

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

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

### **AGENDA**

- |    |   |    |
|----|---|----|
| 1. | CALL TO ORDER - Board Chair Cohen               | 3  |
| 2. | ADMINISTRATIVE                                  |    |
| 3. | CURRICULUM AND INSTRUCTION                      |    |
|    | A. Proposed ALC Site Plan - Steve Mumma         | 4  |
| 4. | FINANCIAL                                       |    |
| 5. | HUMAN RESOURCES                                 |    |
| 6. | SCHOOL BOARD                                    |    |
|    | A. Superintendent Search Process                |    |
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POSTED: 101807

**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 – October 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 | _____          | _____         |

|  |  |  |                      |
|--|--|--|----------------------|
|  | School Choice Programs and Services<br>1500 Highway 36 West<br>Roseville, MN 55113 | <b>STATE APPROVED ALTERNATIVE PROGRAM<br/>(SAAP)<br/>IMPROVEMENT PLAN FOR POSSIBLE APPEAL<br/>IN SUMMER 2008</b> | Due Sept<br>23, 2007 |
|  |  |  |                      |

|   |                    |
|---|--------------------|
| Submit by September 23, 2007 to School Choice Programs and Services at the following email: <a href="mailto:marceline.dubose@state.mn.us">marceline.dubose@state.mn.us</a><br>Only emailed attachments (Word) will be accepted. | <b>SCHOOL YEAR</b> |
|   | <b>2007 - 2008</b> |

**I. IDENTIFICATION INFORMATION**

|  |       |                                   |   |                   |
|--|-------|-----------------------------------|---|-------------------|
| SAAP Name<br>Wayzata High School Alternative Learning Center   |       |                                   | District Number<br>0284                       |                   |
| Address<br>4955 Peony Lane   |       | City<br>Plymouth                  | State<br>MN                                   | Zip Code<br>55441 |
| School/Program Principal/Director<br>Steve Mumma   |       | Telephone Number<br>(763)745-6638 | Fax Number<br>(763)745-6632                   |                   |
| Contact Person (if other than principal)   | Title | Telephone Number<br>( ) -         | Fax Number<br>( ) -                           |                   |
| School Principal Contact E-Mail Address<br>Steve.mumma@wayzata.k12.mn.us   |       | School Contact E-Mail Address     |   |                   |
| Current Title I Status (check one)<br><input type="checkbox"/> Receiving Title I <input checked="" type="checkbox"/> Not Receiving Title I |       |                                   | Grade Levels Served by<br>Program/school 9-12 |                   |

**II. ELECTRONIC SIGNATURES**

The principal/director of the SAAP or the superintendent is asked to submit this form as an email attachment to [marceline.dubose@state.mn.us](mailto:marceline.dubose@state.mn.us). Submission of the improvement plan by the principal/director or superintendent will be considered a verification that the information provided in the school improvement plan is accurate to the best of the submitter's knowledge.

The improvement plan is strengthened through review by peers in SAAPs outside of the SAAP submitting this plan. Please note the individuals that reviewed and provided feedback on this plan (the number of reviewers is determined by the submitting SAAP):

Name: Julia Jilek Affiliation: White Bear Lake ALC

Name: Gayle McGrane Affiliation: Forest Lake ALC

Name: \_\_\_\_\_ Affiliation: \_\_\_\_\_

Name: \_\_\_\_\_ Affiliation: \_\_\_\_\_

**III. FOR STATE USE ONLY**

This school improvement plan was received by September 15, 2007  
(MDE staff: \_\_\_\_\_)

To be completed in Summer 2008:  
 The school which submitted this school improvement plan is using the plan for the basis of an appeal and was received before the end of the appeal window  
 (MDE staff: \_\_\_\_\_)

Recommendation of appeal status by MDE School Choice Programs and Services:  
 (MDE staff: \_\_\_\_\_)

Grant     Deny (If recommending denial, please attach rationale)

**IV. LEADERSHIP TEAM INFORMATION**

1. Explain how and when you established an improvement team to guide the school improvement process with the recommended representation of the following members: parents, school staff, community, district representatives, and outside experts.

