

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Special Work Session - December 6, 2007 - 4:00 PM  
District Administration Building, 210 Cty. Rd. 101 N., Plymouth

### **AGENDA**

- |    |  |    |
|----|--|----|
| 1. | CALL TO ORDER  | 3  |
| 2. | SUMMARY OF FUTURES CONFERENCE - J. Sigford, B. Noyed   | 4  |
| 3. | DISCUSSION ON DEFINITION OF DIRECTIONS - B. Ostlund  |    |
| 4. | DEVELOPMENT OF POTENTIAL 2008-2010 DISTRICT DIRECTIONS - Three Working Groups of Board and Cabinet Members | 20 |
| 5. | DISCUSSION AND SUMMARY   |    |
| 6. | APPOINTMENT OF SUB-COMMITTEE TO FINALIZE WORDING ON DIRECTIONS   |    |
| 7. | AJOURN   | 22 |

POSTED: 120307

**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**

**Special Work Session – December 6, 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	_____	_____

**TO:** Board and Cabinet:  
**FROM:** Bob Noyed  
**SUBJECT:** Futures Conference Summary

Attached are summary materials from the Futures Conference that we will use to discuss the development of district directions. There are five attachments:

- Summary of themes from the implications of trends discussion
- Summary of themes from the issues identification discussion
- Summary of themes from the gap analysis and identifying ideals discussion
- List of all ideals/characteristics generated by small groups
- Analysis of ideals and issues from the conference

We will also have a printed copy of all the notes generated at the Futures Conference. There is a great deal of detail in the work generated by the groups, which will be helpful in informing the directions discussions as well as other discussions in the future.

## **Summary from Futures Conference – Themes from Implications of Trends**

**Prepared by Bob Noyed**

After the trends presentations, small groups were asked to consider the implications of the trends in Wayzata Public Schools in three ways. Below are the themes that emerged from the discussion on the implications for how we operate our schools, in no particular order:

- Continue building connections with senior citizens
- Explore variety of ways to attract and retain qualified employees; be creative in options
- Address the achievement gap and meet the needs of all students
- Concern of testing kids too much
- Preparing students for life that will be different from where they currently live
- Continue cultural competence work
- Cultural awareness and understanding
- Globalization issues and learning other languages
- Continuous improvement and evaluation of how we operate schools; should be data driven
- Personalization of education vs. standardized tests
- Explore different ways of delivering education including technology options
- Look to community resources to help more
- More flexibility in helping all students be successful
- Embrace new ways of doing things
- Explore flexible use of time – school day and school year
- Harness intellect and energy of community resources
- Review curriculum to meet emerging issues
- Need to work around political and policy barriers
- Career education needed to prepare student for future jobs
- Public/private partnerships
- Examine how schools are organized
- Re-examine entire system
- Education/schools can and should look different
- Professional development around futures and emerging issues
- Need to change policy and structure to accommodate necessary changes
- Ethics: teaching kids to make wise choices

Below are the themes that emerged from the discussion on the implications for how we teach our students, in no particular order:

- Need to teach other languages and provide more cultural knowledge
- More teaching of critical thinking skills
- Empathy and ethics

- Teach kids how to find and process information
- Look beyond what we are currently doing
- Thinking skills for students
- Parents as partners in helping to change schools
- More emphasis on “how” to learn rather than “what” to learn
- Team work
- Problem solving skills
- Personalized education
- Shift to knowledge based learning
- Diplomacy skills
- Continuously look for ways to improve
- Use technology as an effective learning tool
- Concepts of “it takes a village” to help kids
- Career education and planning
- Character education
- Global experiences
- Respectful discourse
- Continuous professional development
- Critical analysis and reasoning
- Ethics and civility
- Skills that feed into global economy
- Interdisciplinary teaching and using different strategies to reach kids
- Engage students in their own learning
- More personalization to help kids achieve
- Importance of relationships between students and teachers
- Intellectual curiosity
- Tolerance and acceptance of all people

Below are the themes that emerged from the discussion on the implications for economic growth and development, in no particular order:

