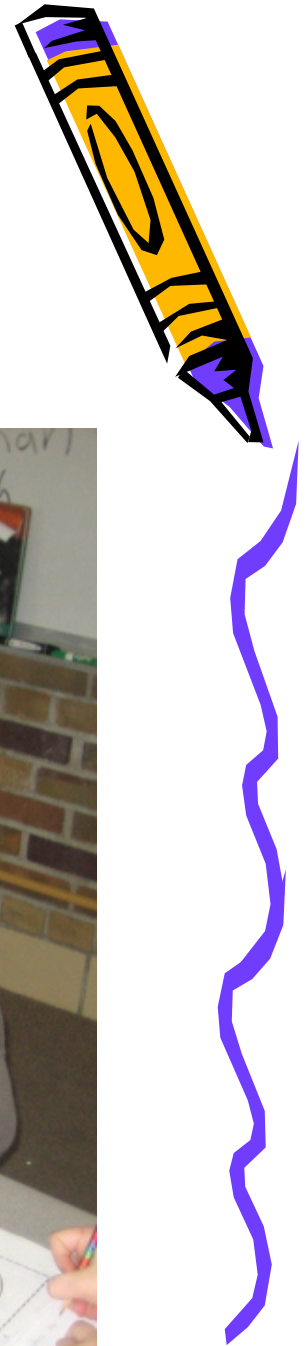


Established Understandings:

- Students will live and work with one another in an educational setting that encourages and promotes unity, harmony, and respect.
- All students will experience success.
- An achievement gap exists and that gap needs to be closed.
- Volunteer resources from our community are an asset to our students, families, and staff.
- Community resources offer support and enhance our current programs.
- Parent participation and involvement is high.



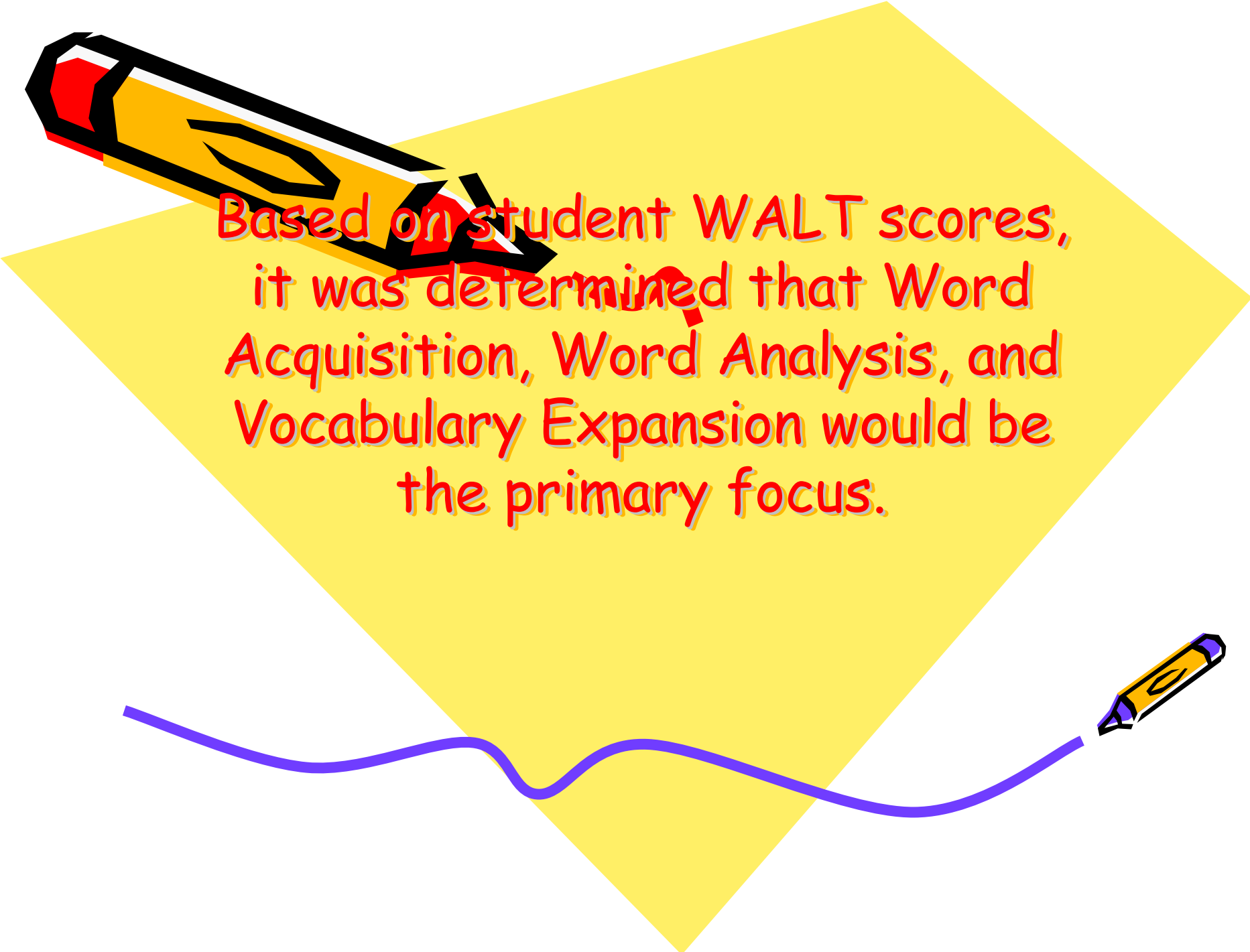
An educational setting that promotes unity, harmony, and respect.....





School Site Goal for Q- Comp Focus:

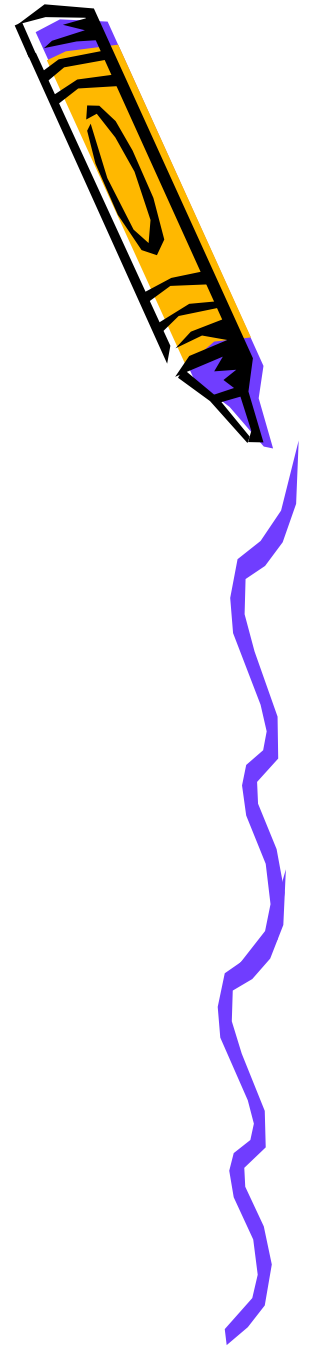
One percent of our students at Oakwood will advance one level in reading as measured by NWEA testing from Fall, 06 to Spring, 07.



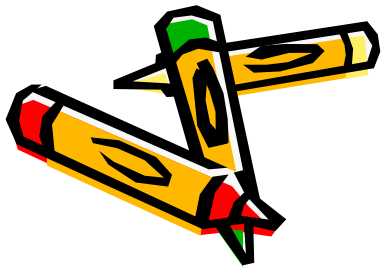
Based on student WALT scores,
it was determined that Word
Acquisition, Word Analysis, and
Vocabulary Expansion would be
the primary focus.

We focused on three areas of the WALT Reading Test:

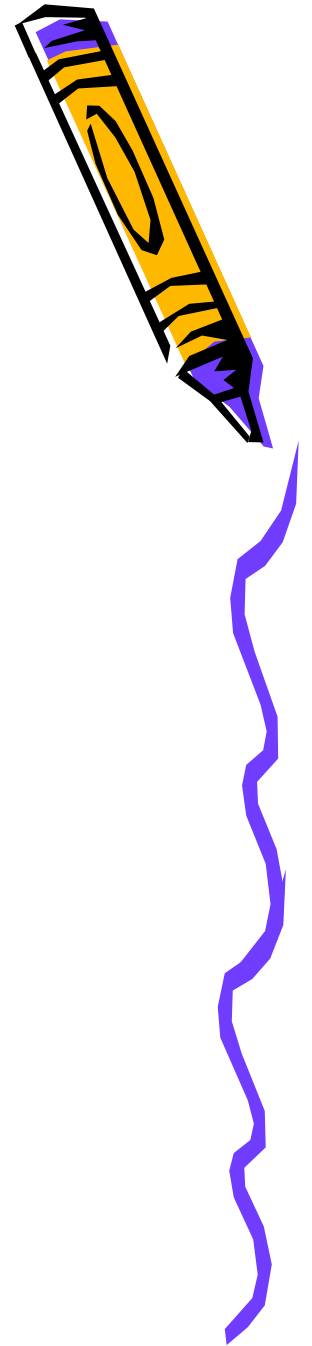
- Inferential Comprehension
- Literal Comprehension
- Word Acquisition



All students will achieve
success...