The leadership team has been in existence since the beginning of the ALC charter in 2005. The Q-Comp supervisor was added last year when the district received approval from MDE. The ALC submits annual goals for the districts equity plan as well as Q-Comp. The ALC participates in the district 2007-2008 goal of narrowing the achievement gap.

2. Members of the Leadership Team

| <i>Name</i>      | <i>Title</i>                           | <i>Role</i>                         |
|------------------|--|-------------------------------------|
| Craig Paul       | WHS Principal                          | Advise and coordinate with HS       |
| Jane Sigford     | Director of Curriculum and Instruction | Advisory                            |
| Rhonda Dean      | WHS Associate Principal                | Administrative support for TAP      |
| Paul Paetzel     | WHS Associate Principal                | Administrative support for FOCUS    |
| Lois Robbins     | Director of Testing and Assessment     | Coordination of assessment and data |
| Carter Peterson  | School Board                           | Advisory & liaison to school board  |
| MaryJo Fischer   | Lead Teacher TAP                       | Program implementation              |
| Allison McKernan | Choice Social Worker                   | Social/emotional support for Choice |
| Mary MaKasy      | Q-Comp Supervisor                      | Advisory & goals coordination       |
| Carol Bergenstal | Community in Collaboration Council     | Advisory and volunteer coordination |
| Andrea Knutson   | Teacher                                | FOCUS staff                         |

3. Engagement of Staff: Explain the way your leadership team relates to the staff in order to build support for implementation of the school improvement planning process. Describe the steps taken to gather widespread support of teachers and staff for the improvement plan. Include a description of how the program will maintain this support throughout the implementation of the improvement process.

Portions of the leadership team meet on a regular basis. The director is part of the secondary administration which meets weekly within the building and monthly at the district level. The director also meets quarterly with the District Curriculum Advisory Committee which is comprised of the Director of Curriculum and Instruction and two school board members. An annual report of the SIP is submitted to the school board with attention given the District's annual goals.

Since the program is housed within the high school and students are often dual enrolled, many of the leadership team interact with the staff on a daily basis. Other members of the team make occasional site visits and participate in program celebrations. Conversations with staff are often about academic achievement and post-secondary plans. The team is very supportive of the teaching staff and has backed that support with adequate staffing and funding.

The program implementation plan started with data collection and initiating the use of MAP testing. Several of the ALC staff were trained in administration and interpretation of the test. Professional development opportunities exist to develop skills in analysis of academic achievement, designing and implementing intervention strategies. The ALC at Wayzata High School is unique in that two programs exist under to same entity. FOCUS addresses 9-10 students while TAP addresses 11-12+ students. Each team conducts weekly meetings to address student review and staff needs. In the plans initial development the teams completed the comprehensive needs assessment and provided strategies for the work plan. Thorough discussion of the SIP was conducted. The teachers recognize the importance of improved literacy for the ALC students and have designed their professional development activities around that awareness.

In order for the SIP to succeed, the staff will need to regularly focus on the success indicators such as monthly attendance reports, work completion reports, grades, examples of student work, discipline reports and informal data collection. This is an opportunity for staff to see the results of their efforts. Celebrations are an essential part of the formula. Staff regularly plans activities to celebrate achievement and personal accomplishments.

**V. PROGRAM SUMMARY**

Provide a brief summary of the program in one page (approximately 600 words). Write the summary as if you are communicating with the community (students, parents, teachers) in a district newsletter. Focus on the transition from where you are to where you are going.

The Wayzata Area Learning Center serves students grade 9-12 from Wayzata High school and surrounding communities. The program is divided into two levels, grades 9-10 and grades 11-12. The focus of each program differs in that students have different needs as they progress through high school and mature. The 9-10 FOCUS program is designed to accelerate student learning so they may be successful in the mainstream and if possible re-enter the mainstream as a full-time student. The 11-12 TAP program is primarily a credit recovery program. Students will often maintain enrollment in the TAP program rather than returning to the mainstream.