- Strong schools will bring in a stronger work force into community
- Importance of embracing diversity
- Emphasis on the importance of community ownership of the schools
- Teach students about global economy
- Work to make schools the focal point of the community
- Community needs to be engaged in what is happening around them
- Need economic opportunities/careers for non-college bound students
- Work to reduce poverty
- Engage policy makers in change discussions
- Change in types of future jobs bring emphasis to interdisciplinary education

# **Analysis from Futures Conference – Ideals and Issues**

Prepared by Jane Sigford

## **Ideals**

### **Structural/Organizational**

- Cutting edge technology
- Class size
- Staff development
- Small class size
- Teacher compensation compared to other professions (External)
- Year long and lifelong education
- Culturally responsive classrooms
- Continuously improving
- School system is integrated into community and work force
- Ability to adapt to rapid change; being flexible
- Take risks—go where no school district has gone before
- Maintain academic rigor
- **Flexible scheduling, curriculum, planning, grading**
- Schools as hubs of community
- Life relevancy of learning
- District that is future-focused and flexible and quick to adapt
- **A community that can maintain community values while having global vision.**
- District that models and teaches ethical behavior with character development
- District so strong and vibrant that funding resources are not an issue
- Incorporate all kinds of learning—distance, web, etc.
- Eliminate grades so it's about the work; not about the grades
- Retain employees that are lifelong learners
- Equitable education across cultural, gender, socio-economic status
- Individual preparation for students in literacy, global perspectives, technology, etc.
- Individual learning plans for each student (and family?)
- Continued high quality staff
- Adequate resources

### **Diversity**

- All students appreciate and understand diversity
- Early childhood preparation
- Opportunities outside school day for learning

### **Student Preparation**

- Testing interfering with what we should do
- Need to teach ethics, including global ethics
- All students reaching potential
- Increased access to technology

- Have 21<sup>st</sup> century skills
- Have knowledge of, possibly language skills, of another culture, at younger ages
- Understand cultural diversity
- Have world view
- Teach to individual
- Develop lifelong learners
- Develop creative, innovative, entrepreneurs....
- Ensure world experience including languages, travel, and exposure to different ways of thinking, more geographical knowledge
- Portfolio system to address individual student (and family needs)
- Need career planning
- Innovative education, real-world applications
- Students grouped by learning, not age
- Maximize potential of each student
- Students respectful of each other and embrace diversity in harmony, and they believe they can make changes in the world
- Every student have connection with teachers; culture of belonging
- Multiple paths for students to achieve
- Encourage ingenuity, creativity, and imagination for everyone
- Every student achieving to highest possible level, including international standards
- Develop body harmony and global awareness in our students.
- Travel outside US
- Come to school ready to learn in individualized curriculum
- Have their own personal adult learning mentor

### **Community**

- Keep up communication like today
- Get stakeholders to redefine our model of education
- Develop and publish broad action plan based on today's work
- Be creative and think outside the box.
- Be open-minded
- Community holds shared vision
- Entire community who is responsible for education of our students—faith community, parents/family; process of educating as partnership of all.
- We train older members of community to change jobs/ start new careers.
- Openness and attentive to change
- Involvement of community brings our creativity and innovation in everyone.
- Reeducate community about pressures on educational system—teachers, districts, etc.
- School as unifying force for community with business partnerships, intergenerational mentoring, educating all constituents.
- Broad definition of literacy to include media and digital

## **Issues: Student level, staff level, district, community level, external level**

### **Student**

- Diversity
- Declining enrollment
- Multiple needs of students, e.g. meeting basic needs and technology needs
- Special needs
- Creating literate lifelong learners
- Understanding ethics of increasingly complex world
- Need to live in global society e.g. need for understanding of others, including languages
- Ability to think, be creative, extend learning
- Do we pass students along just based on age, not on learning???
- Personalization of education
- Need for the arts
- Athletics—Should we look at the role of and funding for athletics in the program? Should it be part of community education?
- Students need to know HOW to think, rather than being able to RECITE facts. They need to know HOW to use information rather than just memorize it.
- Students need to LOVE learning and want to be lifelong learning
- Math curriculum at high school
- Being prepared for post-secondary
- Lack of emotional and self-dependence of students
- After school programs and support
- Chemical/mental health support
- Help them understand change and rate of change
- Who helps kids whose parents are not involved?