Test results bore out our needs:



- Inferential Comprehension-Quartiles 3,4
 - 03-04 68%
 - 04-05 69%
 - 05-06 76%
- Literal Comprehension-Quartiles 3,4
 - 03-04 71%
 - 04-05 71%
 - 05-06 73%
- Word Acquisition
 - 03-04 62%
 - 04-05 66% (*Scored lowest in this area*)
 - 05-06 70%



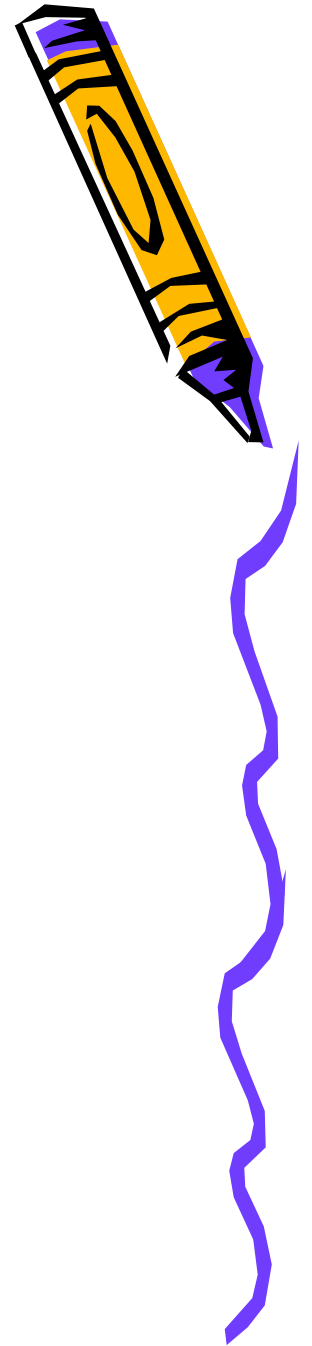
With Word Acquisition as our primary focus, teachers will demonstrate proficiency in implementing:

1. Teacher discussion/modeling to reinforce and integrate skills in word recognition, word analysis, and vocabulary expansion.
2. Incorporate NUA "Thinking Maps"
3. Level reading materials to more appropriately address individual student vocabulary building knowledge and skills.



Measurement will include the following:

- Observation rubric
- Professional growth plans
- Results from standardized assessments
- Sharing, Discussion and dialogue sessions as indicated on the Prof. Development Calendar



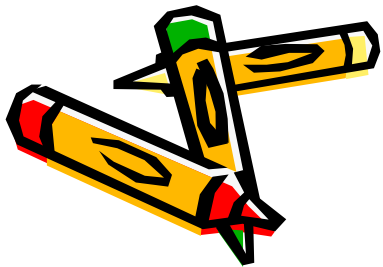
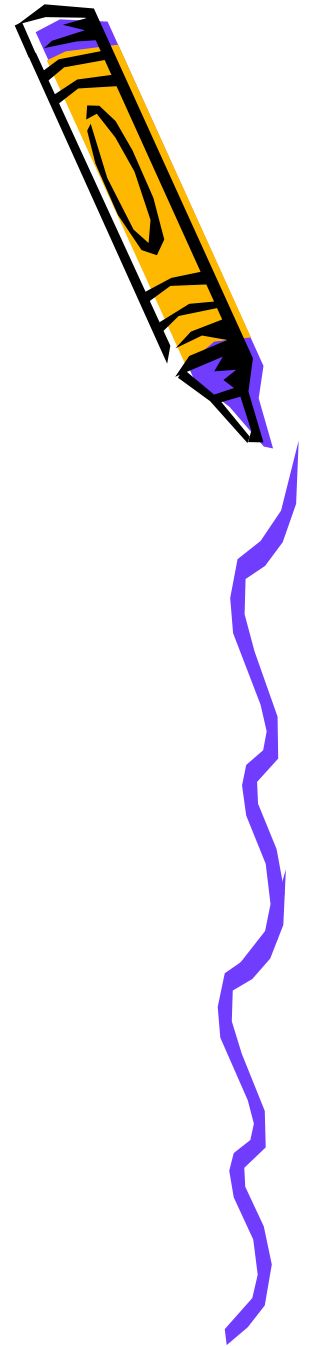
In addition, Site Council will support this goal through the following building initiatives:



1. Improve academic achievement through differentiated instruction by meeting individual student or small group learning needs by creating a leveled library.
2. Support and encourage diversity awareness within OW's learning community by organizing and sponsoring activities and programs that may include but not be limited to such things as International Night, Interfaith Outreach, Club Connect, representative diversity on OW's committees and organizations, school assemblies, and local businesses and Churches.



That is Oakwood's story....



ENROLLMENT PROJECTIONS 2007-2011

Wayzata Area School District 284

Prepared by:

*Barbara Lukermann, FACIP
January 2007*

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Introduction

The following report provides an updated five year projection for the district as a whole and a new allocation of elementary enrollment to the two elementary attendance areas of Plymouth Creek and Kimberly Lane. New housing construction in the Maple Grove portion of the district and higher than average student factors from these new single family subdivisions warrant a review of the assumptions applied in the prior set of projections and the adequacy of the current boundaries to accommodate projected growth.

Projections assume no change to current policy for admitting open enrollment students or significant change in the share of resident students attending district 284 schools.

A. Comparison between Projected and Actual Enrollment, Fall 2006

Table 1 Comparison between Projected and Actual Enrollments

Grade	Merged Projected	Actual	Difference
Kg	677	674	-3
1	714	717	3
2	696	704	8
3	709	710	1
4	739	724	-15
5	708	734	26
6	783	770	-13
7	776	802	26
8	830	854	24
9	818	810	-8
10	779	804	25
11	762	788	26
12	763	793	30
TOTAL	9754	9884	130
Kg-5th	4243	4263	20
6th-8th	2389	2426	37
9th-12th	3122	3195	73
<i>Note: Includes FAIR and IDDS students</i>			
Housing	9,769		
Grade P	9,754		
Numeric	9,741		

Actual enrollments exceeded projected enrollments for all grade groups with the largest increases at the senior high level. Projections for kindergarten through grade 3 were on target.

B. Components of Change last Year

Change in open enrollment and resident enrollments over the past year are listed in Table 2. Increase in open enrollment was significant, but not sufficient to offset the gross decline in resident enrollment (100 vs. 140) . **Survival** of resident students, however, was only -56 students, with most of the loss at the senior high grades and gains in the elementary and middle school grades. **Survival** of open enrollment students was greatest in the middle school grades and very small in the elementary grades.

Table 2	Change in Open Enrollment				Change in Resident Enrollments				
	into District 284		Survival	Change	Grade	2005	2006	Survival	Change
Grade	2005	2006							
Kg.	74	48		-26	Kg.	600	625		25
1	79	78	4	-1	1	638	640	40	2
2	60	71	-8	11	2	644	634	-4	-10
3	74	75	15	1	3	636	634	-10	-2
4	58	75	1	17	4	666	641	5	-25
5	57	63	5	6	5	677	662	-4	-15
6	60	70	13	10	6	710	685	8	-25
7	59	85	25	26	7	743	707	-3	-36
8	78	95	36	17	8	776	750	7	-26
9	66	81	3	15	9	744	731	-45	-13
10	63	83	17	20	10	741	723	-21	-18
11	74	80	17	6	11	714	710	-31	-4
12	88	86	12	-2	12	705	712	2	7
TOTAL	890	990	140	100	TOTAL	8994	8854	-56	-140
Kg-5th	402	410	17	8	Kg-5th	3861	3836	27	-25
Gr.6-8	197	250	74	53	Gr.6-8	2229	2142	12	-87
Gr.9-12	291	330	49	39	Gr.9-12	2904	2876	-95	-28
Source:	District Offices				Note:	Includes IDDS and FAIR students			

Five Year survival trends show a major increase in net in-migration this past year.

Table 3 Five Year Survival Trends

Grade	2001-02	2002-03	2003-04	2004-05	2005-06
K-1	39	55	30	23	33
1-2	3	11	-4	8	15
2-3	19	21	20	33	20
3-4	20	11	17	21	0
4-5	-11	23	-18	7	33
5-6	35	27	19	51	12
6-7	11	2	39	14	42
7-8	6	2	-2	7	29
8-9	2	47	28	12	18
9-10	10	20	-5	-20	24
10-11	-18	-21	-31	-29	5
11-12	-34	-59	-54	-16	2
Net Migr.	82	139	39	111	233
K-5th	70	121	45	92	101
6th-8th	52	31	56	72	83
9th-12th	-40	-13	-62	-53	49

Current kindergarten class includes 49 non-resident students. Approximately 15% of resident kindergarten students choose other schools.

Development Trends

The robust hot housing market of the last four to five years has now cooled with a significant drop in permitted new housing units in the metro area during the current year. Two factors are contributing to the decline: the large inventory of unsold units and a loss of confidence among prospective buyers that this is the right time to get into the market. Most of the large national builders are thus focusing on drawing down their inventory before putting new projects on the market. For the first eleven months of 2006 the number of permitted units in the Twin City metro area has dropped from the 2005 number of 16,132 to 11,991 units. Permitted units are down in Plymouth and Maple Grove but the number of permitted single family homes has not dropped significantly.

Table 4 New Building Permits 2005 and 2006

<i>Plymouth</i>	<i>2005</i>	<i>2006*</i>	<i>Change</i>	
Single Fm.	166	117		
Town H	31	39		
Condos	170	80		
Total	367	236	-131	-36%
<i>Maple Gr.</i>				
Single Fm	209	201		
Town H	70	37		
Condos	173	111		
Total	452	349	-103	-23%

Source: City Building Inspections

Maple Grove portion of District 284 is growing rapidly and bringing many school age children into the Kimberly Lane attendance area.