The FOCUS program which serves grades 9-10 is a half day program with instruction in English, social studies, diagnostic math and social/emotional development. Students receive their math, science and other electives in the mainstream. The FOCUS program is staffed at a 15:1 student/teacher ratio with additional paraprofessional support for one-on-one and small group tutoring. Wayzata High School operates on block scheduling which is difficult for at-risk students. Therefore, the blocks are divided in 45 minute periods with yearlong courses. Since students are served in both the ALC and the high school, students receive all services available to students in the mainstream. Students are admitted into the program if they meet one of the Graduation Incentive criteria. The application process involves a thorough review of records and test data along with a student interview and parent input.

The TAP program serves the 11-12 student population. The majority of students are credit deficit and thus interested in credit recovery. The alternative program has historically been about credit recovery until recently a policy of work quality was implemented. MAP testing was implemented in the 2006-07 school year and a focus on work quality was added. The TAP day program offers classes in math, science, English, social studies, art, technology education, business and work experience. Physical Education and health are added during the summer session. Service learning is an important pillar of the alternative program at Wayzata. Students participate in community projects such as Feed My Starving Children, Second Harvest Food Shelve, Hennepin County Crisis Nursery and other local organizations. Admission criteria are similar to the FOCUS program.

The TAP program also serves students through Independent Study on Wednesdays after school. Students interested in accelerating credit recovery may enroll for up to two credits per term.

Wayzata ALC is continuing to explore innovative ways to service student's individual academic needs. Special attention has been given to the ninth grade level. Research has indicated the ninth grade year is the most significant in determining academic success and graduation. Last spring the ALC implemented a new independent study for students under 16 who were behind in Civics or Communications. Students attended class on Monday and Wednesday evening for 16 weeks. While enrollment was small, over 75% of the students successfully completed the credit recovery and were able to move on with their class.

## V I. COMPREHENSIVE NEEDS ASSESSMENT

**Obstacles**

Please identify major obstacles to making adequate yearly progress in reading and mathematics. Which of these obstacles can the implementation of this improvement plan address?

The ALC is faced with many factors that interfere with adequate yearly progress as defined by No Child Left Behind. It is necessary to set realistic targets for students who face challenges at home in the community and in the classroom.

**Attendance**

Attendance in the ALC has historically been an issue of concern. Students report family and personal matters are the primary stumbling block to good attendance. Student success rate and credits earned are directly related to their daily attendance. Most of our students provide their own transportation and are required to hold a permit to park on campus. Our Choice is Yours students struggle to get to school if they miss the bus in the morning. Public transportation is limited in the suburbs.

**Chemical Use**

The 2004 Minnesota student survey indicates a significant use of alcohol and marijuana by seniors. Fifteen percent of males and eight percent of females have consumed 40 or more beverages in the last 12 months. While some maintain recreation use there is an alarming number of students that demonstrate addictive behaviors. Students with chemical issues perform below grade level, take excessive risks and have difficulty managing their academic program. By the nature of our community, students have the resources to acquire drugs. While the ALC attempts to maintain a chemically free environment, there are occasions when interventions are necessary.

**Social/Emotional Issues**

Social/Emotional issues for ALC students are likely the greatest barriers to academic success and skills attainment. ALC students often have multiple factors preventing them from focusing on academics. Interviews with students have revealed relationship issues with peer, parents, and people in authority. Many students are unable to manage their impulses, communicate effectively or maintain health positive relationships with others.

**Skills Deficiency**

The FOCUS and TAP students have a significant skills deficiency in math and reading. MAP testing place some students more than four years below grade level in both subject areas. These students often have attended multiple schools, moved often and have other life events that have interfered with their learning. This deficit impacts all learning through mismatch between instructional materials and students skill level. They become frustrated, quit performing, act out or drop out.

**Curriculum Relevance**

Students have historically challenged the relevancy of much in their curriculum. More often alternative students will challenge the relevancy due to life experiences and circumstances. It is our challenge to artfully craft relevant curriculum while maintaining academic standards in the content areas.

