

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session - November 24, 2008 - 4:00 PM
District Administration Building, 210 County Rd. 101 N., Plymouth, MN

AGENDA

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| 1. | CALL TO ORDER - Board Chair Moroz | 3 |
| 2. | ADMINISTRATIVE | |
| | A. District Equity Plan Discussion - C. Anderson | 4 |
| 3. | CURRICULUM AND INSTRUCTION | |
| | A. West Middle School Site Plan - S. Sommerfeld | 56 |
| 4. | FINANCIAL | |
| | A. Future Referendum Discussion - C. Anderson, J. Westrum | 85 |
| | B. 2007-2008 Preliminary Financial Results - J. Westrum | |
| 5. | HUMAN RESOURCES | |
| 6. | BOARD REPORTS | |
| 7. | SCHOOL BOARD | |
| | A. LAC Draft Platform - S. Droegemueller, B. Noyed | 103 |
| | B. Tentative Board Agenda for December 8, 2008 - J. Moroz | 110 |
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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 2008-2010

To ensure high achievement on the part of each student and to realize our vision, the district's directions for 2008-2010 are:

- *Provide a more personalized education for each student.*
- *Eliminate the predictability of student achievement based on race.*
- *Provide opportunities for students to engage in global connections.*
- *Prepare students in skills that they will need to function effectively in the future including creative thinking, diplomacy, problem solving and teamwork.*
- *Enhance the sense of ownership and engagement in the district by all segments of the community.*

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Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – November 24, 2008

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Moroz

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



**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>
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1.1 Continue involvement with National Urban Alliance to incorporate teaching strategies that address differing student needs		
1.2 Continue involvement with Thinking Maps training as provided through WMEP and building level trainers		
1.3 Utilize the development of site plans to look at student achievement data with building level staff and families		
1.4 Systematically examine student disaggregated student achievement data to look for racial and gender patterns.		
1.5 Identify professional development needs based on disaggregated data and teacher input.		
1.6 Implement an academic support plan that prepares all students for post-secondary education		
1.7 We need to explore 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.		
1.8 Examine 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		
1.9 Examine data in G/T and special education programs for racial bias.		
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		
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2. Move Toward Individual Cultural Proficiency

<u>Initiatives</u>	<u>Responsible Leaders</u>	<u>Evidence of Success</u>
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		
2.3 Create awareness and understanding of institutional racism among all staff.		
2.4 Continue study groups around topics of cultural proficiency	Book study groups	
2.5 Continue study of Critical Race Theory		

3. Erase Barriers

<u>Initiatives</u>	<u>Responsible Leaders</u>	<u>Evidence of Success</u>
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3.1 Examine District and site policies, practices, and structures for potential bias		
3.2 Examine district data about the racial make-up of our district		
3.3 Examine racial make-up of schools		
3.4 Establish practices and procedures to review for racial bias in the selection of curriculum materials		
3.5 Establish meaningful and clear selection criteria for hiring to help achieve the organizational goals for diversifying our institution.		
3.6 Develop and support strong equity leadership at the district and school levels.		
3.7 Discuss and allocate District resources e. g. staffing, based on needs of students at individual sites		
3.8 Develop and use a common language to address racism and the achievement gap		
3.9 Provide in-depth training and time for conversations with district leaders		
3.9.1 Provide district leaders with the knowledge and opportunity to discuss Critical Race Theory and then to plan strategies to overcome racism.		

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		

4.2 Continue Urban Learner Framework training for district Volunteers		
4.3 Support parent teacher associations that are representative of the student population with the building		
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		
4.5 Expect and provide opportunities for parent involvement in their child's education		
4.6 Collaborate with community organizations to support families and students to bridge the cultural gap between schools and parents/communities		
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

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

Initiative	Leaders Responsible
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
5.3 Provide periodic updates as to progress	Principals, Equity team, Director of C & I
5.4 Have ongoing discussions about topics with the Goal 2 committee	Goal 2
5.5 Develop key messages to share with PTA groups, families, and the community at large	Director of Communications Equity Team Principals Director of C & I

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

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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%

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Am Indian (1)	1	100%	N/A	N/A
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Black (31)	13	42%	N/A	N/A
White (628)	563	90%	N/A	N/A
Total (710)	620	87%	N/A	N/A



**EQUITY PLAN TO ELIMINATE OUR
ACHIEVEMENT GAP**

RATIONALE FOR DISTRICT EQUITY PLAN

It is the mission of Wayzata Public Schools to educate all students to high standards. For the last few years, Wayzata has looked at the achievement of all student groups with increasing scrutiny. As we look at our data, we are disturbed by patterns that suggest we are not educating all students to the standards of excellence that we desire. We have fallen short of educating our Black and Hispanic populations, for example, as well as we should. For instance, on the Minnesota Comprehensive Assessment (MCA) in grade seven, 96% of white and Asian students were proficient in math and 94% were proficient in reading. For our black students, only 42% were proficient in math, and 44% demonstrated proficiency in reading. For our Hispanic students 69% were proficient in math and 56% in reading. (Please see Appendix B for additional testing data.)

As a district, we feel compelled to investigate the reasons behind these scores and to establish conditions for all students to achieve. Most school districts across the United States have a gap similar to ours which is commonly referred to as the Achievement Gap. At this time, we do not know of any districts that have eradicated the gap. However, there are individual schools that have successfully closed it. We know it can be done. It is up to us to find out how to do it in our own context. We know that all of our students have potential for achievement. One major reason for the difference in scores is how we educate students in these populations. We believe that Wayzata Schools can find a way to close our gap.

In our investigation of discrepancies in achievement, we struggle with difficult concepts, such as institutional racism and white privilege. Many people think of racism as overt acts of hatred, oppression or prejudice. However, there are aspects of racism that operate at the unconscious level for many of us, individually or institutionally. We have provided a glossary of the terms we use throughout the document so that we can build common meaning and understanding. These terms can be found in Appendix A. We know that if we fail to address these sensitive issues, we will fail to close the achievement gap in the Wayzata School District.

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
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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.

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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.

BUILDING GOALS

Each building has an academic goal for our alternative compensation program. The goal is based on disaggregated data that identifies academic needs by student population. Race is one of the indicators that we examine as we process this data.

After the goal is established, we design professional development and activities to accelerate the learning of our students. Part of this discussion is training in teaching diverse populations. Therefore, each building will establish an academic goal and design professional development that is specific to the building's population with the intention of achieving academic success for all students and to close the achievement gap.

Elementary Goals

In 2008-2009 the elementary schools will increase the reading mean growth target of black students from 8.76 to 10.76 as measured by the MAP reading test. We will do this through the following strategies:

- Continue NUA strategies—Eight strategies have been identified at the district level and will be taught building wide at staff meetings or common time to infuse them into all classrooms.
- Continue to provide focused services to our black students who need academic support through intervention specialists and/or afterschool support programs.
- Provide professional development opportunities for staff to promote culturally responsive classrooms.
- Analyze the six reading unit assessments in light of the progress being made by our black students. From this information we will design specific interventions for students who are not successful.

Middle School Goals

*In 2008-2009 the goal of the three middle schools is that 50% of black students will **exceed** their target RIT score on the 2009 NWEA MAP reading test.*

This goal was chosen based on the following information. Of the 166 black students at Wayzata last year, there were 85 who had spring to spring data. Therefore, of that total, 43 students did not meet their growth target; 42 did. Therefore, 49.41% met the goal.

Only 37 exceeded the goal. Therefore, the percentage of black Wayzata middle school students who **exceeded** their RIT reading growth goal was 43.5%.

Wayzata High School

Each department is working on creating an equity goal. They are still in process of doing so.

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.

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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

Math Proficiency Rate (All Students)

	Males Wayzata	Males Minnesota	Females Wayzata	Females Minnesota	All Students Wayzata	All Students Minnesota
Grade 3	93.6	80.3	87.2	78.3	90.4	79.3
Grade 4	86.4	70.6	86.9	71.1	86.7	70.9
Grade 5	87.3	63.0	81.7	63.3	84.6	63.2
Grade 6	85.7	62.7	86.1	63.4	85.9	63.0
Grade 7	84.2	62.3	78.8	60.6	81.4	61.5
Grade 8	80.1	57.0	83.5	60.5	81.8	58.7
Grade 11	60.8	33.4	52.9	31.0	56.9	32.2
All Students	82.4	60.7	79.5	60.5	80.9	60.6

Reading Proficiency Rates (All Students)

	Males Wayzata	Males Minnesota	Females Wayzata	Females Minnesota	All Students Wayzata	All Students Minnesota
Grade 3	92.5	76.6	91.2	82.6	91.8	79.6
Grade 4	83.9	68.4	86.7	74.7	85.3	71.4
Grade 5	88.6	70.3	91.8	76.2	90.1	73.2
Grade 6	85.6	62.9	87.6	70.6	86.6	66.6
Grade 7	79.8	59.6	85.2	66.9	82.5	63.2
Grade 8	82.9	59.0	89.9	67.9	86.3	63.3
Grade 10	78.9	57.9	84.1	66.0	81.5	61.9
All Students	84.3	64.7	88.0	72.0	86.2	68.2

Wayzata Board Members: This plan needs to be submitted every three years. The budget is done every year. For the fiscal year 2010, we will need to submit a new plan.