As in previous years the District contacted all the major builders to get their estimates of absorption of new units over the next 3 to 5 years. See summary (Table 5) and absorption schedules for each plat in Table 6. The tally was made in October when the slower absorption was already evident but developers are generally optimistic about their market shares and thus the numbers for this year and next could be on the high side.

Table 5	Projected New Housing Starts			2007-2011			
	Single F.	Mult. F.	Total				
				% all units		% S.F.units	% th/C
Kimberly Lane	436	94	530	38%		51%	17%
Plymouth Creek	251	340	591	42%		29%	61%
Oakwood	0	5	5	0%		0%	1%
Greenwood	146	43	189	13%		17%	8%
Gleason Lake	8	0	8	1%		1%	0%
Birchview	12	29	41	3%		1%	5%
Sunset Hill	2	46	48	3%		0%	8%
			0	0%		0%	0%
TOTAL	855	557	1412	100%		100%	100%
Source:	District Survey		Oct-06				

Findings

- ✚ The district has a relatively large inventory of vacant lots and 60% of these are platted for single family units. An average of 140 new single family homes a year are projected by the developers, plus 110 town home or condo units a year.
- ✚ 80% of all new housing will be in the two northern elementary attendance areas – almost equally distributed between Kimberly Lane and Plymouth Creek.
- ✚ The impact of new housing on enrollments will be much greater in Kimberly Lane since almost all the units will be single family. Almost 60% of Plymouth Creek's new units will be town homes or condos where relatively few school age children reside.
- ✚ Greenwood attendance area will be the only other part of the district with a significant number of single family homes. Enrollment change in the remaining attendance areas will be primarily guided by the relative size of the different grades and current pre-school numbers.

Note: Maple Grove has just approved a revised plat for Fieldstone Meadows, cutting back single family units to 95 and adding 80 twin homes. An additional 98 unit single family plat is awaiting approval at the southwest corner of the present Bonaire

development. No absorption schedule available. These changes would add 20 single family units and 80 town home units to Tables 5 and 6.

Table 6	Projected New Housing Units By Elementary Attendance Area						TOTAL	
	Vacant Lots	Oct. 2006 2006/7	2007/08	2008/09	2010-11	2011-12		
KIMBERY LANE								
<i>Single Family units</i>								
Highcrest in W. M.	2	2	0	0	0	0		
Bonaire	182	65	70	47	0	0		
Prominance Woods	37	1	11	12	13	0		
Fieldstone Meadows	175	0	0	25	40	40		
Edgewater Estates	80	0	20	30	30	30		
Bridgewater Cross.	?	0	0	0	0	0		
<i>Sub-total</i>	476	68	101	114	83	70	436	
<i>Town Home/Condo Units</i>								
Cascades	11	11	0	0	0	0		
Timber Creek TH	75	55	20	0	0	0		
Bonaire TH	8	8	0	0	0	0		
<i>Sub-total</i>	94	74	20	0	0	0	94	
PLYMOUTH CREEK								
<i>Single Family Units</i>								
Seven Greens #2	34	7	11	7	9	0		
Taryn Hills	217	0	50	65	50	52		
<i>Sub-total</i>	251	7	61	72	59	52	251	
<i>Town Home/Condo Units</i>								
Seven Greens #2	22	4	8	7	3	0		
Taryn Hills	318	1	90	85	75	67		
<i>Sub-total</i>	340	5	98	92	78	67	340	
OAKWOOD								
<i>Town home units</i>								
Gravierre	4	4	0	0	0	0		
Paula's Place	1	1	0	0	0	0		
<i>Sub-total</i>	5	5	0	0	0	0	5	
GREENWOOD								
<i>Single Family units</i>								
Churchill Ridge	10	2	3	3	2	0		
Bridgewater	136	4	20	40	40	32		
<i>Sub-total</i>	146	6	23	43	42	32	146	
<i>Town home units</i>								
Peri Dev. MF	43	0	15	15	13	0		
<i>Sub-total</i>	43	0	15	15	13		43	
GLEASON LAKE								
<i>Single Family units</i>								
Serenity on Hadley L.	2	2	0	0	0	0		
Wayzata Farms	1	1	0	0	0	0		
Willow Ridge	5	1	1	3	0	0		
<i>Sub-total</i>	8	4	1	3	0	0	8	
BIRCHVIEW								
<i>Single Family units</i>								
Executive Woodlands	12	4	5	3	0	0		
<i>Sub-total</i>	12	4	5	3	0	0	12	
<i>Town home units</i>								
Yellowstone trail	29	12	12	5	0	0		
<i>Sub-total</i>	29	2	12	15	0	0	29	
SUNSET HILL								
<i>Single Family Units</i>								
Medicine L. Estates	2	2	0	0	0	0		
<i>Sub-total</i>	2	2	0	0	0	0	2	
<i>Apartments/Condos</i>								
South Shore Park	18	0	18	0	0	0		
Charles Cudd	28	10	5	6	7	0		
<i>Sub-total</i>	46	10	23	6	7	0	46	
TOTAL Single Fam.	895	91	191	235	184	154	855	61%
TOTAL TH+C+apt	557	96	168	128	98	67	557	39%
GRAND TOTAL	1452	187	359	363	282	221	1412	100%

Source: New Development Update, District 284

Assumptions for the Projections

Three different models will again be run for district level projections. The grade progression and numeric survival models apply judgments on the validity of historical trends. The housing starts model becomes less viable as a district approaches full development and the impact of new housing becomes less significant a factor than in- and out-migration and school choices. A housing based projection will be most useful for the two elementary districts experiencing significant growth where boundary adjustments may be needed to accommodate short term enrollment gains.

A. Adjusted Student Factors from New Housing

The student factors for new single family housing have been revised upward following a detailed analysis of recent developments in the Maple Grove portion of the Kimberly Lane attendance area. See *Appendix A* for student factor calculations on number of occupied units and current enrollments for the Kimberly Lane and Plymouth Creek new developments. The new student factors listed in Table 7 will be used for projecting enrollment impact from new housing starts for the district as a whole.

Child Factors		Student Factors for 2006+			Single Family for KL and PK areas	
		Sing.Fam	TownH.	Condos		
Kg-5th	60	0.500	0.053	0.058	0.600	63%
6th-8th	27	0.220	0.039	0.018	0.240	25%
9th-12th	13	0.110	0.058	0.024	0.110	12%
Total		0.830	0.150	0.100	0.950	100%

B. Kindergarten Class Size

Projections for the entering kindergarten assume that the district will continue to accept non-resident students in roughly the same proportions as in the past five years. Allocation of non-resident students, however, will restrict non-resident enrollments in the Kimberly Lane and Plymouth Creek attendance areas where growth will be occurring.

The decreased number of births in 2002 and 2003 is expected to produce a smaller kindergarten class for 2007 and 2008. See *Table 8*.

Table 8 History of Births *Kindergarten*
2000-projected
2006 *ratios to*
Prior Births

	Henn Co.	Ply_Way.	<i>County</i>	<i>City</i>
2000	16,553	956	4.44%	69.1%
2001	16,800	965	3.99%	65.9%
2002	16,112	837	4.14%	69.3%
2003	16,440	872	4.16%	69.8%
2004	16,718	918	4.17%	70.4%
2005	16,348	877	4.13%	71.5%
<i>Est.2006</i>	16,500	870	4.01%	69.8%
		Average	4.15%	69.4%

Projected kindergarten class sizes are listed in Table 9. Note that a higher ratio to city births take into account recent and projected growth in the Maple Grove portion of the district. The high will be applied to the housing starts model and the average to the grade progression and low to the numeric survival model.

Table 9 Projected Kindergarten Enrollments

Year	(1)	(2)	Average	
2003	652	652	650	
2004	666	666	664	
2005	684	684	684	<i>Actual</i>
2006	672	685	679	<i>674</i>
2007	661	603	632	
2008	674	628	651	
2009	685	661	673	
2010	670	631	651	
2011	677	626	651	

(1) based on 4.1% county births

(2) based on 72% city births

*Source: Mn. Dept. Health Vital Statistics
 Consultant assumptions*

C. Numeric Survival Assumptions

The net in-migration last year was much larger than in the recent past. With no significant change in the proportion of students selecting other schools, the increase reflects the new housing construction and turn-over of existing homes. The projections for the next five years assume a weighted three set of survival, as shown in Table 10.

Grade	Numeric Survival History and Projections					3 year	5 year
	2001-02	2002-03	2003-04	2004-05	2005-06	Weighted	average
K-1	39	55	30	23	33	29	36
1-2	3	11	-4	8	15	10	7
2-3	19	21	20	33	20	24	23
3-4	20	11	17	21	0	10	14
4-5	-11	23	-18	7	33	16	7
5-6	35	27	19	51	12	26	29
6-7	11	2	39	14	42	32	22
7-8	6	2	-2	7	29	17	8
8-9	2	47	28	12	18	18	21
9-10	10	20	-5	-20	24	5	6
10-11	-18	-21	-31	-29	5	-12	-19
11-12	-34	-59	-54	-16	2	-13	-32
Net Migr.	82	139	39	111	233	160	121
K-5th	70	121	45	92	101	89	86
6th-8th	52	31	56	72	83	75	59
9th-12th	-40	-13	-62	-53	49	-4	-24

Grade Progression Assumptions

This model applies the final column of ratios where outliers (shown in bold in the table) are removed. This same assumption was applied to the prior projections.