**V I. COMPREHENSIVE NEEDS ASSESSMENT (continued)**

**B. Student Assessment Data – MCA Data Analysis**

1. What conclusions have you drawn from your review of data (including subscores) from MCA data?

| Data Conclusions | What is the gap? | How is this referenced in the Improvement Plan? (Complete after performance targets/strategies have been determined.) |
|------------------|------------------|---|
| <u>Subgroup</u>  |                  |   |
| <u>Subgroup</u>  |                  |   |
| <u>Subgroup</u>  |                  |   |
| <u>Subgroup</u>  |                  |   |

2. If use of the MCA data is inappropriate for the needs assessment of your SAAP and you have elected not to include MCA data above, please note why the data is inappropriate: **The N in our group is so small that subgroup desegregation is insignificant. We could not ascertain enough information to draw conclusions or take corrective action. For the students taking the exam in reading there was a 17.04 discrepancy between the target and actual performance. In math the discrepancy was 15.79 points.**

**V I. COMPREHENSIVE NEEDS ASSESSMENT (continued)**

C. Other Non-MCA Student Assessment Data Analysis

List additional data gathering tools (district, school/program, and classroom assessments) used by your program and describe the results of this review. Do these tools support conclusions from the state assessments? Do these tools reveal other needs?

| <b>ASSESSMENT</b> | <b>CONCLUSION</b>   | <b>How is this referenced in the Improvement Plan? (You may want to complete this column after performance targets and strategies have been finalized on pages 8 and 9.)</b>  |
|-------------------|---|---|
| MAP               | The RIT scores in the baseline year of 2006-2007 indicate students are not making adequate progress in math or reading. Progress in al grades was in the negative range fro .5 to 3.5. We suspect the post-test conditions impacted student performance. On the test date, the outside temperature was near 90 degrees and the building's air conditioning was not working. The classroom temperature was near 100 degrees. We were unable to reschedule the date due to the close of the test window and computer lab requests form other staff. | Implement new curriculum in math; earlier planning with test dates and conditions; focused test instruction with tutoring prior to testing situation.<br><br>Instruction strategies gained through professional development will be applied to reading and math strategies already in progress. |
| ATTENDANCE        | Overall attendance rate is 78% daily attendance as reported through Skyward, the student management system. Students in the 11 <sup>th</sup> and 12 <sup>th</sup> grade have a higher rate of absenteeism.  | Involvement with parents; student rewards for adequate attendance; monthly monitor of attendance  |

**V I. COMPREHENSIVE NEEDS ASSESSMENT (continued)**

- D. Summary of Quality Indicators. Compile the results of a schoolwide discussion.
1. Program has no system-wide approach. Some staff may address this area.
  2. Program is developing a system-wide approach.
  3. Approach fully developed. Implementation under way.
  4. Approach fully implemented.
- Program has evaluated and improved its fully implemented approach.