Thank you, Lois Robbins

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

Integration and Diversity Plan and Budget Fiscal Years 2006 and 2007

Contents:

1. Background
 2. Wayzata District Goals
 3. Commitment to Diversity
 4. Plan Strategies
 5. Planning
 6. Communication
 7. Evaluation
 8. Budget Summary
-

Vision Statement for Wayzata Public Schools: *A model of excellence among learning communities.*

The purpose of the Wayzata Public Schools' Integration and Diversity Plan is to establish and maintain a program designed to improve educational opportunities for diverse learners and their families.

Cultural Proficiency is defined as seeing the differences and responding positively and affirmingly. It is Wayzata Public Schools' aspiration that through our journey our staff, students and parents will esteem culture, know how to learn about individual and organizational culture, and interact effectively in a variety of cultural environments.

1. Background:

The Wayzata School District is committed to providing equal educational opportunities for all children. As a member of the West Metro Education Program (WMEP) we believe that children are best educated in an integrated environment that appreciates diversity and reflects the world within which they work and play.

The Wayzata School District #284 supports integration efforts that take on the challenge to address the need to foster a more integrated educational system. We need to foster an environment that enhances the broad understanding and rich heritage of all communities in the metropolitan area. This commitment has been translated into specific goals and programs to improve opportunities for all families and children. Our goal is to build on the success of the WMEP initiative and the strengths of the Wayzata District academic program.

2. Wayzata District Goals:

Goal 1:

To improve academic achievement by utilizing data to differentiate instruction.

Goal 2:

To prepare learners to participate in a diverse world by defining, measuring, and enhancing learners' cultural understanding and competencies.

Goal 3:

To build meaningful relationships with students, families, staff and community by establishing consistent and effective communication processes.

Wayzata School District #284 Integration and Diversity Plan

3. Commitment:

The following WMEP goals reflect the commitment to continuous improvement with respect to diversity and helping children reach their maximum potential:

- I. Create **integrated learning settings** where all students can attain high academic achievement.
- II. Enhance **professional development** to address the needs of a diverse student population and promote an integrated education for students.
- III. **Prepare children** for learning in an integrated setting.
- IV. Enhance **community involvement** and **prepare communities** for increased economic diversity.
- V. **Provide necessary support and services** for students and families to participate in integrated learning.
- VI. Utilize Wayzata Schools programs as a **regional resource to foster collaboration** that translates into greater community involvement in our schools.

These WMEP goals further delineate the Wayzata District goals, which translates into the Integration and Diversity Plan for the Wayzata Public Schools.

4. Wayzata’s Integration and Diversity Plan Strategies:

The following plan strategies are designed to address the purpose of the Integration and Diversity Plan. Combined these strategies can build understanding and acceptance of diversity. They are intended to increase integration within the lives of our students and the activities of our schools and communities.

Adult Learning: Adult learners consist of all District staff, District volunteers, parents involved with District committees and leaders of community-based organizations working collaboratively with District programs. Strategies in this area will focus on building individual and organizational capacity to work effectively with diverse learners and families by providing:

- Staff development, focused on cultural awareness
- Shared experiences and authentic dialogue among stakeholders
- Staff training in effective instructional strategies

Adult Learning Initiative I:

Current Activities:

- ✓ **National Urban Alliance (NUA) Training** - The NUA training focused on providing classroom teachers and building administrators with research-proven instructional strategies

Wayzata School District #284 Integration and Diversity Plan

to address the needs of diverse learners.

- Birchview Elementary School
- Central Middle School
- Wayzata High School

Future Activities:

- ✓ **Continue National Urban Alliance (NUA) Training**
 - Birchview Elementary School
 - Central Middle School
 - Wayzata High School
- ✓ **Add an additional Wayzata School to the NUA Training**
 - Oakwood Elementary School

Adult Learning Initiative II:

Current Activities:

- ✓ **West Metro Education Program Cultural Collaborative** - The Cultural Collaborative workshops/classes are focused on providing diversity training and instructional strategies through a variety of topics open to all District staff. This year Wayzata staff has registered for 280+ offerings. Some staff has registered for more than one workshop/class.

Future Activities:

- ✓ Continue Cultural Collaborative Workshop/Classes

Adult Learning Initiative III:

Current Activities:

- ✓ **Hamline University Training** – In collaboration with Hamline University, Wayzata Schools provided the following training:
 - Belinda Williams trained Administrative Council in June, 2004
 - Hamline provided a train the trainer model for Wayzata volunteers
 - Hamline also provided 12 hours of training for all new certified staff

Future Activities:

- ✓ **Continue Hamline University Training** –
 - Hamline will provide 12 hours of training for all new certified staff
 - Hamline will provide a 24 hour follow-up training for Wayzata tutors on ‘how to train others’
 - Hamline will provide a 60-hour train the trainer model for two staff per area/building on the Urban Learner Framework. The goal of this training is to develop educators’ cultural proficiency and teach specific teaching strategies to work with all learners.
 - Hamline will also offer two workshops during the District Staff Development Day
 - ✓ Family strategies for educators
 - ✓ Discipline strategies for educators.

Adult Learning Initiative IV:

Current Activities:

- ✓ **District Level Training** – Leaders have been encouraged to use the book, Cultural Proficiency, A Manual for School Leaders by Randall B. Lindsey, Kikanza Nuri Robins and Raymond D. Terrell with their staff. Cultural Proficiency is defined as seeing the differences and responding positively and affirming through a study of this resource participants will esteem culture, know how to learn about individual and organizational culture, and interact effectively in a variety of cultural environments..

Wayzata School District #284 Integration and Diversity Plan

- The District Administrative Council studied the Cultural Proficiency book.
- The District Goal 2 committee members studied the Cultural Proficiency book.
- ✓ **Thinking Maps Trainer of Trainers** – Wayzata staff members will be trained as trainers for Thinking Maps. This will enable this group of trainers to assist various schools with Thinking Maps training, even though they have not had the opportunity to be in a NUA school.

Future Activities:

- ✓ Continue District Level Training

Adult Learning Initiative V:

Current Activities:

- ✓ **Building Level Initiatives** – Each building has plans for implementing the District Goal 2.
 - The District Goal 2 committee members have representatives from each of Wayzata’s eleven schools. These Goal 2 committee members worked with their building administrators to plan and complete activities and training related to cultural proficiency.

Future Activities:

- ✓ Continue Building Level Initiatives

Adult Learning Initiative VI:

Current Activities:

- ✓ **Recruitment and retention of a diverse staff** – Human Resource Department actively recruited diverse staff.

Future Activities:

- ✓ Continue recruitment and retention of a diverse staff

Student Learning: Strategies in this area will focus on supporting all learners in their personal, social and academic development by providing:

- Multiple opportunities for students from diverse backgrounds to learn through and with each other in authentic settings
- Education and training focused on enhancing students’ cultural understanding and competencies

Student Learning Initiative I:

Current Activities:

- ✓ **Youth Frontiers Collaboration** – Youth Frontiers Collaboration focuses on respect retreats and group presentations designed to help students develop skills in building relationships and developing a respectful school climate. Wayzata students at the high school and middle school participate annually in Youth Frontier events.

Future Activities:

- ✓ Continue Youth Frontiers Collaboration

Student Learning Initiative II:

Current Activities:

- ✓ **West Metro Student Learning Grants**– The mini grants program focuses on providing teachers with up to \$7500 grant to bring students from Minneapolis and suburban schools together for shared learning experiences.
- ✓ **The Choice Is Yours Innovative Grant** - These \$1,000 mini grants are awarded to one school per district. The grant is to help Choice Is Yours students with activities in our district. East

Wayzata School District #284 Integration and Diversity Plan

Middle School is the recipient of this years' \$1,000 mini grant.

Future Activities:

- ✓ Continue utilizing the WMEP grants available for Wayzata students

Student Learning Initiative III:

Current Activities:

- ✓ **CIY Academic Support** – Academic support is provided for CIY students through various resources. Academic mentors, scholarship for school expenses and family involvement/communication opportunities. This year we have provided Math and Reading help at the secondary level.

Future Activities:

- ✓ Continue CIY Academic Support

Student Learning Initiative IV:

Current Activities:

- ✓ **Infusing multicultural elements into existing and newly adopted curriculum** – In our curriculum studies, Wayzata has made a concentrated effort to infuse multicultural elements into both our existing and newly adopted curriculum.

Future Activities:

- ✓ Continue infusing multicultural elements into existing curriculum.