### **Staff**

- Need staff development
- Technology
- Healthy environment/stress
- Finding and keeping quality staff
- Ethical understanding of rapid change
- Need reflection time
- Role change from authority to facilitator

### **District**

- Change in leadership
- Testing accountability
- Declining enrollment
- Physical plants
- Technology
- Curriculum is driven by our vision not by standards and testing
- Aging population—need to involve Baby Boomers
- Need to maintain high standards for students, staff, and community

- Design different school calendar
- Need to look outwardly more to get a better “dipstick” result
- Need more business partnerships
- Need more flexibility in school day and school year
- Health and wellness for all
- Finding and retaining quality staff
- Balance change and what we know works

### **Community Level**

- Maintaining parental support
- Maintaining and increasing involvement with retired residents
- Quality of life—education contributes to quality of life to individual and community e.g. importance of libraries
- Must adapt towards goal of continuous improvement
- Stability of family unit; involvement of all families
- Do we really have the motivation to do this??? Are we willing to take risks?
- Complacency of parents and community
- Arrogance and entitlement of community about expectations and world views.
- Resistance to change
- Schools

### **External**

- Testing – too much
- Unfunded mandates
- Increased speed and complexity of change
- State funding
- Increased globalization and need to be prepared
- Need reliable funding

## **Summary from Futures Conference – Gap Analysis, Identifying Ideals and Gaps**

Prepared by Bob Noyed

This is a listing of all the ideals/characteristics generated by small groups. Groups were also asked to rank how they thought the district was doing on each listed ideal. The number after each listed ideal/characteristic represents the ranking by the group. If there is no number listed, the group did not rank that particular item. The items listed below are in no particular order:

- Equal access to technology at school and at home – 4
- A school and community where everyone is respectful and has good ethics – 6
- Total family involvement – 7
- Continuous ongoing improvement; learning is lifelong – 8
- All kids can be enriched in whatever area they are drawn – 3
- Where 100 percent of kids are literate at a basic standard and continue to grow and are fluid across all areas to be lifelong learners – 5
- All students learn authentic positive leadership skills – 8
- Becoming a contributing member of a global community; cultural sensitivity and environmental issues
- Encouraging and embracing community involvement
- 100 percent graduation rate
- Students are taught analytical, creative and creative thinking; use references; what is true and not true and to be able to know the difference
- Do a better job in teaching careers
- Cutting edge technology in every classroom with every teacher knowing how to use it and every student using it – 6
- Staff development to help every teachers reach their potential on an individualized basis – 6
- Options for free all day every day kindergarten – 3
- No class size over 25 – 6
- Teachers to be paid comparable to other professions – 1
- Systems in place to help students appreciate and understand diversity – 5
- More integrated training and learning opportunities –
- Students reaching their potential realizing their gifts
- K-12 world language opportunities
- Educating with community resources ; taking advantage of community knowledge
- Extended school year and extended school day
- Education becomes year long and life long with an unrestricted schedule – 3
- Ideal future state of technology: every child will have a notebook computer, the community has wireless access and technology is integrated in every classroom – 2
- Every child will graduate with competencies to be successful in the 21<sup>st</sup> century – 6
- All of our students are at least bi-lingual – 1