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| <b>I. Curriculum (Reading and Math)</b>   |   |   |   |   |   |
| A. Alignment of curriculum to state standards and assessments (test specifications)   |   | x |   |   |   |
| B. Staff understanding of the research that underlies and supports the program's curriculum   |   | x |   |   |   |
| C. Alignment of curriculum to address diverse learning levels and styles and diverse cultures   |   |   | x |   |   |
| D. Staff understanding of program-wide curriculum, especially of grades just above and below  |   | x |   |   |   |
| <b>II. Instruction (Reading and Math)</b>   |   |   |   |   |   |
| A. How staff identify and develop instructional strategies effective in helping students learn  |   | x |   |   |   |
| B. How staff vary instruction to address diverse learning levels, styles, and cultures  |   |   | x |   |   |
| C. How staff accelerate progress of students who are below grade level  |   | x |   |   |   |
| D. How staff build relationships with students to help them become actively engaged in learning   |   |   | x |   |   |
| E. How classroom staff and various specialists collaborate to enhance student learning  |   |   | x |   |   |
| <b>III. Assessment and Use of Results</b>   |   |   |   |   |   |
| A. How program and staff analyze and use the results of MCA's and other standardized tests to identify areas for improvement in student learning and teaching   |   |   | x |   |   |
| B. How staff use Examining Student Work and other formative assessments to identify areas for improvement in student learning and teaching  |   | x |   |   |   |
| C. Degree to which classroom assessments evaluate the skills and concepts required by standards   |   |   | x |   |   |
| D. Whether the school uses comparative data to identify strategies for improvement  |   |   | x |   |   |
| <b>IV. Staff Development</b>  |   |   |   |   |   |
| A. How the program selects content for staff development relevant to improving student learning   |   |   | x |   |   |
| B. How the program creates a culture of learning among the staff  |   |   | x |   |   |
| C. How program leadership supports an environment for staff development   |   |   | x |   |   |
| <b>V. Engaging Families and Community</b>   |   |   |   |   |   |
| A. How staff learn about the diverse expectations, values, and cultures of the students' families   |   | x |   |   |   |
| B. How staff and program communicate with families and engage them as partners in the education of their children   |   |   | x |   |   |
| C. How the program forms partnerships with the community to enhance the learning of the students  |   |   | x |   |   |
| D. How the program gathers, analyzes and uses feedback from students, families, and community   |   |   | x |   |   |
| <b>VI. Leadership and Governance</b>  |   |   |   |   |   |
| A. How leadership sets direction for the school   |   |   | x |   |   |
| B. How leadership creates a culture and systems that lead to high levels of learning  |   |   | x |   |   |
| C. How leadership reviews and analyzes progress of the school in achieving its objectives and uses the results of the review for improvement  |   |   |   | x |   |
| D. How leadership communicates achievement goals and results to all stakeholders  |   |   | x |   |   |
| <b>VII. Planning and Resources</b>  |   |   |   |   |   |
| A. How the program plans  |   |   | x |   |   |
| B. How the program allocates resources  |   |   | x |   |   |
| C. How the program makes decisions  |   |   | x |   |   |
| <b>VIII. Which of the indicators that reflect a score of 1 or 2 has your leadership team addressed in the plan's performance targets and strategies?</b>  |   |   |   |   |   |
| <p>Staff development opportunities are aligned with data collected about current environment. MAP assessment implemented in 2006-07 school year. Integration grant for professional development in narrowing achievement gap and cultural diversity. Weekly staff meetings held to discuss student issues and review formative assessment. Goals of ALC align with building and district goals for Q-comp, equity and professional development.</p> |   |   |   |   |   |

**V I I. PERFORMANCE TARGETS AND RATIONALE**

**What targets have been selected based on your comprehensive needs assessment?** Performance targets must be specific, measurable, achievable, and projected over at least two years with at least annual benchmarks. For purposes of a potential appeal, progress will be measured according to the annual benchmarks. Your leadership team determines the number of performance targets.

**Performance Target:** Increase progress RIT scores in math for grades 9-12 so that each grade level will report a positive growth rate beyond the expected growth rate of students continuously enrolled in the alternative program.

**Rationale:** MAP baseline data from 2006-07 indicates negative growth for all grade levels. Use of MCA proficiency targets is inappropriate for the ALC without adjustment. Students in attendance are academically at risk by definition. Therefore, addressing individual student annual yearly progress makes better sense.

**Performance Target:** Increase progress RIT scores in reading for grades 9-12 so that each grade level will report a positive growth rate beyond the expected growth rate of students continuously enrolled in the alternative program.

**Rationale:** MAP baseline data from 2006-07 indicates negative growth for all grade levels. While test conditions play a role in the students final performance, data from the MCA and MAP tests indicate students are not making adequate yearly progress. Research indicates students without adequate reading literacy will not be able to reach their full potential, earn a livable wage and experience the independence allowed to those who have achieved literacy.

**Performance Target:** Increase program attendance rate from 78% to 79% daily attendance

**Rationale:** The daily attendance rate fluctuates between grade levels and times of the year. Increased daily attendance will result in increased student engagement and is an indicator of student satisfaction. Increased attendance correlates with increased student performance.

Performance Target:

Rationale:

Performance Target:

Rationale:

**I X. STRATEGIES AND WORK PLAN**

Complete this section for each of the Performance Targets listed in Section VIII. Each performance target may have one or more strategies. **Reproduce this page as many times as necessary.** (One performance target and strategy per page, please).