Integrated Learning Opportunities: - Integrated learning opportunities consist of academic programs and school settings specifically designed to include students and staff from diverse backgrounds. Strategies in this area will focus on creating expanded opportunities for school choice in integrated learning elements by providing:

Integrated Learning Initiative I:

Current Activities:

- ✓ **Fine Arts Interdisciplinary Resource School (FAIR)** – The FAIR school focuses on providing a 4th to 8th grade integrated, interdisciplinary arts environment on a school campus. Currently Wayzata has 17 students attending the FAIR School.
- ✓ **Inter District Downtown School (IDDS)** – The IDDS school focuses on providing a K-12th grade integrated, interdisciplinary, comprehensive school program located on a school campus in downtown Minneapolis. Currently Wayzata has 59 students attending IDDS.

Future Activities:

- ✓ Continue to support enrollment in the FAIR and IDDS School

Integrated Learning Initiative II:

Current Activities:

- ✓ **The Choice Is Yours program** – Wayzata schools
- ✓ Wayzata Public Schools have an open enrollment policy to comply with WMEP Choice/Desegregation Rule provisions.

Future Activities:

- ✓ Continue The Choice Is Yours program

Integrated Learning Initiative III:

Current Activities:

- ✓ **Summer School Opportunities** The summer enrichment program focuses on unique opportunities in integrated learning settings. These summer school opportunities are open to all students in the WMEP districts. Wayzata teachers and students are active participants in the summer enrichment program.

Future Activities:

- ✓ Continue the summer school opportunities

5. Planning: - Planning will involve members of the District Goal 2 Committee and the West Metro Education Program (WMEP) Steering Committee.

Current Activities:

- ✓ **WMEP Joint Powers Board** – Wayzata Public Schools will send a representative to serve on the WMEP Joint Powers Board.
- ✓ **WMEP Steering Committee** – Wayzata Public Schools will send a representative to serve on the WMEP Steering Committee to continue on-going planning of the program.
- ✓ **WMEP Adult Learning Committee** – Wayzata Public Schools will send a representative(s) to serve on the WMEP Adult Learning Committee to plan appropriate adult learning opportunities for staff.
- ✓ **WMEP The Choice Is Yours (CIY) Committee** – Wayzata Public Schools will send a representative(s) to serve on the CIY Committee to continue facilitating the operations of the CIY program.
- ✓ **Wayzata District Goal 2 Committee** – Wayzata Public Schools Goal 2 Committee will continue to meet monthly to provide oversight and direction on a long-term basis, plus assess and develop specific actions within the areas of student and adult learning.

Future Activities:

- ✓ Continue planning activities

6. Communication: - Communication is an integral part of Wayzata’s Integration and Diversity Plan

Current Activities:

- ✓ Individual secondary school personnel meet various times a year, at a North Minneapolis location with parents to inform, discuss and plan.
- ✓ Student Conferences
- ✓ Transportation is provided for parents and students to attend conferences and other school activities/events.
- ✓ Provide laptops and technical support for students/families.

Future Activities:

- ✓ Continue current activities
- ✓ Schedule regular parent meetings at a location in North Minneapolis
- ✓ Establish a parent group to facilitate a phone tree as a means of communicating with parents regarding meetings/events
- ✓ Do exit surveys/interviews of students leaving the program.

Wayzata School District #284 Integration and Diversity Plan

7. Evaluation: - Evaluation is an integral part of Wayzata's Integration and Diversity Plan.

Current Activities:

- ✓ **ASPEN Associates** – ASPEN Associates are collecting various forms of data that will be shared with us as an evaluation of this year's program.
 - Pre and Post WALT Test Results of the CIY students
 - MCA test results of the CIY students
 - Individual student survey for all Wayzata schools involved in the CIY
 - Staff survey for all Wayzata schools involved in the CIY
 - Completion of the MN-Voluntary Public School Choice Program Partner Annual Program Update
- ✓ Results of a survey from the **National Evaluation of the Voluntary Public School Choice Program** –
- ✓ **Wayzata's District Goal 2 Committee** – The Goal 2 Committee asked Wayzata staff to complete a survey on Cultural Proficiency. The results will be shared with administrators on the Administrators Retreat, June 23, 2005. In the fall individual schools/departments will use this data to set goals.
- ✓ **Wayzata's Office of Assessment** – Assessment data plays a key role in driving curriculum and delivering the desired results. We will utilize existing student data collection and reporting systems in the Wayzata School District. This will include reporting to all stakeholders engaged in the evaluation process. The current system of Wayzata achievement level testing will be used to measure students' achievement in reading and math. The Office of Assessment will use this individual student data collection to evaluate current and future programs and instruction. Whenever possible, data available from the Minnesota Department of Education will be used.
- ✓ **Building Level Diversity Plans** – Each Wayzata school will incorporate the District Goal 2 in their School Improvement Plan. Therefore, data will be collected and progress toward their goals will be measured.

Future Activities:

- ✓ Continue the established evaluation instruments

Wayzata School District #284 Integration and Diversity Plan

8. Budget:

The Wayzata Public Schools integration plan guides the overall resource decisions outlined in the attached budget.

INTERGRATION REVENUE FISCAL YEARS 2006 and 2007 BUDGET

District-Wide Integration Coordination

Salaries and Benefits:	FY06	FY07
- Administrative	23,138	23,832
- Certified Staff	255,478	263,142
- Non-Certified Staff	146,374	150,765
- Secretarial/Clerical	19,589	20,177
Professional Services		
-Interpreters	13,000	13,390
Postage	250	582
Supplies – Non-instructional	4,000	4,000
Supplies – Instructional	4,200	4,200
Professional Development	2,000	2,000
Curriculum Program Materials (Rdg. & Math)	31,505	32,450
Scholarships	2,000	2,000
Community Based Integration		
Community Collaboration Coordinator	6,197	6,383
Tuition Payments to WMEP	<u>508,000</u>	<u>522,920</u>
TOTAL	1,015,731	1,045,841

Alternative Attendance Aid

In addition to the 'Basic' Integration Revenue summarized above, our District is eligible to receive Alternative Attendance Aid. We anticipate aid of \$93,521 in fiscal year 2006 and \$96,327 in fiscal year 2007 based on estimated 'Choice Is Yours' (CIY) pupil units. For the fiscal year 2006, this funding will be used to provide NUA Adult Learning opportunities for schools (\$78,500) and a portion for salaries and benefits for staff (\$15,021) in order to increase services to CIY students and families. For the fiscal year 2007, this Alternative Attendance Aid will again provide NUA Adult Learning opportunities for our schools. All Alternative Attendance expenditures will be recorded in UFARS Finance Code 312.

Performance by Black Students in Wayzata Schools NWEA MAP Test: Reading

MAP Reading
Black Students

	2007		2008	
	# Tested	Average Score	# Tested	Average Score
Gr 3	42	195	51	199
Gr 4	56	198	46	204
Gr 5	47	203	64	207
Gr 6	54	211	49	210
Gr 7	67	214	63	212
Gr 8	57	217	72	214

All Students

	2007		2008	
	# Tested	Average Score	# Tested	Average Score
Gr 3	707	206	733	208
Gr 4	706	214	702	215
Gr 5	720	220	725	221
Gr 6	763	225	744	225
Gr 7	798	227	795	227
Gr 8	821	231	827	230

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
Higher Achievement ↑	212	220	227	232	236	239
	205	214	220	225	230	233
	198	207	213	219	222	226
NWEA Median	192	201	208	213	217	220
	185	193	200	205	208	212
Lower Achievement ↓	178	187	193	198	201	205
	172	180	186	191	194	198

**Performance by Black Students
in Wayzata Schools
MCA-II Mathematics**

MCA-II Math

Black Students

	2006		2007		2008	
	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
Gr 3	29	60%	31	72%	33	67%
Gr 4	15	41%	23	42%	26	59%
Gr 5	20	43%	14	29%	25	41%
Gr 6	14	30%	23	43%	19	45%
Gr 7	15	39%	22	34%	17	30%
Gr 8	13	26%	24	41%	18	32%
Gr 11	3	8%	10	19%	6	11%

All Students

	2006		2007		2008	
	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
Gr 3	647	92%	634	89%	433	93%
Gr 4	586	87%	606	85%	615	88%
Gr 5	628	85%	600	83%	625	85%
Gr 6	605	83%	651	85%	649	85%
Gr 7	674	86%	633	79%	660	84%
Gr 8	605	81%	671	81%	680	78%
Gr 11	404	54%	435	57%	714	58%

**Performance by Black Students
in Wayzata Schools
MCA-II Reading**

MCA-II Reading

Black Students

	2006		2007		2008	
	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
Gr 3	25	60%	49	74%	36	72%
Gr 4	17	53%	25	45%	28	64%
Gr 5	24	62%	26	55%	29	46%
Gr 6	20	53%	25	47%	24	52%
Gr 7	21	62%	22	33%	28	49%
Gr 8	23	49%	31	52%	27	40%
Gr 10	16	39%	25	40%	27	47%