Grade	Progression Ratios					5yr. Ave,	W. 3 year	Outliers Removed
	01-02	02-03	03-04	04-05	05-06			
Kg-1	1.0639	1.0859	1.0460	1.0345	1.0482	1.0557	1.0433	1.0429
Gr.1-2	1.0042	1.0169	0.9942	1.0117	1.0218	1.0098	1.0138	1.0098
Gr.2-3	1.0273	1.0295	1.0303	1.0478	1.0290	1.0328	1.0355	1.0290
Gr.3-4	1.0267	1.0154	1.0232	1.0309	1.0000	1.0192	1.0142	1.0192
Gr.4-5	0.9849	1.0299	0.9752	1.0093	1.0471	1.0093	1.0225	1.0178
Gr.5-6	1.0477	1.0376	1.0240	1.0719	1.0158	1.0394	1.0359	1.0313
Gr.6-7	1.0144	1.0026	1.0523	1.0173	1.0553	1.0284	1.0421	1.0284
Gr.7-8	1.0078	1.0026	0.9974	1.0089	1.0352	1.0104	1.0201	1.0104
Gr.8-9	1.0026	1.0604	1.0361	1.0156	1.0227	1.0275	1.0226	1.0137
Gr.9-10	1.0135	1.0262	0.9939	0.9751	1.0308	1.0079	1.0061	1.0022
Gr.10-11	0.9760	0.9721	0.9604	0.9646	1.0064	0.9759	0.9848	0.9759
Gr.11-12	0.9538	0.9194	0.9262	0.9787	1.0025	0.9561	0.9819	0.9784

Five Year Projections

Five sets of projections follow: 3 for the individual models, 1 for a merged model for all three projections and 1 that merges only the grade progression and numeric survival numbers.

See pages 11A through 11E .

Findings

- Differences between the models are small except for the larger elementary enrollments generated by the housing model. This is due to the increased student factor for the elementary grades and a slightly higher percent of total enrollments into the elementary grades.

Table 17

Comparison between models for 2011

	Housing	GradeP.	Numeric	Difference	Merged 3 models	Merged GP+NS
Kg-5th	4,389	4,200	4,115	274	4,235	4,158
6th-8th	2,373	2,383	2,426	53	2,394	2,404
9th-12th	3,215	3,178	3,307	37	3,233	3,243
TOTAL	9,977	9,761	9,848	216	9,862	9,805

Includes the FAIR and IDD students

- Projections for the housing model are higher than produced last year due to the higher student factors for single family homes and a larger number of projected new housing starts. (2010 projected enrollments of 9,923 vs. 9,812 in the prior projection)
- Prior enrollment projections anticipated relatively stable five year enrollments and the updated numbers do not change that conclusion.
- Under the 3 merged models elementary enrollments decline from 4,263 in 2006 to 4,235 by 2011. A slight peak occurs in 2009.
- Small decreases in the middle school enrollments and small increases at the senior high grades occurs over the five years.

- Under the 3 merged models, peak elementary and senior high enrollments occur in 2009. Highest enrollment for the middle school grades occurs in 2011.

Note: the housing model was also run with a 1% net out-migration applied to each grade over the five year period. With this assumption, enrollments decline to 9,720 – very comparable to the Numeric Survival based projection.

Impact of Growth in the Kimberly Lane and Plymouth Creek Elementary Attendance areas

Enrollments at Kimberly Lane this year have far exceeded earlier estimates on the impact of growth, with current enrollments exceeding the building capacity by 66 students. With significant additional development projected for Kimberly Lane and Plymouth Creek attendance areas adjustment to the attendance boundaries are needed.

New projections for these two attendance areas are listed in the following tables based on these assumptions:

- All projected housing units are built in the scheduled year (*Table 6*)
- Student factor for new single family unit is increased to **0.6** for the elementary grades. This is lower than the current factor for Bonaire (0.98) but higher than the current average factor for the combined attendance areas (0.43) that contain significant older subdivisions with fewer children in the lower grades.
- Kindergarten enrollments for Fall 2007 start with current number of resident children who will be attending district schools, plus the impact of growth. Future kindergarten class size adds on the impact of new housing starts without any adjustment for out-migration or current pre-school children living in the areas.
- No future non-resident students are incorporated into the projections.

Almost all the growth in the Kimberly Lane area will be single family homes with a gross impact between 50-70 students a year. Plymouth Creek should have a more balanced mix of single family and multi-family units, with almost no impact on enrollments for 2007 but increasing to between 40 and 50 students in remaining years. See Table 18 for the gross impact on enrollments from new housing starts and Table 19 projecting enrollments for the attendance areas to 2010.

Table 18		Projected Housing Growth and Gross Impact on Enrollments										
Impact of Growth		Kimberly Lane Elementary Area					Plymouth Creek Elementary Area					
		<i>Projected Housing Starts</i>					<i>Projected Housing Starts</i>					
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	
Single Family		68	101	114	83	70	Single F	7	61	72	59	52
Multi-family		74	20	0	0	0	Multi-Fam	5	98	92	78	67
		142	121	114	83	70		12	159	164	137	119
<i>Student Factors</i>		<i>Kg-5th</i>					<i>Student Factors</i>					<i>Kg-5th</i>
Single F.	0.60						Single F	0.60				
Multi-fam.	0.10						Multi-F.	0.10				
		<i>Gross Impact on enrollments</i>					<i>Gross impact on enrollments</i>					
		271 students over 5 years					184students over 5 years					

Table 19 Projected Enrollments to 2010														
KIMBERLY LANE						PLYMOUTH CREEK								
	Projected Enrollment			Student Factor 0.6				Projected Enrollments			Student Factor 0.6			
	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010		2009	2010
Kg	130	110	118	128	134	Kg	89	64	71	80	87			
1	124	138	119	129	136	1	95	90	73	80	86			
2	117	133	150	132	138	2	78	96	98	82	88			
3	119	126	146	162	141	3	105	79	105	108	91			
4	120	128	137	158	171	4	90	106	88	115	115			
5	136	129	138	147	167	5	101	91	115	98	123			
TOTAL	746	764	808	856	888	TOTAL	558	526	549	562	589			
680						680								
	66	84	128	176	208	Variance	-122	-154	-131	-118	-91			

Findings

- Significant over-capacity will occur in the Kimberly Lane school with enrollments exceeding building design by 200 students by 2010.
- Plymouth Creek would continue to have excess capacity throughout the four year period.
- The projected enrollments at Kimberly Lane would continue to increase the school's share of district elementary enrollments (from current 17.6% to 20% by 2010, using the high elementary enrollments from the housing starts model).
- Enrollments at Plymouth Creek would initially lose share of district elementary enrollments, in part due to the very small entering kindergarten class in 2007 and in part due to relatively few new single family homes expected in the first couple of years. The school's share of elementary enrollment over the four years would remain stable at 14%. (See Appendix B for additional details).
- If the smaller elementary enrollments generated by the grade progression and numeric survival models, the shares of district enrollment in these two attendance areas would increase substantially.

APPENDICES

Appendix A Inventory of Current Student Factors in the Kimberly Lane and Plymouth Creek Attendance areas.

Analysis of Student Factors for Plymouth Creek and Kimberly Lane Attendance Areas

Resident Enrollment

	Plymouth Creek				Share	Kimberly Lane				Share	
	SF.	TH	MF	All Stud.	S>F>	SF	TH	MF	All stud.	S>F>	
Elementary	404	13	34	451	37%	Elementary	669	41	11	721	54%
Middle	294	5	9	308	27%	Middle	263	18	2	283	21%
High	405	6	14	425	37%	High	317	28	3	348	25%
TOTAL	1103	24	57	1184	100%	TOTAL	1249	87	16	1352	100%

Housing Units

	SF	MF	All Units		SF	MF	All Units
CURA/Assessor	1,340	357	1,690	CURA/Assessor	1,415	357	1,697

Student Factor

	0.82	0.16	0.70		0.88	0.04	0.80
Elementary Factor	0.34	0.13	0.27	Elementary Fact.	0.47	0.15	0.42

Source: District 284 and Hennepin County Assessor Records, October 2006

Selected Subdivisions in Maple Grove

	SF Units	Students	Factor	Shares
Bonaire	110	174	1.58	
Elementary		108	0.98	62%
Middle		42	0.38	24%
High		24	0.22	14%
Rosemary Woods	440			
Elementary		220	0.50	
Elm Creek Cros.	97	73	0.75	
Elementary				
Maple Grove Portion of Kimberly Lane				
Elementary	714	385	0.54	

Source: District 284 Transportation Services

Appendix B Projected Change in Shares of District Elementary Enrollments for Kimberly Lane and Plymouth Creek Attendance areas based on the High Housing Model Projections.

Projected Change in Shares of District Enrollments

(based on the High Housing Model projections)

	District	Kimberly Lane		District	Kimberly Lane
		<i>Gross</i>	Share		
2006	4,246	746	17.6%	625	21%
2007	4,254	764	18.0%	612	18%
2008	4,309	805	18.7%	625	19%
2009	4,387	850	19.4%	636	20%
2010	4,407	881	20.0%	621	22%

	District	Plymouth Creek		District	Plymouth Creek
		<i>Gross</i>	Share		
2006	4,246	558	13.1%	625	13%
2007	4,254	526	12.4%	612	10%
2008	4,309	549	12.7%	625	11%
2009	4,387	562	12.8%	636	13%
2010	4,407	589	13.4%	621	14%

January 17, 2007

MEMO

To: Alan Hopeman, Fred Retzloff
FROM: Barbara Lukermann

RE: Projections for Kimberly Lane and Plymouth Creek Enrollments

Assumptions and methodology for the projections are listed below. Based on extensive analysis of existing student factors in both elementary attendance areas the key assumption is to increase the elementary student factor to 0.6. This is below the Bonaire subdivision where the current factor is 0.9 but slightly over the current factor of 0.54 in the Maple Grove portion of the school district. The final table applies a low 0.43 student factor (current average for all existing single family homes in the two attendance areas).