Performance Target: : **Increase progress RIT scores in math for grades 9-12 so that each grade level will report a positive growth rate beyond the expected growth rate of students continuously enrolled in the alternative program.**

Strategy: Staff professional goals by design are to reflect literacy in math and reading. Therefore, staff will focus on literacy for their professional development in 2007-08 school year. Staff will analyze MAP pre-test results and design instructional strategies directed at weak areas. Some ALC staff will participate in year long NUA training. A focused diagnostic math program developed by Americas Choice will be implemented in grades 9 and 10 for students performing below grade level. Math Navigator addressed the fundamental misconceptions of mathematics.

| What will you do to meet the performance target in reading and math?                | What staff development will meet the performance target?                   | What parent/family involvement will reflect the performance target? | Who is responsible for ensuring that this happens? | When will this be done? | What resources or technical support is needed?  |
|---|--|---|--|-------------------------|---|
| Analyze MAP pre-test results Design instructional strategies directed at weak areas | <b>NUA; focused staff development on urban issues.</b>                     | <b>Parent conferencing</b>  | <b>Administration Teaching staff</b>               | <b>October 2007</b>     | <b>District assessment coordinator</b><br><br><b>Funds to participate in NUA training</b>         |
| Implement Math Navigator  | <b>America's Choice has a regional blackboard web portal for teachers.</b> | <b>N/A</b>  | <b>Math Teacher</b>                                | <b>Spring 2008</b>      | <b>Math Navigator materials; whiteboard; calculators; technical support from America's Choice</b> |

What does the research say about this strategy? *Focused prescriptive instruction is more effective in producing growth than general instruction. Analysis of student performance can result in focused instruction and accelerated learning. Research from America's Choice stated the methodology used results in better retention of skills over time through the use of multi-modality and diagnostic instruction. Students that have experienced gaps in their instruction will make repeated common errors without knowing their mistakes. Math Navigator addresses these misconceptions in its instructional strategies. Math Navigator is designed to prepare students for algebra instruction.*

How will you know whether this strategy is working? Describe how this strategy will be updated on an annual basis based on data gathered during the life of the plan.  
Progress will be assessed through formative assessment, teacher observation and performance in mainstream math classes.

**I X. STRATEGIES AND WORK PLAN**

Complete this section for each of the Performance Targets listed in Section VIII. Each performance target may have one or more strategies. **Reproduce this page as many times as necessary.** (One performance target and strategy per page, please).

Performance Target: **Increase progress RIT scores in reading for grades 9-12 so that each grade level will report a positive growth rate beyond the expected growth rate of students continuously enrolled in the alternative program.**

Strategy: *Staff professional goals by design are to reflect literacy in reading. Therefore, staff will focus on literacy for their professional development in 2007-08 school year. Staff will analyze MAP pre-test results and design instructional strategies directed at weak areas. Some ALC staff will participate in year long NUA training. Students receive instruction in reading strategies, journaling and public speaking. Peer review is used for writing activities. Parent conferences will include a general session with a guest speaker and food to entice increased attendance. The ALC program has subscribed to a number of magazines and newspapers that appeal to students in the program in an effort to increase leisure reading.*

| What will you do to meet the performance target in reading and math?   | What staff development will meet the performance target?  | What parent/family involvement will reflect the performance target? | Who is responsible for ensuring that this happens? | When will this be done? | What resources or technical support is needed?   |
|--|---|---|--|-------------------------|--|
| <p><b>Strategize with colleagues who have specialized training.</b></p> <p><b>Increase time spent on 1 to 1 conferencing.</b></p> <p><b>Develop lessons that appeal to at-risk students and engage them in literacy.</b></p> | <p><b>NUA; focused staff development on urban issues.</b></p> <p><b>Wayzata Academy courses</b></p> | <p><b>Attendance at parent teacher conferences</b></p>              | <p><b>Administration and teaching staff</b></p>    | <p><b>June 2008</b></p> | <p><b>District assessment coordinator</b></p> <p><b>Funds to support NUA participation</b></p> <p><b>Peer mentoring program</b></p> <p><b>Opportunity to be critiqued by master teacher and to observe master teaching</b></p> |

What does the research say about this strategy? *Students need relevance in order to engage in learning. Focused prescriptive instruction is more effective in producing growth than general instruction. Analysis of student performance can result in focused instruction and accelerated learning. Well trained teaching staff knowledgeable of best practice and effective teaching strategies are more effective in engaging students in high performance learning.*