All Students

	2006		2007		2008	
	# Proficient	% Proficient	# Proficient	% Proficient	# Proficient	% Proficient
Gr 3	609	90%	652	92%	664	92%
Gr 4	590	90%	602	85%	66	88%
Gr 5	654	91%	652	90%	625	87%
Gr 6	632	89%	663	87%	649	88%
Gr 7	686	89%	662	83%	660	84%
Gr 8	641	87%	723	87%	680	84%
Gr 10	647	82%	649	81%	714	89%



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 2008-2010

- *Provide a more personalized education for each student.*
- *Eliminate the predictability of student achievement based on race.*
- *Provide opportunities for students to engage in global connections.*
- *Prepare students in skills that they will need to function effectively in the future including creative thinking, diplomacy, problem solving and teamwork.*
- *Enhance the sense of ownership and engagement in the district by all segments of the community.*



Shared Decision Agreement Between School and the Wayzata School Board for

School Name: *Wayzata West Middle School*

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>Position</u>	<u>Year</u>
Anderson, Mary	6th grade teacher	2008-2009
Babcock, Laura	parent	2007-2010
Binnie, Peter	school social worker	2008-2009
Gharrity, Kim	parent	2006-2009
Herbst, Steve	parent	2006-2009
Jeide, Kristen	parent	2007-2010
Lehman, Dennis	encore teacher	2007-2009
Nelson, Ann	parent	2008-2011
Rice, Kassidy	8th grade teacher	2004-2009
Ries, Julie	parent	2008-2011
Sommerfeld, Susan	parent	ongoing
PTA Liaison		
Moelk, Nancy	parent	2008-2009

Student Demographics:

Percent of Parents Attending Conferences:

Spring 2007	Fall 2007	Spring 2008
95%	94%	94%

Student Population by Grade:

6th	7th	8th
234	264	240

Ethnic Distribution:

Native American	Asian	Hispanic	Black-non hispanic	White
1%	5%	3%	4%	88%

Percent of students in Free/Reduced Lunch Program: 9.22%

Student Mobility during the school year:

Move-in	Move-out
8 - 10	1 - 3

Average Daily Attendance: 95%

Minnesota Comprehensive Assessment (MCA-II)

2007-2008 MCA-II

	Grade 6 Math		Grade 6 Reading	
	% Proficient	Average Score	% Proficient	Average Score
Wayzata West Middle	84.6	661.9	92.5	665.1
Wayzata	85.5	662.3	87.8	663.2
State	64.6	653.7	69.6	655.0

	Grade 7 Math		Grade 7 Reading	
	% Proficient	Average Score	% Proficient	Average Score
Wayzata West Middle	84.2	761.0	87.7	763.0
Wayzata	83.5	761.5	84.4	762.3
State	61.4	752.8	64.7	753.6

	Grade 8 Math		Grade 8 Reading	
	% Proficient	Average Score	% Proficient	Average Score
Wayzata West Middle	80.1	860.6	88.0	863.8
Wayzata	78.1	859.4	83.8	861.2
State	58.2	851.3	65.7	853.4

2006-2007 MCA-II

	Grade 6 Math		Grade 6 Reading	
	% Proficient	Average Score	% Proficient	Average Score
Wayzata West Middle	87.5	663.2	91.4	664.6
Wayzata	85.2	663.0	86.6	663.4
State	60.8	652.1	66.6	654.1

	Grade 7 Math		Grade 7 Reading	
	% Proficient	Average Score	% Proficient	Average Score
Wayzata West Middle	78.5	761.5	86.1	763.7
Wayzata	79.4	761.3	82.5	760.9
State	59.4	752.0	63.2	752.7

	Grade 8 Math		Grade 8 Reading	
	% Proficient	Average Score	% Proficient	Average Score
Wayzata West Middle	83.9	860.0	90.9	865.3
Wayzata	80.7	860.1	86.3	863.6
State	56.9	850.5	63.3	853.4

2005-2006 MCA-II

	Grade 6 Math		Grade 6 Reading	
	% Proficient	Average Score	% Proficient	Average Score
Wayzata West Middle	78.1	660.1	84.9	663.3
Wayzata	83.3	662.5	89.3	663.8
State	59.2	652.0	71.6	656.0

	Grade 7 Math		Grade 7 Reading	
	% Proficient	Average Score	% Proficient	Average Score
Wayzata West Middle	84.9	761.3	89.6	764.2
Wayzata	85.8	763.0	89.1	764.0
State	57.5	751.2	66.6	754.6

	Grade 8 Math		Grade 8 Reading	
	% Proficient	Average Score	% Proficient	Average Score
Wayzata West Middle	80.7	858.6	88.3	862.1
Wayzata	80.7	860.0	87.1	861.1
State	56.7	850.8	64.6	853.3



Wayzata West Middle School
Student Achievement

Northwest Evaluation Association

MAP (Measure of Academic Progress)

(Please insert MAP data – same cohort group, 3 years data growth in RIT-provided by the Office of Assessment)

Average Scale Score and Percentile results of Spring 2008 MAP Testing

Math	Grade 6		Grade 7		Grade 8	
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
West Middle School	239.6	85	242.3	77	246.4	74
Wayzata	238.9	82	242.7	78	245.0	72
National	224	50	229	50	234	50

Reading	Grade 6		Grade 7		Grade 8	
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
West Middle School	225.9	77	228.3	74	231.3	72
Wayzata	224.7	75	227.3	71	229.9	69
National	217	50	220	50	223	50

Average Scale Score and Percentile results of Spring 2007 MAP Testing

Math	Grade 6		Grade 7		Grade 8	
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
West Middle School	240.2	85	242.6	77	247.2	76
Wayzata	239.3	84	242.2	77	247.0	76
National	224	50	229	50	234	50



School Name: Wayzata West Middle School

School Year: 2008/2009

LAST	FIRST	DIST YRS	STEP	LANE
Allen	Lynnea	1	3	MA
Anderson	Patricia	10	13	MA+15
Anderson	Mary	28	25	MA+60
Auer	Katie	3	4	MA
Binnie	Peter	1	4	MA
Bisanz	Christopher	15	16	MA+15
Bodine	David	0	9	MA
Bowman-Cashman	Jill	21	25	MA
Brewer	Kathryn	7	8	MA+45
Brindise	Michael	1	4	BA
Brown	Seth	5	6	BA
Bucknam	Julie	18	23	MA+60
Budke	Megan	0	1	BA
Campbell	Olga	0	1	MA+60
Cole	Neal	2	3	MA
Coleman	Mary	19	25	MA+60
Dougherty	Mary (Beth)	11	16	BA+15
Etling	Brian	15	21	MA+60
Fink	Tara	3	4	BA+45
Fisher	Cynthia	29	25	MA+30
French	Thomas	9	10	MA+15
Gallagher	Kelly	4	11	MA+15
Gohman	Sarah	11	14	MA+30
Gravel	Rebecca	2	5	BA+15
Gulsvig	Erik	10	9	BA
Henry	Susan	3	4	BA
Jorgenson	Lucia	6	7	MA+30
Klepack	Lisa	1	2	BA+45
Knabenshue	Alycia	9	9	BA
Kraus	Mandy	10	9	BA
Lankford	Lynda	6	9	BA+15
Lehman	Dennis	9	10	BA+30
Light	Julie	2	10	MA
MacLachlan	Scott	2	5	MA
Madsen (Buboltz)	Michelle	0	3	BA
Michels	Randi	4	5	BA+45
Nelson	Marnie	1	2	BA
Olson	Benjamin	5	7	BA+60
Paar-Olson	Aimee	2	3	BA
Prendergast	Jocelyn	2	7	MA

LAST	FIRST	DIST YRS	STEP	LANE
Rice	Kassidy	5	7	BA+15
Richter	Ann	2	4	MA
Roeder	Ann	0	6	MA+30
Shoger	Margaret	20	25	MA+15
Speers	S. Megan	10	11	MA+60
Spohnholtz	Jodi	1	3	MA
St. Cyr	Judith	3	13	MA+60
Stine	Megan	0	2	BA
Thoen	Marcia	24	25	PhD
Traynor	Jason	0	2	BA+30
Warzecha	Ellen	0	1	BA



Please answer the following questions and include supporting data.

1. Indicate the District student academic achievement goal for the Q Comp plan:

Improve student achievement in the areas of reading and math as measured by performance on Measures of Academic Progress (MAP).

2. Indicate the Q Comp schoolwide student academic achievement SMART goal:

At Wayzata West Middle School 45.5% of all students who participate in Spring MAP testing will meet or exceed their individual NWEA Math RIT target score.

3. Provide the rationale and supporting data used to determine the above Q Comp schoolwide goal.

a) Rationale for this goal:

This goal was determined by examining NWEA data. Wayzata West Middle School spring mean RIT scores were 240.6 in 6th grade, 243.2 in 7th grade, and 246.8 in 8th grade. These mean RIT scores convert to the national percentile ranks of 86, 80 and 76 respectively. Our data indicated that our professional development needs to focus on the strands of functions and algebra.

b) Supporting data: (This table is designed for the MCA-II assessments. If a different assessment is used, please design a similar table to ensure supporting data is included.)