Methodology for the elementary attendance area projections:

1. Assumes that all projected housing units are built and the impact on enrollment is experienced in the following year – i.e. housing starts during 2006 are reflected in the 2007 enrollments, et al.
2. A high student factor of 0.6 is applied to the elementary areas for single family homes.. Note that for the district projections I used 0.5. The multi-family factor of .1 assumes that 66% of the impact will be at the elementary grades.
3. Future Kindergarten class size is based on resident students only, starting with Pat's resident data for 2007 and adding in projected growth.
4. Kindergarten class size assumes a net increase per year resulting from growth. It assumes that the pre-school population will continue to increase.
5. The 2006 enrollments include non-resident enrollments and ages them through the system but excludes any future non-resident students in the two attendance areas.
6. The resulting enrollments are checked against the district Kg-5th projections to note how the percentage of total enrollment in these two areas would change between 2006 and 2010.

I did not extend the projections to 2011 – given the volatility in migration I stuck to a four year projection.

Table 1 lists the projected housing starts and the gross annual increases in students. Aging the students across the grades reduces the net impact.

Table 2 contains projections by adding the gross impact of students by grade. Projected enrollments are matched to the Building Capacity data.

Table 3 evaluates the projections by indicating how the shares of total district elementary enrollments (and kindergarten enrollments) would be impacted given the projections at the district level under the housing starts model.

Table 4 summarizes the elementary enrollment projections under the different models for the district as a whole.

Table 5 runs the projections with a student factor of 0.43.

Table 1 Projected Housing Growth and Gross Impact on Enrollments

Projections for Kimberly Lane Elementary area						Projections for Plymouth Creek Elementary area						
Impact of Growth						Impact of Growth						
Projected Housing Starts						Projected Housing starts						
	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010	
Single Family	68	101	114	83	70	Single F	7	61	72	59	52	
Multi-family	74	20	0	0	0	Multi-Fam	5	98	92	78	67	
	142	121	114	83	70		12	159	164	137	119	
Student Factors						Student Factors						
Single F.	0.60					Single F	0.60					
Multi-fam.	0.10					Multi-F.	0.10					
Gross Impact on enrollments						Gross impact on enrollments						
				271 students over 5 years						184 students over 5 years		
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011	
Kg-5th	SF	41	61	68	50	42	SF	4	37	43	35	31
	MF	7	2	0	0	0	MF	1	10	9	8	7
	TOTAL	48	63	68	50	42	TOTAL	5	46	52	43	38

Table 2 Projected Enrollments for Kimberly Lane and Plymouth Creek to 2010

Dec. 28 2006		Projected Enrollments					DRAFT						
		KIMBERLY LANE					PLYMOUTH CREEK						
Gross Impact		Projected Enrollment			Student Factor 0.6		Projected Enrollments			Student Factor 0.6			
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010		
	Kg	130	110	118	128	134	Kg	89	64	71	80	87	
	1	124	138	119	129	136	1	95	90	73	80	86	
	2	117	133	150	132	138	2	78	96	98	82	88	
	3	119	126	146	162	141	3	105	79	105	108	91	
	4	120	128	137	158	171	4	90	106	88	115	115	
	5	136	129	138	147	167	5	101	91	115	98	123	
	TOTAL	746	764	808	856	888	TOTAL	558	526	549	562	589	
Building	680						680						
Variance		66	84	128	176	208	Variance	-122	-154	-131	-118	-91	

Table 3

Table 3 **Projected Change in Shares of District Enrollments***(based on the High Housing Model projections)*

	District	Kimberly Lane		District	Kimberly Lane
		Gross	Share		
2006	4,246	746	17.6%	625	21%
2007	4,254	764	18.0%	612	18%
2008	4,309	805	18.7%	625	19%
2009	4,387	850	19.4%	636	20%
2010	4,407	881	20.0%	621	22%

	District	Plymouth Creek		District	Plymouth Creek
		Gross	Share		
2006	4,246	558	13.1%	625	13%
2007	4,254	526	12.4%	612	10%
2008	4,309	549	12.7%	625	11%
2009	4,387	562	12.8%	636	13%
2010	4,407	589	13.4%	621	14%

Table 4 summarizes the differences between the district projection models

Table 4 **Differences in Elementary Enrollments Across the Models**

	Housing	Housing	Grade P	Numeric S.	Merged 3 models
<i>Existing</i>	2006	4,263	4,263	4,263	4,263
	2007	4,254	4,226	4,244	4,221
	2008	4,309	4,264	4,240	4,198
	2009	4,387	4,331	4,258	4,212
	2010	4,407	4,344	4,241	4,177
	2011	4,389	4,323	4,200	4,115

Findings

- ✚ Significant “over-capacity” will occur in the Kimberly Lane school that could reach as high as 200 by 2010.
- ✚ Projected enrollments at Plymouth Creek would continue to have excess capacity throughout the four year period.
- ✚ The projected enrollments at Kimberly Lane would continue to increase its share of the district’s total elementary students. The share in Plymouth creek would drop in the first two with relatively few single family homes expected to be built,

but then start to increase. These changes are calculated after completing the projections as a test of reasonableness. The increasing shares are in line with the fact that 80% of projected new housing starts would be taking place in these two attendance areas.

- ✚ If the smaller elementary enrollments generated by the grade progression and numeric survival models are used, then the shares of district enrollment in these two attendance areas would increase substantially.
- ✚ Assumptions for the above calculations generate a “high” projected enrollment for both attendance areas. A “low” projection using a student factor of 0.43 (the current average for elementary grades for the two attendance areas) would reduce the 2010 enrollments for Kimberly Lane to 829 and for Plymouth Creek 545. The low projection for Kimberly Lane reduces the over-capacity to 149 by 2010.

See alternative projections applying the lower student factor below:

Table 5 LOW												
Projections for Kimberly Lane Elementary area												
Alternative student factor of 0.43 applied												
Impact of Growth												
Projected Housing Starts						Projected Housing starts						
	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010	
Single Family	68	101	114	83	70	Single F	7	61	72	59	52	
Multi-family	74	20	0	0	0	Multi-Fam	5	98	92	78	67	
	142	121	114	83	70		12	159	164	137	119	
Student Factors	Kg-5th					Student Factors	Kg-5th					
Single F.	0.43					Single F	0.43					
Multi-fam.	0.1					Multi-F.	0.1					
	Gross Impact on enrollments						Gross impact on enrollments					
				197	<i>students</i>					142	<i>students</i>	
	2007	2008	2009	2010	2011		2007	2008	2009	2010	2011	
Kg-5th	SF	29	43	49	36	30	SF	3	26	31	25	22
	MF	7	2	0	0	0	MF	1	10	9	8	7
	TOTAL	37	45	49	36	30	TOTAL	4	36	40	33	29

KIMBERLY LANE						PLYMOUTH CREEK						
Gross Impact	Projected Enrollment					Student factor 0.43	Projected Enrollments					Student Factor 0.43
	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010	
	Kg	130	110	118	124	130	Kg	89	64	70	76	81
	1	124	135	116	125	131	1	95	90	71	75	80
	2	117	130	144	124	131	2	78	95	94	79	81
	3	119	124	137	153	129	3	105	79	102	100	85
	4	120	125	132	144	158	4	90	105	85	109	105
	5	136	126	131	140	150	5	101	91	111	91	114
	TOTAL	746	750	778	810	829	TOTAL	558	523	532	530	545
<i>Building Capacity</i>	680						680					
Variance		66	70	98	130	149	Variance	-122	-157	-148	-150	-135

Elementary Boundary Changes – Description of Proposal (DRAFT – January 18, 2007)

When the district changed elementary attendance boundaries last spring, the intention was to reduce enrollment at Greenwood, Kimberly Lane and Plymouth Creek to allow for continued enrollment growth in the northern portion of the district. When school began in fall 2006, the enrollment for all elementary schools except Kimberly Lane and Plymouth Creek was near the projections made last spring. For Kimberly Lane, the student enrollment increased more than what was projected. Because enrollment at Kimberly Lane is projected to continue to grow for the next several years, it is necessary to make adjustments to its attendance area. While Kimberly Lane enrollment was over projection, Plymouth Creek came in below projection. A large new housing development in the Plymouth Creek attendance area (Taryn Hills) did not progress as predicted.

District administrators and elementary principals have reviewed current demographic data for the Greenwood, Kimberly Lane and Plymouth Creek attendance areas. Professor Barbara Lukerman of the University of Minnesota provided the district with revised information on projected enrollment growth in the area. After reviewing the information, the administration is recommending the following neighborhoods be moved from the Kimberly Lane attendance area beginning with the 2007-2008 school year:

- Northwest\Kimberly Lane neighborhood, defined as all residences west of Highway 101 North, will be assigned to the Greenwood attendance area (this change will affect approximately 24 students). This change will also align the middle school boundary between Kimberly Lane and Greenwood. The students from this area are already attending West Middle School.
- Timber Creek neighborhood will be assigned to the Plymouth Creek attendance area (this change will affect approximately 34 students)
- Harvest Hills neighborhood will be assigned to the Plymouth Creek attendance area (this change will affect approximately 30 students)

None of the neighborhoods in the recommendation were affected by last year's boundary changes. Based on current enrollment projections, these changes should provide for adequate space at Kimberly Lane to accommodate anticipated enrollment growth for approximately three years.