- All students deeply understand cultural diversity in order to be successful in a global society – 2
- Every child is given the opportunity to explore and maximize their strengths to excel and reach their potential – 5
- Graduation students who are socially conscious and actively involved in their community and the world – 6
- Curriculum is driven by our vision and not by standards and testing – 5
- Has systems in place that encourages and allows students to achieve their potential – 5
- A culture or climate that promotes achievement
- A diverse and challenging curriculum that supports interdisciplinary connections
- Reflection time for teachers; faculty development
- Globally aware of community and world at large; prepare students to participate in the outside world
- A school that is passionate about connection to the community; sincerely open to hearing and involving the local community
- Community service projects
- Depth of knowledge of student understanding in content areas and how it relates to other subject areas
- High expectation for every student; moving away from excuses why students can't learn to helping to find ways to help them learn
- Every child reaches their potential
- Fully funded mandates
- Physical environments that are conducive to learning
- Arts programs that foster student achievement
- A system that is individual focused and provides experiences based on individuals needs and interest – 2
- Foster an environment that nurtures and grows the skills needed for students to be innovative and entrepreneurial – 3
- Create an environment that is interactive where students can access a variety of state of the art resources designed to promote optimal learning and creativity – 2
- A school system that builds upon the positive aspects that a diverse school community can bring – 4
- A school community that allows itself to continuously evolve, change and adapt toward the goal of continuous improvement – 3
- Creates a culture that promotes the physical and mental health and well being of all – 6
- Teachers become facilitators of the learning process rather than just a deliverer of curriculum – 2
- The school district is the center for the delivery of learning across all age groups, pre through adult – 1
- Teaching to the individual learning styles (differentiation) – 4
- Willingness to be flexible must be in place – 5
- Being able to manage and organize large amounts of information and changing information – 7

- Environment safe for risk taking (staff and students) – 8
- Culturally responsive classrooms – 4
- Development of lifelong learners
- Develop an environment for creativity, innovation and entrepreneurship
- School system is integrated into the community and the work force
- Flexibility: our district will be flexible to adapt to change – 5
- Continuous improvement: we strive to improve, never be satisfied with status quo and educate each child to the best of their ability – 5
- Responsive to the needs of diverse learners – 3
- Inclusive: we must include everyone by helping every child reach their full potential regardless of ability or needs – 4
- Risk taking: go boldly where no school district has gone before – 7
- Innovation and creativity: our school district will think outside the box in a creative approach to education – 6
- Open minded: open to accept changes if the current practices are not working – 4
- Provide high academic rigor as measured by a global society – 6
- Ensure a multi-cultural educational experience including travel, language; one measure is fluency in two languages in addition to native languages – 2
- Develop portfolio system to address individual educational needs and document knowledge and growth of each student – 2
- Develop fluency using state of the art technology in the K-12 curriculum so students will be competent in web research, standard business applications, and the use of current technology – 3
- Infuse global ethical perspective across the K-12 curriculum – 2
- Ensure literacy for the 21<sup>st</sup> century (written, online, verbal) – 4
- Integrate business and community partnerships into the school operations and education of students – 2
- Students are engaged, challenged, goal oriented and value their learning and personal needs are met – 7
- Preparing students with a well-rounded education (holistic) examples include classes on ethics, discipline, values, personal finance, conflict resolution, the arts, and global perspectives – 5
- Prepared with technology skills and knowledge – 7
- Global education and citizens – 3
- Education for all – equal access to all programs; all economic and social needs are met – 3
- Innovation education: real world application, alternative ways of offering teaching and counseling, individual education planning
- Flexible schedules, grading, education planning, changes in curriculum – 4
- Employer of choice; caring and connected – 7
- Our schools are welcoming environment that attract all members of our community where all can engage; it is the hub of the community – 4
- The students are grouped by competencies and interest not by age – 2
- Every teacher, student and family have access to all aspects of technology in and out of school – 6