Identify standardized assessment: MAP (Middle Schools started using MAP assessment in the spring of 2007)									
<input type="checkbox"/> Reading <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades: 6-8						District Performance on MCA II		
	School trend data			District trend data			06 Actual	07 Actual	08 Projected
	05-06	06-07	07-08	05-06	06-07	07-08			
Measure of student achievement (Percent Meeting Growth Target.):			Spring-Spring Growth 6 th - 48.9% 7 th - 37.7% 8 th - 46.8%			Spring-Spring Growth 6 th - 46.7% 7 th - 49.5% 8 th - 44.6%	Spring 2006 3 rd - 92% 4 th - 87.3% 5 th - 85 % 6 th - 83.3% 7 th - 85.8% 8 th - 80.7%	Spring 2007 3 rd - 88.9% 4 th - 85.6% 5 th - 82.8% 6 th - 85.2% 7 th - 79.4% 8 th - 80.7%	Spring 2008 3 rd - 87.8% 4 th - 92.7% 5 th - 76.7% 6 th - 86.4% 7 th - 84.9% 8 th - 79.8%
Number of students tested:			675			2129	4375	4475	4518

4. Additional supporting data (optional):

5. Indicate the action plan for the Q Comp schoolwide goal: *This should answer who will do what, when and how the plan will be accomplished for the students and by the teachers. Instructional strategies are to be included also.*

- A second cohort of teachers will be trained in National Urban Alliance.
- All staff will become versed in the 8 selected strategies and become a resident expert for their study group in one strategy. Strategies learned will be shared among team members across the entire faculty at monthly staff meetings.
- Staff will continue to receive training and support in differentiation to support student learning.
- A concentrated school-wide awareness will be built around data pertaining to the students in "Quartile 1" - those students who are at or above proficiency and below normal growth in math.
- Professional Growth Plan goals will reflect action plans pertaining to math achievement.



DATA ANALYSIS OF PREVIOUS ALT COMP GOAL

Goal for 2007-2008:

At Wayzata West Middle School 54.6% of all students who participate in Spring MAP testing will meet or exceed their individual NWEA Reading RIT target score.

Summary/Interpretation of Data Analysis:

58.3% of all students who participated in Spring MAP testing met or exceeded their individual NWEA Reading RIT target score.

Goal Achieved: Yes



Please list other building initiatives.

Initiative:

Differentiation

Strategies/Activities: (copy format if need more)

- **Tool developed to describe classroom differentiation to parents.**
- **Coordinated effort between staff and site council.**
- **Located on WWMS website**

Status:

Date Completed: May 2008

Initiative:

Service Learning

Strategies/Activities: (copy format if need more)

- **WHO - West Helping Others**
- **Modeled after Club Y.E.S.**
- **Student led organization focused on helping in the greater community.**

Status:

Date Completed: Ongoing

Wayzata West Middle School

November 24, 2008

School Board Work Session

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Overview

★ **Wayzata West Middle School -
Alternative Compensation Goal**

★ **Wayzata West Middle School -
Site Initiatives**

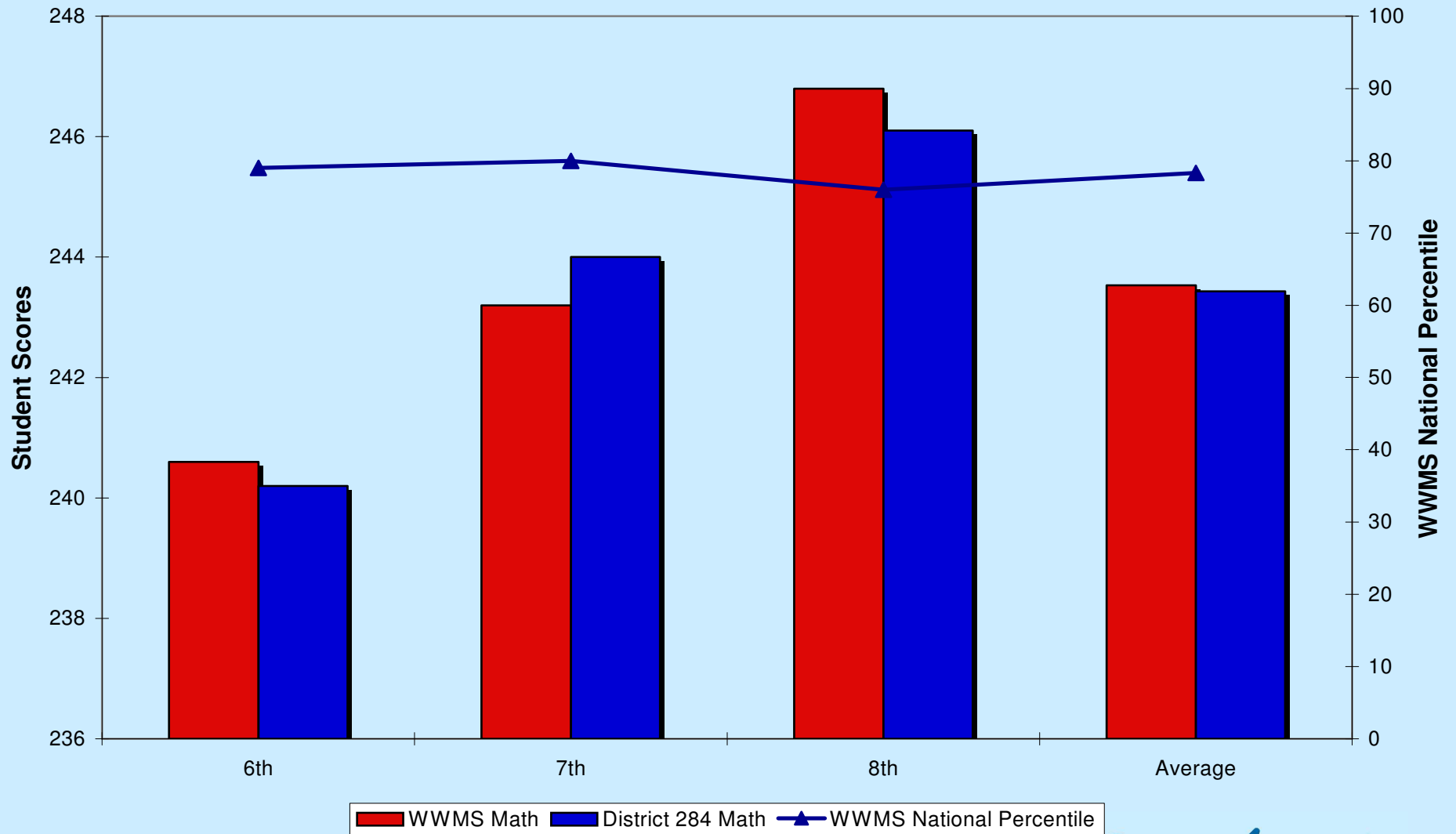
★ **Differentiation**

★ **Service Learning**

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WWMS Math RIT Scores



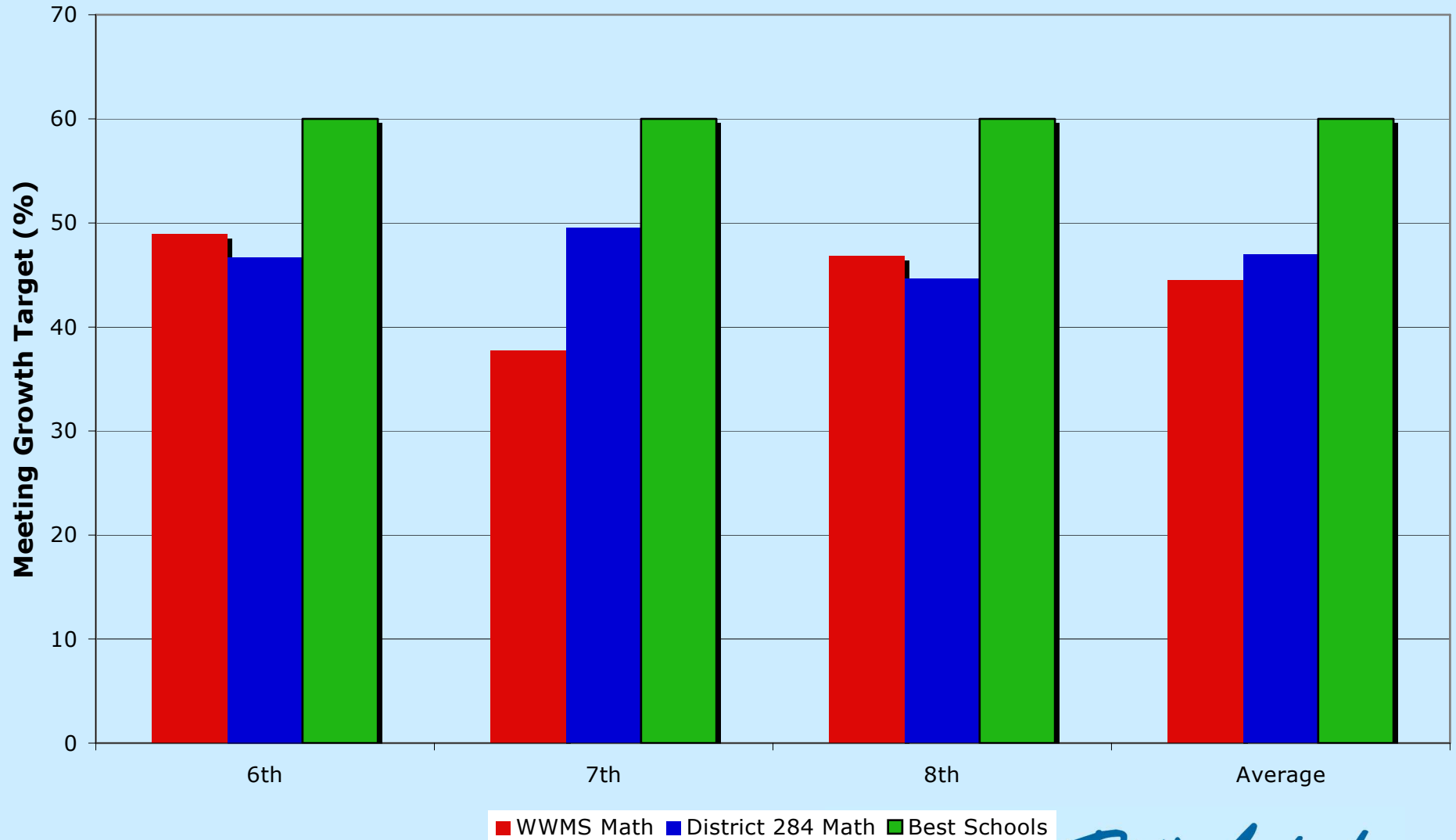
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WWMS Math RIT Scores

- ★ Student scores near the 80th percentile nationally.
- ★ Very good performance for Wayzata middle school students.
- ★ Is there an opportunity to do better?

Percentage Meeting Growth Target



73

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Spring 2008 Math MAP Growth

★ **44.5% of WWMS students met MAP Math growth targets**

★ 297 proficient but below growth target

★ 150 have $\geq 60\%$ proficiency probability but missed RIT growth by ≥ 4

★ **Compare with 60% of students meeting target growth at “best schools”**

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Spring 2008 Math MAP Growth

★ Who are these 150 students?

★ Student math grades

★ 15% in accelerated math

★ 79% A/B students

★ 15% B/C students

★ 6% below B/C students

Many highly successful students are not meeting standard math testing growth targets.

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Q Comp Academic Achievement Goal Wayzata West Middle School

★ **45.5% of all students who participate in Spring MAP testing will meet or exceed their individual NWEA Math RIT target growth score.**

Focus – Increase percentage of students meeting target math growth goals

Actions to Achieve Goal

★ Staff initiatives

- ★ Rearrange curriculum order.
- ★ Organize faculty meetings around “Essential Eight” NUA strategies.
- ★ Provide data emphasis coaching by grade level data coaches.
- ★ Write Professional Growth Plans including S.M.A.R.T. goals.

Actions to Achieve Goal

★ Greater Site Community Initiatives

- ★ Raise “Math is Cool” awareness.
- ★ Challenge students in Math.
- ★ Discuss MAP results with parents and students at November conferences.
- ★ Set goals for target MAP results at conferences with students and parents.

WWMS Site Initiatives

Differentiation

- ★ Tool developed to describe classroom differentiation to parents.
- ★ Coordinated effort between staff and site council.
- ★ Located on WWMS website

http://www.wayzata.k12.mn.us/wms/index.php?option=com_content&task=view&id=412&Itemid=1360

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Classroom Differentiation

An education tool used to help encourage students' engagement and growth through the design of academic lessons and activities that recognize student differences and needs.

What is Differentiation?

Differentiation can take many forms. Students may be given choices within learning activities that complement their interests. Whole classrooms or groups of students may have material delivered, obtained, and demonstrated in a variety of ways. Differentiation is not limited to accommodating for interests or learning preferences/styles.



Why do we "differentiate" curriculum?

We are committed to designing learning experiences and activities that recognize and account for students' differences and needs. Some of these differences include students' interests, learning style preferences, prior experiences, rates of learning, and capabilities in concrete and abstract thinking. To accommodate differences within a given classroom, we "differentiate" components of the curriculum.

Learning activities may be differentiated for groups of students who need different levels of challenge within an area of study. Variations in challenge might include:

- Thinking skills required (basic, concrete, critical, and creative, etc.)
- Reading levels of the material
- Pace of the activity
- Level of prior knowledge or skill needed.

Do students select from options or do teachers assign options?

When there are learning activities that include more than one option, teachers may:

- Encourage student choice
- Offer students a *guided* choice
- Assign options they deem most appropriate for students.



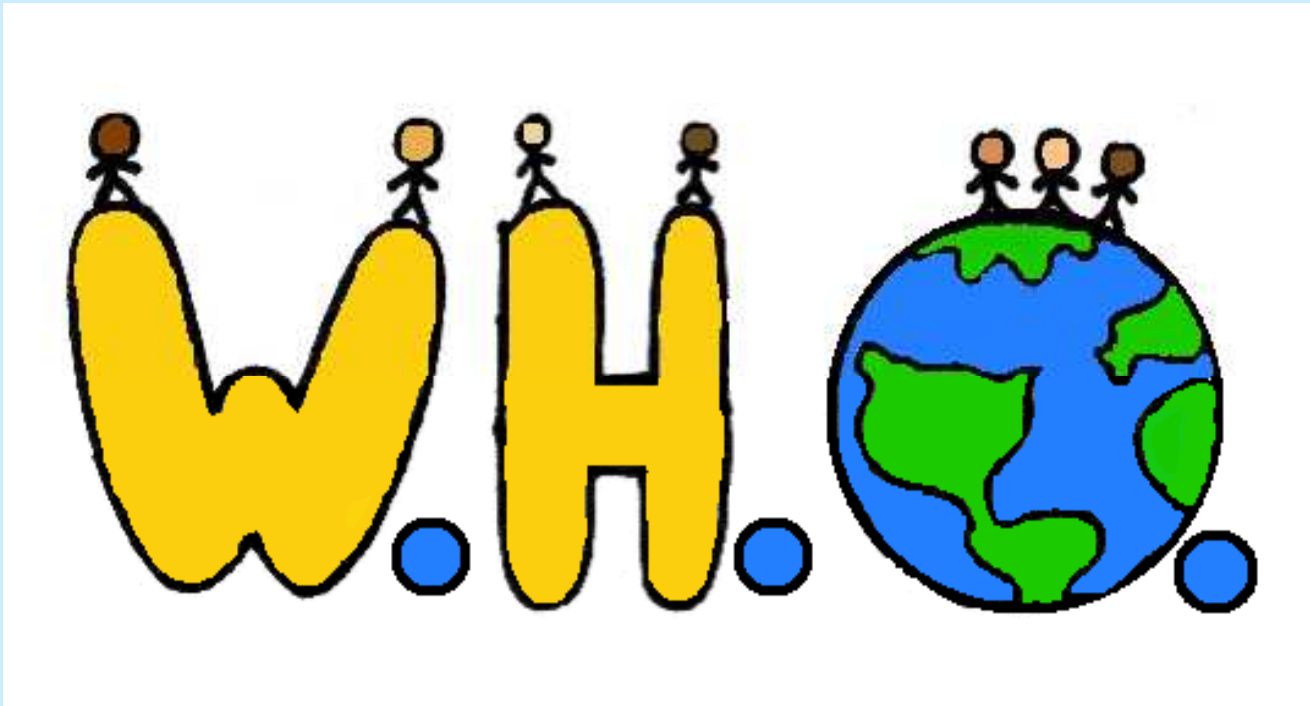
How does a differentiated classroom look?

Differentiation in classrooms may look like all students working on the same topic while:

- Demonstrating what they have learned in various ways
- Responding to different questions
- Participating in different readings or assignments
- Some students are doing less practice or moving on to more challenging material.