In implementing these changes, the district is also recommending the following provisions to guide the boundary change process:

- Current fourth grade students have the option to remain at Kimberly Lane for the 2007-2008 school year
- Students attending Kimberly Lane through an intra-district transfer will maintain their current school assignment
- Students currently attending Kimberly Lane through open enrollment who use a bus stop in one of the neighborhoods that are being moved, will also be moved to either Greenwood or Plymouth Creek

It is expected that the board will take action on the boundary recommendation at the February 12 regular meeting. Prior to the meeting, two parent meetings will be held for families proposed to move to either Greenwood or Plymouth Creek. The meetings will be held on the following dates:

- (Insert date of meeting for families proposed to move to Greenwood)
- (Insert date of meeting for families proposed to move to Plymouth Creek)

**INDEPENDENT SCHOOL DISTRICT 284
WAYZATA, MINNESOTA**

**BUDGET PREPARATION CALENDAR
2007-2008**

Capital committee recommends allocations	December 19, 2006
Board Approval of Final Budget for 2006-07	January 8, 2007
Open enrollment application deadline	January 15, 2007
Board work session—review budget projections	January 22, 2007
Board Approves Final Budget Adjustments—Salaries	February 12, 2007
Board Approves Attendance Boundary Changes	February 12, 2007
Principals and Administrators submit proposed budget changes to Business Office	February 14, 2007
Update CFAC on Budget Status	February 20, 2007
Administrative Council reviews proposed allocations and budget changes	February 22, 2007
Preliminary enrollment projections by school distributed...	February 23, 2007
Board Work Session—review preliminary revenues/expenditures and proposed changes	February 26, 2007
Cabinet discussions on preliminary staffing ratios and supplies allocations	February 27, 2007
Budget materials sent to buildings	March 2 , 2007
Budget materials submitted to supervisors for review (Elementary , Middle Schools, all other) (High School)	March 16, 2007 March 23, 2007
Budget materials submitted to Business Office (Elementary , Middle Schools, all other) (High School)	March 23, 2006 March 30, 2006
All salary and benefit information submitted to Business Office	April 20, 2007
All budget information entered into Finance System	April 27, 2007
Draft of Proposed 2006-2007 Preliminary Budget to Superintendent’s Office	May 16, 2007
Board Work Session – Review Proposed 2006-2007 Preliminary Budget	May 21, 2007
Regular Board Meeting – Approve Preliminary Budget for 2007-2008	June 11, 2007

NEUTRAL FORECAST JAN 2007
(PENDING FY07 SALARIES UPDATE)

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GENERAL FUND - GENERAL ACCOUNT FUND BALANCE HISTORY

Date	Undesig. Fund Balance	As Pct. of Expenditures	Balance per Pupil Unit (Wtd. ADM)
6/30/02	4,112,180	5.67%	371
6/30/03	4,736,960	5.99%	417
6/30/04	5,029,590	6.59%	443
6/30/05	6,996,426	8.28%	616
6/30/06 (Actual)	6,735,123	6.88%	588
6/30/07 (Est)	6,817,604	6.88%	598
6/30/08 (Est)	6,611,157	6.48%	580
6/30/09 (Est)	6,462,782	6.18%	567
6/30/10 (Est)	5,382,706	4.98%	472

SUMMARY OF REVENUES, EXPENDITURES, AND FUND BALANCE

	2005-06 Audited	2006-07 Final Budget	Pct. Chge	2007-08 Estimate	Pct. Chge	2008-09 Estimate	Pct. Chge	2009-10 Estimate	Pct. Chge	2010-11 Estimate	Pct. Chge
Total General Fund Rev's & Trfers	83,592,365	95,374,482	14.1%	99,163,931	4.0%	101,440,972	2.3%	104,001,936	2.5%	106,535,239	2.4%
Total General Fund Expenditures	84,497,952	97,833,082	15.8%	99,160,239	1.4%	102,047,420	2.9%	104,550,311	2.5%	108,115,314	3.4%
Change in Fund Balance	(905,587)	(2,458,600)		3,691		(606,448)		(548,375)		(1,580,075)	
Use of Designated Reserves	644,285	639,494		460,000		400,000		400,000		500,000	
Use of Desig., Unreserved	(261,303)	1,437,896									
Year-end Fund Balance	6,735,123	6,353,913		6,817,604		6,611,157		6,462,782		5,382,706	
Pupil Units (WADM or MCADM)	11,365.25	11,450.00	0.7%	11,400.00	-0.4%	11,400.00	0.0%	11,400.00	0.0%	11,400.00	0.0%
Resident ADM	9,230.15	9,234.22	0.0%	9,235.00	0.0%	9,235.00	0.0%	9,235.00	0.0%	9,235.00	0.0%
Resident WADM (for referendum)	10,692.24	10,692.24	0.0%	10,700.00	0.1%	10,700.00	0.0%	10,700.00	0.0%	10,700.00	0.0%
Ext Time WADM	34.60	31.20	-9.8%	31.20	0.0%	31.20	0.0%	31.20	0.0%	31.20	0.0%
Choice is Yours WADM		225.65		225.65	0.0%						
Revenues per Pupil Unit	7,355	8,330	13.3%	8,699	4.4%	8,898	2.3%	9,123	2.5%	9,345	2.4%
Expenditures per Pupil Unit	7,435	8,544	14.9%	8,698	1.8%	8,952	2.9%	9,171	2.5%	9,484	3.4%
Fund Balance per Pupil Unit	593	555		598		580		567		472	
Fund Balance as % of Expenditures	7.97%	6.49%		6.88%		6.48%		6.18%		4.98%	

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MAJOR ASSUMPTIONS USED IN MODEL

	2005-06	2006-07	Pct.	2007-08	Pct.	2008-09	Pct.	2009-10	Pct.	2010-11	Pct.
	Audited	Final Budget	Chge	Estimate	Chge	Estimate	Chge	Estimate	Chge	Estimate	Chge
General Education Formula Allowance	4,783.00	4,974.00	4.0%	5,123.22	3.0%	5,276.92	3.00%	5,435.22	3.00%	5,598.28	3.00%
Maximum Referendum Amount	907.65	1,389.11		1,609.28	15.8%	1,609.28		1,609.28		1,609.28	
Referendum Levy Amount	901.98	1,389.11		1,443.72	3.9%	1,487.03		1,531.64		1,577.59	
Teacher salaries - projected change in average compensation, existing teachers			3.50%		3.5%		3.5%		3.5%		3.5%
Other salaries - projected change in average compensation, other employees			3.00%		3.0%		3.0%		3.0%		3.0%
General Inflation Rates:											
Supplies and utilities			2.00%		2.0%		2.0%		2.0%		2.0%
Health Ins.			4.6%		4.0%		4.0%		4.0%		4.0%

Key Assumptions:

1. After 2006-07, model assumes annual increase in gen.edu.rev.allowance as shown above. All other revenue formulas based on current law.
2. Salaries for FY06 and FY07 are based on approved working agreement, if in place; thereafter assumptions are as shown.
3. Staffing for FY07 includes addition of referendum-funded postions plus Qcomp