- Students and teachers are able to globally communicate and connect with others around the world – 2
- Every student develops their authentic self and becomes actualized – 3
- The school district provides a flexible scheduling/school year – 1
- The community holds shared vision of value and importance of education
- Community resources would be immediately made available to learning in schools
- Life relevancy of learning; purposeful, authentic, relevant
- School district that is flexible
- A district that maximizes the potential of all students – 4
- A district that attracts, develops and empowers their staff to their fullest potential – 7
- A district that is future focused, flexible and quick to adapt to change – 4 on flexibility and 8 on change
- A district that can maintain community values while having global vision – 8 on maintaining community values and 3 on global vision
- A district in which the community is an integral part of the educational process; community into the classroom and the classroom into the community; symbiotic – 5
- A sense of pride and loyalty felt by the students, staff and community – 8
- A district that teaches and models ethical behavior – 8
- A school district that instills character development with a balance of personal conviction and an openness to new ideas – 3
- District is so strong, variant, robust and has such strong community engagement that funding resources is not an issue – 6
- Student body would be respectful of each other and teachers; embrace the diversity; work together; live in harmony, celebrate diversity and commonality – 5
- All students are successfully educated – 5
- School district is a learning institution that is reflective in response structures and continuous improvement
- The outcome of education is that students believe that they can make changes and improvements in the world, and are motivated to act
- The entire community is responsible for the education of our students including businesses, faith community, and parents and families; process of educating our students is a partnership of all of these things – 4
- Schools would educate the whole person (physical, intellectual ) and train them for good lifelong habits
- District prepares students to be global citizens (other languages, economies, cultures); understand the complexity of living in a global society
- Every student has a connection with their teachers; culture of belonging
- No student will be hungry – 7
- There will be multiple paths for students to achieve; there will be multi-generational and interdisciplinary learning opportunities – 2
- We will train older members of our community to change jobs or start new careers – 4
- We will have flexible scheduling for staff and students – 1
- We will incorporate all forms of learning (distance, web, mentorships) – 4

- We will eliminate grades (A, B, C, etc.) rethink academic evaluation so kids will care about the work not the grades; student learning the essential components until you get it – 1
- We will use technologies to transform learning rather than embrace it – 4
- We will retain talented employees who are lifelong learners – 4
- Equitable education across cultural, gender and socio-economic status – 8
- Encourage ingenuity, creativity and imagination for everyone (staff, students and community) – 8
- Every student is achieving to their highest possible level including to the international standards – 3
- An openness and attentive to change – 4
- Where the community is involved to the point that it brings out creativity and innovation; the best in everyone – 6
- Every student leaves our school district with an understanding and cultural awareness of the world we live in – 5
- Developing mind and body (harmony) to the highest potential – 3
- Development of global citizens – 5
- World class group of diverse educators that will educate students to this creativity – 5
- Student who feels comfortable in various environments and situations – 6
- Parent contract outlining certain amount of participation, accountability, expected of parents to help students be successful – 2
- Place a high priority on cultural awareness beginning in kindergarten knowledge of geography, history and foreign language mastery as part of a global perspective – 2
- Place 14 students in each classroom because it allows for personalization of learning and students working collaboratively – 3
- The ability to create collaborative and interdisciplinary plans for every individual student – 3
- Close the digital divide: provide every student with the most current technological device
- Harnessing technology to prevent loss of educational opportunities (make up, reinforcement, enrichment)
- Reward and provide incentive program for teachers
- Reeducate parents and community of the complexity of the role of educators to allow us to follow a Singapore or Japan model of preparation time
- Involve the experience of the older generation and community experts in a flexible schedule to allow them to serve the student population
- Hubs of lifelong learning for the community – 4
- Diverse population of staff/administrators teaching to a diverse population – 1
- Progressively incorporating technology advances into classrooms by being linked with local companies driving technology – 3
- Chemical awareness leading to “drug free” environment – 4
- Magnet for those seeking culture where diversity is celebrated and taught in the service of the common goal of education – 3
- A district that provides “success” for all; using not only graduation as a measured of student success; success standards are individualized – 5