WWMS Site Initiatives

Service Learning



WEST HELPING OTHERS

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WWMS Site Initiatives

Service Learning

- ★ **W.H.O. – West Helping Others**
- ★ **Modeled after Club Y.E.S.**
- ★ **Student led organization focused on helping in the greater community.**
 - ★ **Caring for Kids**
 - ★ **Crisis Nursery**
 - ★ **Other**

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WWMS Site Initiatives

Service Learning

★ W.H.O. Activities Movie

Wayzata West Middle School Summary

- ★ **Sustain/improve high Math MAP performance through integrated focus on meeting growth targets – Staff, Students, Parents.**
- ★ **Provide tools to inform parents of important classroom techniques.**
- ★ **Foster culture of social awareness through service to the greater community.**

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Wayzata Public Schools –Operating Levy Referendum Discussion Time Line, and Proposal and Scheduling Options

**Prepared by Chace Anderson, Bob Noyed and Jim Westrum
(DRAFT – October 10, 2008)**

Discussion and Decision Making Time Line

As we move toward a decision on the details of an operating levy, it will be important to have a plan to discuss the options, which will include how and when the planning process will involve the school board, principals, and others. The plan is separate from the campaign and communication plans that will be needed when a decision is made to conduct an election. The following tentative time line assumes a November 2009 election date:

- September-October 2008 – Cabinet discusses options and prepares information to present to school board
- November 2008 – Cabinet presents options and preliminary information to board at special work session or retreat for input and comment
- December 2008 – Cabinet presents options and preliminary information to administrative council and CFAC for input and comment
- January 2009 – Cabinet presents options and preliminary information to District Liaisons for input and comment
- January 2009 – Information about district’s financial situation and possible referendum presented to public in January Communicator and in other ways
- January-February 2009 – Cabinet presents options and preliminary information at presentations to staff at all schools for input and comment
- February 2009 – District contracts with Decision Resources to conduct a pre-referendum survey to determine community attitudes toward possible referendum
- February 2009 – Work begins to establish citizens’ referendum advocacy committee
- February-March 2009 – Cabinet presents options and preliminary information at presentations to parent organizations at all schools for input and comment
- March-April 2009 – Board and cabinet review summarized input from staff and parent presentations, and results from community survey
- April-May 2009 – Cabinet prepares recommendation for proposed referendum amount for board consideration
- May 2009 – Cabinet presents referendum recommendation to board at work session
- June 2009 – Board approves referendum proposal and schedules election

If the board decides to not schedule the election for November 2009, a process similar to the one noted above will likely need to be followed again prior to the date of the election.

Options for Board Consideration

At this point, there are two significant issues related to a potential levy election that we need to discuss and present to the board for its consideration. These issues are:

- Timing for scheduling the election – November 2009, 2010 or 2011
- Possible levy packages to be proposed on the ballot

The section below includes a framework for considering the possible options related to each of these issues. I would see cabinet spending time thinking about these options and completing the details in the framework for each option. There may be additional options to consider, but these seem to be the most obvious at this point.

Options for Scheduling the Election

Option #1 – November 2009

Advantages

- Avoid competing with candidates and other ballot questions in a general election
- Contingency of going back in 2010 or 2011 if not successful
- Will have information about biennial funding from the state
- Provides greater time span between operating levy election and technology levy renewal
- Would provide a more stable long-term funding source, which would allow better planning for future programming
- Will likely still have “AAA” bond rating
- Current ballot language is advantageous and predictable

Disadvantages

- Four school board positions would also be on the ballot; risk of individuals campaigning against the referendum
- May be perceived by some as too early since levy does not expire until 2011-2012
- Limits amount of time to plan campaign
- Unknown economic conditions and impact on residents

Option #2 – November 2010

Advantages

- More time for planning
- No school board positions will be on the ballot
- Election will be closer to the expiration of levy which may be perceived as positive by some
- Contingency of going back in 2011 if not successful

Disadvantages

- Would be competing with statewide election of governor, statewide offices and all local legislators
- Unknown economic conditions and impact of residents
- Ballot language could be changed by state to be less favorable

Option #3 – November 2011

Advantages

- More time for planning
- Urgency for passage would be clear
- Avoid competing with candidates and other ballot questions in a general election

Disadvantages

- No contingency options if levy is not successful
- Four school board positions would also be on the ballot; risk of individuals campaigning against the referendum
- Unknown economic conditions and impact on residents
- Could be criticized for waiting until last year to conduct election if the levy is not successful
- Consequences of a failed levy would be budget reductions of about \$9 million
- Ballot language could be changed by state to be less favorable

Options for Possible Levy Packages

Option #1 – Renew the levy amount expiring after 2011-2012 school year (\$840.23) including provision for the inflationary increase

Advantages

- No or minimal tax increase
- Lock in \$9 million in revenue for 10 years
- Could be perceived as prudent by community to only ask for what is needed

Disadvantages

- Duplication of effort in future years to conduct additional elections
- Only stabilizes funding for two years before another election is needed
- Depending on when election is scheduled, failure of levy would result in \$9 million budget reductions

Option #2 – Revoke the levy amount expiring after the 2013-2014 school year (\$140.03) and propose a new levy for both levy amounts (\$980.28) including provision for the inflationary increase

Advantages

- No or minimal tax increase
- Lock in about \$10.6 million in revenue for 10 years
- Would not have to go back to voters to renew an operating levy until 2015

Disadvantages

- Depending on when election is scheduled, failure of levy would result in \$9 million budget reductions and would necessitate another election in the future
- Could be perceived by community that we are asking for more than we currently need
- Adds the complicating factor of having to communicate the revoke-renew concept

Option #3 – Revoke the levy amount expiring after the 2013-2014 school year (\$140.03) and the amount expiring after the 2015-2016 school year (\$629) and propose a new levy for all three levy amounts (\$1,609.28) including provision for the inflationary increase

Advantages

- No or minimal tax increase
- Would be efficient to have one election to consolidate all levies into one
- Would lock in about \$18 million in revenue for 10 years
- Help the district focus on key directions rather than conducting levy elections

Disadvantages

- Adds the complicating factor of having to communicate the revoke-renew concept
- Could be perceived by the community that we are asking for more than we currently need
- Depending on when election is scheduled, failure of the levy would result in \$9 million in budget reductions

Option #4 – Include an operating levy question from the above options including provision for the inflationary increase and include a second ballot question that would revoke both existing technology levies and propose a new technology levy for a similar amount

Advantages

- No or minimal tax increase unless the technology levy amount is increased
- Would lock in stable funding for technology for 10 years
- Depending on how the operating levies were packaged, it would be efficient to have one election for levies and technology levy; would not need another election until 2019
- Would help the district focus on key directions rather than conducting levy elections

Disadvantages

- Adds the complicating factor of having to communicate the revoke-renew concept
- Adds the complicating factor of having a second ballot question
- Could result in a tax increase if technology levy amount is increased
- Could be perceived by some that we are asking to renew the tech levy too soon since it was just approved in November 2005

Option #5 – Include an operating levy question from the above options including provision for the inflationary increase and include a second ballot question for identified building bond needs

Advantages

- Additional bond funds would free up annual capital budget
- Depending on how the operating levies were packaged, stable operating levy revenue would be locked in for 10 years

Disadvantages

- Depending on when the election is scheduled, would have limited time to plan bond portion of the ballot question
- Would likely result in a tax increase
- Adds the complicating factor of having to communicate the revoke-renew concept
- Adds the complicating factor of having a second ballot question
- Would still need to conduct an election in or near 2015 to renew technology levy

Option #6 – Include an operating levy question from the above options including provision for the inflationary increase, a second ballot question that would revoke both existing technology levies and propose a new technology levy for a similar amount, and a third ballot question for identified building bond needs

Advantages

- Additional bond funds would free up annual capital budget
- Depending on how the operating levies were packaged, stable operating levy revenue would be locked in for 10 years
- Would lock in stable funding for technology for 10 years

- Depending on how the operating levies were packaged, it would be efficient to have one election for levies, technology levy and bond needs; would not need another election until 2019
- Would help the district focus on key directions rather than conducting levy elections

Disadvantages

- Could be overwhelming to voters to have multiple questions on the ballot
- Would likely result in a tax increase
- Adds the complicating factor of having to communicate the revoke-renew concept
- Adds the complicating factor of having a second and third ballot questions
- Could be perceived by some that we are asking to renew the tech levy too soon since it was just approved in November 2005