65 **GENERAL FUND REVENUE PROJECTION**

	2005-06	2006-07	Pct.	2007-08	Pct.	2008-09	Pct.	2009-10	Pct.	2010-11	Pct.
	Audited	Final Budget	Chge	Estimate	Chge	Estimate	Chge	Estimate	Chge	Estimate	Chge
68 Basic Gen Ed Revenue	54,338,515	56,952,300	4.8%	58,404,708	2.6%	60,156,849	3.0%	61,961,555	3.0%	63,820,401	3.0%
69 TRA & PERA rate change adjust. H	(519,766)	(519,766)	0.0%	(305,601)	-41.2%	(305,601)	0.0%	(305,601)	0.0%	(305,601)	0.0%
70 Referendum levy/aid A	9,664,345	14,748,790	52.6%	15,723,973	6.6%	15,911,238	1.2%	16,388,575	3.0%	16,880,233	3.0%
71 Integration Revenue	1,015,148	1,053,400	3.8%	1,048,800	-0.4%	1,028,800	-1.9%	1,028,800	0.0%	1,028,800	0.0%
72 Integration--Alt. Attendance	64,942	87,552	34.8%	87,552	0.0%	87,552	0.0%	87,552	0.0%	87,552	0.0%
73 Equity Revenue	560,124	261,464	-53.3%	707,657	170.7%	707,657	170.7%	707,657	0.0%	707,657	0.0%
74 Compensatory Revenue B	310,979	431,870	38.9%	446,408	3.4%	460,981	3.3%	475,991	3.3%	491,451	3.2%
75 LEP Revenue	117,300	118,480	1.0%	118,480	0.0%	118,480	0.0%	118,480	0.0%	118,480	0.0%
76 Transportation Sparsity	2,499	2,593	3.8%	2,593	0.0%	2,247	-13.3%	2,247	0.0%	2,247	0.0%
77 Operating Capital	2,270,057	2,281,871	0.5%	2,271,906	-0.4%	2,290,146	0.8%	2,299,266	0.4%	2,310,780	0.5%
78 Deferred Mntnce Revenue	0	0		565,346	new	586,286	3.7%	605,829	3.3%	625,371	3.2%
79 Transition Revenue	125,431	12,824	-89.8%	12,768	-0.4%	12,768	0.0%	12,654	-0.9%	12,654	0.0%
80 Extended Time Revenue	159,195	143,551	-9.8%	143,551	0.0%	143,551	0.0%	143,551	0.0%	143,551	0.0%
81 Q-Comp Revenue		2,519,660		2,519,660	0.0%	2,519,660	0.0%	2,519,660	0.0%	2,519,660	0.0%
82 --Other Levies--											
83 Safe Schools Levy	308,718	304,356	-1%	306,935	1.2% F	307,800	0.3%	307,800	0.0%	307,800	0.0%
84 Health Benefits	45,248	15,289	-66.2%	6,725	-56.0% F	0	-100.0%	0		0	
85 Ice Arena Operating	124,403	137,592	10.6%	158,719	0.2% F	161,893	2.0%	165,131	2.0%	168,434	0.0%
86 Building Lease	637,477	777,476	22.0%	795,209	0.2% F	811,113	2.0%	827,335	2.0%	843,882	2.0%
87 Tech Down Payment C	2,029,738	4,252,373	109.5%	4,250,000	-0.1% F	4,250,000	0.0%	4,250,000	0.0%	4,250,000	0.0%
88 Judgment	0	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%
89 Career Tech	100,577	100,577	0.0%	100,577	0.0% F	100,577	0.0%	100,577	0.0%	100,577	0.0%
90 Interest Conversion Levy	141,208	141,208	0.0%	LAPSED	0.0%		0.0%	0		0	
91 Levy Adjustments	(50,847)	(51,894)		(75,408)	45.3% F	0	0.0%	0	0.0%	0	0.0%
92 Net Delinquencies	29,881	(43,877)		(44,755)	2.0%	(45,650)	2.0%	(46,563)	2.0%	(47,494)	2.0%
93 Abatement Levy Reduct.	0	0		0		0		0	0.0%	0	0.0%
94 --Local Revenue--											
95 Tuition D	647,649	585,000	-9.7%	605,475	3.5%	626,667	3.5%	648,600	3.5%	671,301	3.5%
96 Interest E	740,035	664,000	-10.3%	650,000	-2.1%	650,000	NA	650,000	0.0%	650,000	0.5%
97 Fees, Admissions	1,282,994	1,159,545	-9.6%	1,177,703	1.6%	1,187,871	0.9%	1,195,860	0.7%	1,201,840	0.5%
98 Gifts	175,937	88,625	-49.6%	90,398	2.0%	92,205	2.0%	94,050	2.0%	95,931	2.0%
99 Other	801,830	749,856	-6.5%	764,853	2.0%	780,150	2.0%	795,753	2.0%	811,668	2.0%
100 --Other State Revenue--											
101 Special Educ. Aid	4,579,076	4,575,000	-0.1%	5,000,000	9.3%	5,100,000	2.0%	5,200,000	2.0%	5,200,000	0.0%
102 School-to-Work Aid	77,708	96,000	23.5%	99,360	3.5%	102,838	3.5%	106,437	3.5%	110,162	3.5%
103 Sp Ed Excess Cost Aid	434,974	405,000	-7%	200,000	-50.6%	200,000	0.0%	200,000	0.0%	200,000	0.0%
104 Abatement Aid	0	0		0		0		0		0	
105 Nonpublic Transp Aid	422,648	450,000	6.5%	459,000	2.0%	468,180	2.0%	477,544	2.0%	487,094	2.0%
106 'Deseg. Transportaion Aid	739,919	684,686	-7.5%	698,380	2.0%	712,347	2.0%	726,594	2.0%	741,126	2.0%
107 Other State Aid G	112,726	66,000	-41.5%	67,320	2.0%	68,666	2.0%	70,040	2.0%	71,441	2.0%
108 Gifted Revenue	45,125	103,050	128.4%	102,600	-0.4%	102,600	0.0%	102,600	0.0%	102,600	0.0%
109 Grants	37,690	93,957	149.3%	38,444	-59.1%	39,213	2.0%	39,997	2.0%	40,797	2.0%
110 --Federal Aid--	2,018,882	1,926,074	-4.6%	1,964,595	2.0%	2,003,887	2.0%	2,043,965	2.0%	2,084,844	2.0%
111 Total Revenues excl H & S	83,592,365	95,374,482	14.1%	99,163,931	4.0%	101,440,972	2.3%	104,001,936	2.5%	106,535,239	2.4%
112 Health and Safety & Alt Facs	2,323,187	2,275,835	-2.0%	2,207,933	-3.0%	2,207,933	0.0%	2,207,933	0.0%	2,207,933	0.0%
113 Tot. Gen Fund Rev & Trfers	85,915,552	97,650,317	13.7%	101,371,864	3.8%	103,648,905	2.2%	106,209,869	2.5%	108,743,172	2.4%

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115 **NOTES REGARDING REVENUES**

116 A Referendum allowance per pupil increases by 3% for inflation after 05-06; reaches maximum of \$1609 in FY12

117 B Increase at same percentage as gen ed formula allowance, adjusted for \$415 referendum takeover

118 C Tech down payment levy set at \$4.25 million per year.

119 D Increase in proportion to teacher salary increase

120 E Assumes rates will neither rise nor fall.

121 F Actual certified levy amounts.

122 G Other State Aid in FY06 includes one-time energy assistance of \$41,400

123 H TRA/PERA rate change adjustment changes in fy08 by .5% TRA rate increase.

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133 GENERAL FUND EXPENDITURE PROJECTION

	2005-06	2006-07	Pct.	2007-08	Pct.	2008-09	Pct.	2009-10	Pct.	2010-11	Pct.
	Audited	Final Budget	Change	Estimate	Change	Estimate	Change	Estimate	Change	Estimate	Change
136 Salaries											
137 Administrative (110/122)	4,065,731	5,019,739	23.5%	5,170,331	3.0%	5,325,441	3.0%	5,485,204	3.0%	5,649,760	3.0%
138 Teachers (100/101/113/140/185/189)	29,253,174	34,552,839	18.1%	35,762,188	3.5%	37,013,865	3.5%	38,309,350	3.5%	39,650,177	3.5%
139 Lic. Inst. Support (120/121/143)	3,020,382	2,998,580	-0.7%	3,103,530	3.5%	3,212,154	3.5%	3,324,579	3.5%	3,440,940	3.5%
140 Non-Lic Classrm Personnel (141/166/168)	3,526,343	3,296,757	-6.5%	3,395,660	3.0%	3,497,530	3.0%	3,602,455	3.0%	3,710,529	3.0%
141 Non-Lic Inst. Support (144)	746,076	747,499	0.2%	769,924	3.0%	793,022	3.0%	816,812	3.0%	841,317	3.0%
142 Sub. Teacher (145/176/178)	987,256	997,151	1.0%	1,032,051	3.5%	1,068,173	3.5%	1,105,559	3.5%	1,144,254	3.5%
143 Non-Instr. Support (125/138/139/150-163)	5,060,985	4,810,230	-5.0%	4,954,537	3.0%	5,103,173	3.0%	5,256,268	3.0%	5,413,956	3.0%
144 Other Wage Prmts (173/174/179/180/182)	0	0		0		0		0		0	
145 Sabbaticals (109)	84,252	186,483	121.3%	193,010	3.5%	199,765	3.5%	206,757	3.5%	213,994	3.5%
146 Severance/ERI (111/112)	825,000	700,000	-15.2%	700,000	0.0%	700,000	0.0%	500,000	-28.6%	500,000	0.0%
147 Benefits											
148 Medical (221)	5,647,655	6,861,553	21.5%	7,136,015	4.0%	7,421,456	4.0%	7,718,314	4.0%	8,027,047	4.0%
149 Medical: Teachers		0		0		0		0		0	
150 Medical: Custodians		0		0		0		0		0	
151 Medical: All Other		0		0		0		0		0	
152 Medical: Post-Retirement (291) F	2,615,845	1,506,419	-42.4%	1,500,000	-0.4%	1,500,000	0.0%	1,500,000	0.0%	1,500,000	0.0%
153 Workers Comp Insurance (270) C	272,681	225,000	-17.5%	250,000	11.1%	260,000	4.0%	270,400	4.0%	281,216	4.0%
154 PERA (214) D	628,221	631,782	0.6%	688,963	9.1%	738,106	7.1%	789,578	7.0%	844,265	6.9%
155 TRA (218) E	1,763,766	2,069,223	17.3%	2,355,810	13.9%	2,438,264	3.5%	2,523,603	3.5%	2,611,929	3.5%
156 FICA (210)	2,774,532	3,130,053	12.8%	3,314,649	5.9%	3,426,232	3.4%	3,541,587	3.4%	3,660,843	3.4%
157 Medicare (211)	651,830	739,304	13.4%	790,558	6.9%	817,120	3.4%	844,001	3.3%	872,391	3.4%
158 Life Ins. (227)	299,810	458,466	52.9%	473,756	3.3%	489,556	3.3%	505,882	3.3%	522,753	3.3%
159 LTD (240)	135,044	158,022	17.0%	163,292	3.3%	168,738	3.3%	174,365	3.3%	180,180	3.3%
160 Dental (235) C	395,558	484,067	22.4%	503,430	4.0%	523,567	4.0%	544,510	4.0%	566,290	4.0%
161 TSA/Deferred Comp (250) D	740,576	888,063	19.9%	919,145	3.5%	951,315	3.5%	984,611	3.5%	1,019,073	3.5%
162 Reemployment Comp (280)	14,753	30,442	106.3%	30,000	-1.5%	30,000	0.0%	30,000	0.0%	30,000	0.0%
163 Other Employee Benefits & Charges (295)	17,174	50,000	191.1%	50,000		50,000		50,000		50,000	
164 Purchased Svcs											
165 Utilities excl fuels (338/333/332)	1,136,868	1,111,650	-2.2%	1,133,883	2.0%	1,156,561	2.0%	1,179,692	2.0%	1,203,286	2.0%
166 Prop/Liab Ins (340-343)	357,511	350,372	-2.0%	357,379	2.0%	364,527	2.0%	371,818	2.0%	379,254	2.0%
167 Transportation [360/441-442/445]	4,979,188	5,318,530	6.8%	5,424,901	2.0%	5,533,399	2.0%	5,644,067	2.0%	5,756,948	2.0%
168 Travel/Conv/Conf [366/368-369] A	543,931	1,195,010	119.7%	1,230,860	3.0%	1,267,786	3.0%	1,305,820	3.0%	1,344,994	3.0%
169 Tuition Paid to Other Dists [907] B	3,165,920	2,352,765	-25.7%	2,450,112	4.1%	2,535,866	3.5%	2,624,621	3.5%	2,716,483	3.5%
170 Pmts to OSD-Cost Sharing [390-391] B	1,048,214	1,050,296	0.2%	1,087,056	3.5%	1,125,103	3.5%	1,164,482	3.5%	1,205,239	3.5%
171 Interdept Chargebacks [398]	(317,978)	(302,580)	-4.8%	(302,580)	0.0%	(302,580)	0.0%	(302,580)	0.0%	(302,580)	0.0%
172 All Other Purch Svcs [305/320/329/35] A	3,500,790	3,404,760	-2.7%	3,472,855	2.0%	3,542,312	2.0%	3,613,159	2.0%	3,685,422	2.0%
173 Supplies/Materials											
174 General Supplies 401-403/406-409]	1,267,795	1,040,946	-17.9%	1,061,765	2.0%	1,083,000	2.0%	1,104,660	2.0%	1,126,753	2.0%
175 Instructional Supplies [430/433/470]	1,108,356	1,142,335	3.1%	1,165,182	2.0%	1,188,485	2.0%	1,212,255	2.0%	1,236,500	2.0%
176 Fuels [331/440/455]	874,009	942,000	7.8%	960,840	2.0%	980,057	2.0%	999,658	2.0%	1,019,651	2.0%
177 Textbooks/Workbooks/Tests [460/461]	323,132	540,268	67.2%	551,073	2.0%	562,095	2.0%	573,337	2.0%	584,803	2.0%
178 All Other Supplies [310/315/334/490]	111,938	58,117	-48.1%	59,279	2.0%	60,465	2.0%	61,674	2.0%	62,908	2.0%