How will you know whether this strategy is working? Describe how this strategy will be updated on an annual basis based on data gathered during the life of the plan. *Progress will be assessed through formative assessment, teacher observation and performance in academic classes. Teachers will demonstrate effective teaching strategies through observations from peer coaches and administration. Progress will be reviewed annually and new academic goals set. Additional staff will enter the NUA training sequence until all staff are NUA trained.*

**I X. STRATEGIES AND WORK PLAN**

Complete this section for each of the Performance Targets listed in Section VIII. Each performance target may have one or more strategies. **Reproduce this page as many times as necessary.** (One performance target and strategy per page, please).

Performance Target: **Increase program attendance rate from 78% to 79% daily attendance**

Strategy: Monthly analysis of attendance data. Students who are significantly discrepant from the target will meet with program lead and develop an attendant contract. Students who have 100% attendance and no tardies will receive a free lunch. Parent contact will be made for students entering into contracts and students who significantly surpass the target.

| What will you do to meet the performance target in reading and math?                                   | What staff development will meet the performance target? | What parent/family involvement will reflect the performance target? | Who is responsible for ensuring that this happens? | When will this be done? | What resources or technical support is needed?                                 |
|--|--|---|--|-------------------------|--|
| <b>Students who attend classes on a regular basis will perform more effectively at a higher level.</b> | <b>NUA; Pat Quinn inservice;</b>                         | <b>Parent teacher conferences;</b>                                  | <b>Program lead; teachers; administration</b>      | <b>Reviewed monthly</b> | <b>Secretarial support; Attendance data; community contributions for meals</b> |

What does the research say about this strategy? Eric Jensen in Teaching With the Brain in Mind states celebrations, relationships and successes in the classroom are what student brains crave. Recognition of positive behavior will result in students attempting to repeat that success.

How will you know whether this strategy is working? Describe how this strategy will be updated on an annual basis based on data gathered during the life of the plan.  
Review of attendance data monthly; monitor the number of attendance contracts written; student feedback; teacher interviews

**I X. STRATEGIES AND WORK PLAN**

Complete this section for each of the Performance Targets listed in Section VIII. Each performance target may have one or more strategies. **Reproduce this page as many times as necessary.** (One performance target and strategy per page, please).

Performance Target:

Strategy:

| What will you do to meet the performance target in reading and math? | What staff development will meet the performance target? | What parent/family involvement will reflect the performance target? | Who is responsible for ensuring that this happens? | When will this be done? | What resources or technical support is needed? |
|--|--|---|--|-------------------------|--|
|  |  |   |  |                         |  |

What does the research say about this strategy?

How will you know whether this strategy is working? Describe how this strategy will be updated on an annual basis based on data gathered during the life of the plan.

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - November 13, 2007 - 7:00 PM  
Wayzata City Hall  
600 Rice Street, Wayzata

### **AGENDA**

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS  
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
  - A. Approval of Minutes
    1. Regular Meeting - October 8, 2007
  - B. Finance and Business Recommendations
  - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. SESQUICENTENNIAL MOMENT -
5. RECOGNITIONS
  - A. November Employee of the Month -
  - B. Wayzata Public Schools 2007-2008 Retirees
  - C. Esteemed Teachers and National Merit Scholarship Semi-Finalists
6. REPORTS FROM ORGANIZATIONS  
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
  - A. Student Council
7. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
  - A. Superintendent
    1. Resolution - American Education Week - November 11-17, 2007
    2. CES Annual Report - Jim Brandl, Jim Hallenberg
  - B. Curriculum and Instruction
    1. Approval of Proposed Shared Decisions Agreement with the Alternative Learning Center
  - C. Finance and Business Services
    1. Monthly Financial Reports
  - D. Human Resource Services
8. OTHER BOARD ACTION
  - A. Resolution Canvassing Returns of Votes of School District General Election of November 6, 2007
9. 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.
10. BOARD REPORTS
11. NEW BUSINESS
12. ADJOURN

**WAYZATA PUBLIC SCHOOLS**

Independent School District 284

Wayzata, Minnesota

**BOARD OF EDUCATION**

Work Session – October 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.