- Expansion of the “Q comp” program which allows new teachers to be mentored in and tenured teachers to receive ongoing training, using field experts as training experts in the classroom and on an individualized basis – 7
- Proper asset allocation to students of special needs; inclusive of both early childhood and K-12, which provides individualized program development to meet unique needs of students – 4
- Individualized learning plans for every student; helping every child be prepared; sense of self that focuses on individual and collective talents – 3
- Using data to efficiently inform instruction – 4
- Consistency of high quality for all teachers; effective staff development – 6
- Adequate resources, including but not limited to technology to meet all educational needs; capacity for access to technology to meet their learning goals – 8
- Capacity for service learning, leadership, understanding of political, cultural and environmental implications – 5
- Schools will operate as a unifying force that defines the community (lifelong learning, business partnerships, intergenerational mentoring, educating all constituents) – 4
- Developing a curriculum that encompasses the changing needs of education (broader definition of literacy to include media and digital sources) – 4
- Develop an attitude of inclusiveness and caring, interact and communicate respectfully – 3
- Students need to be ready for globalization; they need to have language readiness; Wayzata is at the bottom of the heap compared to area school with regard to languages; we cannot compete or participate without it – 2
- Technology; to stay at the top or even better than top – 7
- Children that embrace change, have flexibility and community that embraces change – 5
- Schools at the center of lifelong learning; intergenerational community – 3
- Producing well-rounded individuals, not just good test takers – 7
- Sense of belonging for community; and for students, teamwork – 8
- Continuing education for teachers; keep staff highly qualified
- How to teach critical thinking, creative thinking, problem solving and not just facts; change focus of education, not just fact-based learning – 2
- Disconnect as students get older; more subjects, not as much parent involvement; get community involved in classes to show what skills gained can mean for students; use community resources
- Show staff how to let go of some things in order to do more; give teachers and students flexibility to do it their way; loss of creativity and flexibility because of the pressure of many mandates
- Personalized teaching/learning – 5
- Time to discover one’s passion – 2
- Teaching current events and multi perspectives – 6
- Open mindedness – 2
- Every kid gets connected with an adult – 4
- Love or an appreciation of the arts – 8

- Non-judgmental inclusion and respect for all cultures – 4
- Create schools that teach and practice the 16 trends – 2
- Create small interest magnet schools – 1
- Every student would travel to a country outside of the U.S. – 2
- Every student will have a handheld computer and every classroom and family will be equipped with a smartboard and/or the latest state of the art technology – 5
- Every student comes to school ready and willing to learn – 7
- There will be a personalized/individualized curriculum – 3
- Service for special needs students will continue to expand – 4
- Every student will be personally prepared to achieve their maximum potential – 5
- Every student will have their own personal adult learning mentor – 7
- Every student will leave our school well equipped with life skills (financial/budgeting, computer skills, communication skills, scheduling, time management) – 7

## **Summary from Futures Conference – Gap Analysis, Identifying Ideals and Gaps**

Prepared by Bob Noyed

At the futures conference, each small group was asked to identify a list of ideals or desired characteristics for Wayzata Public Schools. Below is a summary of some of the ideal/characteristics that appeared multiple times or by several groups. The items listed below are in no particular order:

- Access to and effective use of technology – 12
- Continuous improvement and openness to change – 9
- Flexibility, creativity and adaptability as a district – 7
- Students are encouraged and have opportunities to maximize their full potential – 10
- Cultural awareness and understanding – 10
- Academic achievement and success for all students – 12
- Personalized/individualized learning and teaching – 10
- Global awareness and second language learning – 12
- Students learn skills for future success – 17

Other identified ideals (mentioned multiple times), in no particular order:

- Community connection and involvement in schools
- Continuing professional development for teachers
- Extended or flexible school day/year
- Development of lifelong learners
- Availability of appropriate financial resources
- Retain and recruit quality teaching staff

## **Summary from Futures Conference – Themes from Issues Identification**

**Prepared by Bob Noyed**

After discussing the implications of the trends, small groups were asked to identify a set of issues facing Wayzata Public Schools. Below are the themes that emerged from the discussion on issue, in no particular order:

- State funding of schools
- Diversity of student population
- Retaining and attracting quality teachers
- Having kids take more ownership for their own learning
- Achievement gap
- Maintaining student enrollment
- Turnover in district leadership
- Parent and community involvement
- Helping students at all learning levels to be successful
- Changing demographics of schools
- Effective use of technology
- Ability to change and be flexible
- Aging population
- Need to expand second language opportunities including immersion
- Ongoing professional development for teachers
- Changing and evolving curriculum needs

**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

**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**

- ***Application of vision to all aspects of district***
- ***Erase organizational barriers that limit participation of all cultural groups***
- ***Smaller class sizes***
- ***Work toward a more individualized model of education***
- ***“Client-centered” district***

**SHORT-TERM GOALS**

- Pass referendum (referenda)
- Universal understanding & engagement with vision
- Data management system in place
- Alternative compensation plan developed
- Cultural competency
- Reduce class size

**WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

Special Work Session – December 6, 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.