179	Capital Outlay											
180	Sites [505/510/511/896]	498,237	348,500	-30.1%	348,500	0.0%	348,500	0.0%	348,500	0.0%	348,500	0.0%
181	Buildings [520/522]	G 1,610,220	1,750,500	8.7%	1,740,536	-0.6%	1,758,776	1.0%	1,767,896	0.5%	1,779,410	0.7%
182	Equipment [530]	297,942	435,312	46.1%	444,018	2.0%	452,899	2.0%	461,957	2.0%	471,196	2.0%
183	Capital Leases [535/589/580-581]	506,506	430,280	-15.0%	438,886	2.0%	447,663	2.0%	456,617	2.0%	465,749	2.0%
184	Vehicles [550]	15,376	65,000	322.7%	65,000	0.0%	65,000	0.0%	65,000	0.0%	65,000	0.0%
185	Technology [555]	I 510,719	177,374	-65.3%	39,288	-77.9%	39,288	0.0%	39,288	0.0%	39,288	0.0%
186	Other Expenses/Trfs											
187	Dues [820-821]	A 87,074	398,173	357.3%	406,136	2.0%	406,136	0.0%	406,136	0.0%	406,136	0.0%
188	All Other 800/900 Series [898/899/910/911]	3,535	521,797	#####	532,233	2.0%	532,233	0.0%	532,233	0.0%	532,233	0.0%
189	Transfer to Const Fund	542,000	5,681,773		5,681,773	0.0%	5,681,773	0.0%	5,681,773	0.0%	5,681,773	0.0%
190	Estimated Carryover (unspent)		1,438,031			-100.0%	0		0		0	
191	Changes											
192	Integration Rev Adjustments		14,142		0		0					
193	Project Interconnect -Tech		1,315		0		0		0		0	
194	Staff Dev-Blue Ribbon & NWEA		7,500		0		0		0		0	
195	Transforming Counseling		15,850		0		0		0		0	
196	Capital Outlay		5,144		(15,654)		(15,967)	0	(16,286)		(16,612)	
197	Bld Allocation		23,207		0		0		0		0	
198	WMEP Local Support		51,751		0		0		0		0	
199	Other Final Budget Grants etc		42,874		0		0		0		0	
200	Changes due to Retirements		0		(300,000)		(310,500)		(621,368)		(200,000)	
201	Changes due to growth		0		78,000		25,000		0		0	
202	Total Expenditures	85,697,927	#####	16.9%	101,368,172	1.2%	104,255,353	2.8%	106,758,244	2.4%	110,323,247	3.3%
203	Less H & S	1,199,975	2,321,582		2,207,933		2,207,933		2,207,933		2,207,933	
204	Net Gen Fund Expenditures	84,497,952	97,833,082		99,160,239		102,047,420		104,550,311		108,115,314	
205												
206	NOTES ON EXPENDITURES											
207	A Travel etc increases as same rate as formula allowance due to staff dev setaside											
208	B Increase at same rate as teacher salaries											
209	C Increase at same rate as medical											
210	D PERA Rate increases enacted in 2005, phased in over next 5 years											
211	E TRA rate increase from 5% to 5.5% effective 7/1/07											
212	F Post-retirement health contribution reduced to \$1.5 million FY08 and following, assuming reaching full funding											
213	G Expend. on buildings is increased by amount of operating capital revenue increase in FY06 and after											
214	H For 05-06 and beyond, pay texts from operating capital acc't. Reduce equip/bldgs to cover.											
215	J FY08 Technology expenditures reduced by \$138,086 from PY due to Microsoft Cy Pres grant expended											
216												
217												
218	Total Salaries (info. only)	47,569,199	53,309,278	12.1%	55,081,232	3.3%	56,913,122	3.3%	58,606,986	3.0%	60,564,927	3.3%
219												
220												

221 ENROLLMENT (HEAD COUNTS) BY GRADE ^A

	2005-06	2006-07	2007-08	2008-09	2009-10
	Audited B	Final Budget C	Estimate	Estimate	Estimate
224 Kindergarten	682	673	618	640	667
225 1st Grade	687	714	703	646	668
226 2nd Grade	689	703	725	711	654
227 3rd Grade	721	709	726	748	734
228 4th Grade	691	715	722	738	760
229 5th Grade	746	725	738	736	753
230 Total, K - 5	4,216	4,239 0.55%	4,232 -0.17%	4,219 -0.31%	4,236 0.40%
231					
232 6th Grade	750	756	759	763	761
233 7th Grade	811	793	797	785	790
234 8th Grade	781	844	814	809	798
235 Total, 6 - 9	2,342	2,393 2.18%	2,370 -0.96%	2,357 -0.55%	2,349 -0.34%
236					
237 9th Grade	780	810	869	829	824
238 10th Grade	780	804	813	872	832
239 11th Grade	790	787	788	797	855
240 12th Grade	734	792	773	773	782
241 Total, 9 - 12	3,084	3,193 3.53%	3,243 1.57%	3,271 0.86%	3,293 0.67%
242					
243 Total, All Grades	9,642	9,825 1.90%	9,845 0.20%	9,847 0.02%	9,878 0.31%

0.005

244
245 Pupil Unit Weighting (Info only)

246 Pre-K.	1.25	1.25	1.25	1.25	1.25
247 K-Hdcp.	1.00	1.00	1.00	1.00	1.00
248 Kindergarten	0.557	0.557	0.557	0.557	0.557
249 Grades 1-3	1.115	1.115	1.115	1.115	1.115
250 Grades 4-6	1.06	1.06	1.06	1.06	1.06
251 Grades 7-12	1.30	1.30	1.30	1.30	1.30

252
253 NOTES ON ENROLLMENT

254 A Data in this table are actual or projected "head counts," as of October 1, of pupils enrolled in ISD 284 schools.
 255 Includes FAIR and IDDS. Does not include tuition students enrolled in other districts, or ALC.
 256 B 2005-06 and 2006-07 data are actual October 1 enrollments. Out years are based on B. Lukermann projection
 257 dated Jan. 2007 (merged grade progression and numeric survival models)..

258
259

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - February 12, 2007 - 7:30 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
 - 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. RECOGNITIONS
 - A. February Employee of the Month -Mitzi Doshier - Greenwood Elementary
 - B. Wayzata Public Schools Education Foundation Grants - Janet Schutz
4. 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. Putting Family First Night - March 5, 2007 - Barbara Carlson, President and Co-Founder
 - B. Student Council -
5. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 1. Proclamation - National Career and Technical Education Month - February 2007
 2. Approval of Elementary Attendance Boundary Changes for 07-08
 - B. Curriculum and Instruction
 1. Oakwood Elementary Student Presentation
 2. Approval of Proposed Oakwood Elementary School Site Plan - Dennis Grasmick
 3. Special Education Report - Lori Fildes
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
6. OTHER BOARD ACTION
7. 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.
8. BOARD REPORTS
 - A. 2006 School Board Self-Evaluation - Board Chair Cohen
9. NEW BUSINESS
10. ADJOURN

POSTED: 020807

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – January 22, 2007

AGENDA SECTION: 7. Adjourn

ITEM: _____

COMMENTS BY: Board Chair Cohen

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