Operating Levy Referendum Options

Wednesday, November 19
Leadership Council

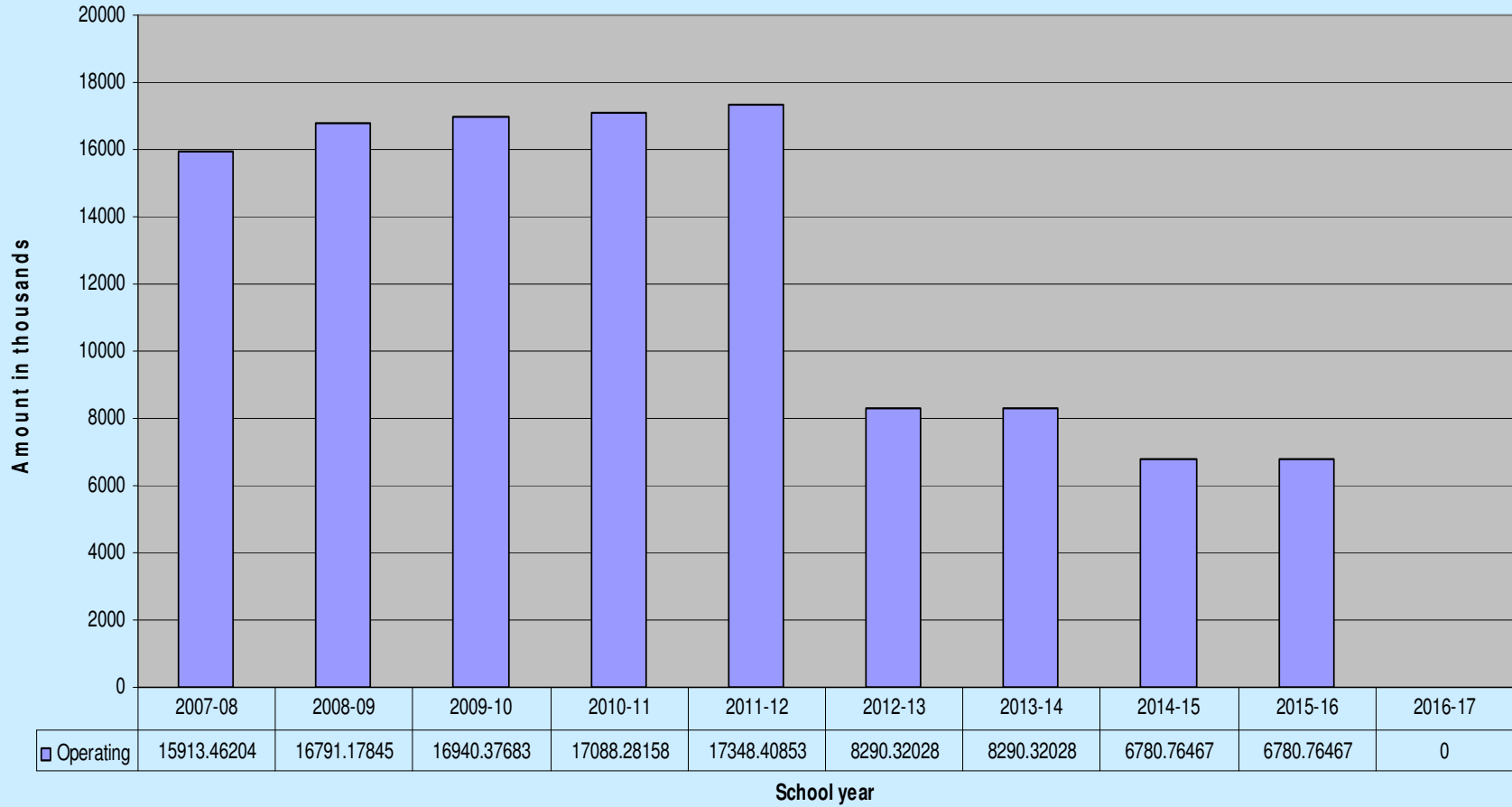
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Three Existing Operating Levies

- ★ **\$840.25 per pupil – expires after 2011-2012 school year**
- ★ **\$140.03 per pupil – expires after 2013-2014 school year**
- ★ **\$629 per pupil – expires after 2016-2017 school year**

Levy Authority Projections



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Related Facts

- ★ **Current levy authority – \$1,609.28 ppu**
- ★ **Levy amount for 2008-2009 – \$1,483.83 ppu**
- ★ **Cannot increase levy authority amount unless legislature increases referendum levy cap**

Related Facts

- ★ Operating levy elections only held on November general election date
- ★ For levy that expires after 2011-2012, election needed no later than November 2011
- ★ Renewal of existing levy amounts should not involve tax increase

Options – Scheduling Election

- ★ **Option #1 – November 2009**
- ★ **Option #2 – November 2010**
- ★ **Option #3 – November 2011**

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Options – Levy Packages

- ★ **Option #1 – Renew the levy amount expiring after 2011-2012 (\$840.23) plus inflationary increase**
- ★ **Option #2 – Revoke levy amount expiring after 2013-2014 (\$140.03) & propose new levy for both amounts (\$980.28) plus inflationary increase**

Options – Levy Packages

- ★ **Option #3 – Revoke levy amounts expiring after 2013-2014 (\$140.03) & 2015-2016 (\$629) & propose new levy for all three amounts (\$1,609.28) plus inflationary increase**

Options – Levy Packages

- ★ **Option #4 – Include levy question in some form & include second ballot question to revoke existing technology levies & propose new tech levy for a similar amount**

Options – Levy Packages

- ★ **Option #5 – Include levy question in some form & include second ballot question for identified building bond needs**

Options – Levy Packages

- ★ **Option #6 – Include levy question in some form, a second ballot question to revoke existing technology levies & propose new tech levy for a similar amount, & a third ballot question for identified building bond needs**

**WHAT DO YOU
THINK?
WHAT'S MISSING?**

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools



Legislative Action Committee – 2009 Position Statements
(DRAFT – October 16, 2008)

The School Board of Wayzata Public Schools and its Legislative Action Committee (LAC) have established the following legislative position statements for the 2009 session:

All-day, Everyday Kindergarten

Wayzata Public Schools supports legislation to allocate state funding to provide a voluntary all-day, everyday program for kindergarten students. There are, however, three significant issues that should be considered as part of the legislation.

First, districts should be provided with the flexibility to phase in the program rather than moving to full implementation in one year. By phasing in the program, districts would be better able to develop and implement a program that best addresses local issues and concerns. In addition, it should not be mandated that all districts implement an all-day, everyday kindergarten program. Districts should be allowed the flexibility on when and if to implement the program.

The second issue relates to the facility needs that would be necessary to accommodate an all-day, everyday kindergarten program. Implementation of an all-day, everyday program would require twice as many kindergarten classrooms and the district's elementary schools are at or near capacity. It would be necessary for the district to lease appropriate space or construct a new elementary school to accommodate the program. If the state would provide funding to operate an all-day kindergarten program, it would also be necessary for the state to recognize the impact that this program would have on facilities and provide funding and flexibility for districts to construct or lease necessary facilities.

Finally, funding for an all-day everyday kindergarten program should not be done in incremental stages. In the 2007 legislative session, the legislature allocated about \$30 million statewide for the program. This only covered about 10 percent of the actual cost of implementing the program statewide, which is estimated to be about \$300 million. The incremental funding of the program is problematic for districts like Wayzata that have to construct and operate additional classrooms to implement the program.

Mandatory Health Insurance Pool

Wayzata Public Schools opposes any legislation that would mandate school districts to participate in a statewide health insurance pool. Our district's employee health insurance program is currently self funded. Over several years, the district has successfully worked with employee bargaining units to reduce health insurance costs and to involve employees in the

process of keeping costs down. In a time when many other districts were experiencing double-digit annual increases in health insurance costs, Wayzata Public Schools was able to have no increase for two years and then kept the increase to five percent for last year. The motivation for employees to be involved in cost containment will be lost with a statewide pool. Wayzata Public Schools and several other districts have worked to contain health insurance costs and should not be penalized for being proactive.

While there is no way to know precisely how a statewide insurance pool would affect individual districts, our district has analyzed the available information and has determined that a mandated health insurance pool would increase the costs that the district and employees are paying for health insurance. Funds that are now being used to lower class sizes and to provide programs that directly affect students would need to be redirected to cover the increase in health insurance costs.

It is clear that some districts in the state would benefit from participating in a statewide health insurance program. However, districts like Wayzata that have effectively managed health insurance costs, would see greater costs and lose the incentive to keep costs as low as possible. Any legislation in this area should be optional for districts to participate. If involvement in the insurance pool would be voluntary, there would still likely be a critical mass of districts that would choose to participate in a statewide pool. The success of a statewide insurance pool would not require 100 percent participation.

Regional Cost Differentials and Location Equity Index

Wayzata Public Schools supports any change in the state’s education funding formula that would implement and fund the location equity index to recognize labor cost differentials. Specifically, the district supports the implementation and funding of the location equity index. Several statewide studies have indicated that there are significant differences in labor costs between metro area and greater Minnesota school districts. Data from the Minnesota Department of Employment and Economic Development shows a wide disparity in average wages between the metro area and greater Minnesota. The table below shows the disparity in wages from 2000 and 2006 for all industries and for K-12 school districts.

Average Wages – Metro vs. Greater Minnesota	Percentage Difference – 2000	Percentage Difference – 2006
All industries	31.7 percent	45.1 percent
K-12 school districts	18.2 percent	22.6 percent

As the table shows, the cost of labor in the metro area is significantly more than in out-state school districts. Currently, the general education funding formula does not include any additional funding categories to recognize these differences.

Inflation Factor for Alternative Compensation Funding

The alternative compensation, or QComp program, has been successfully implemented in Wayzata Public Schools. Teachers in the district have heartily embraced the program and it is

creating many benefits for our students and schools. The funding for the program comes from a combination of state aid and local levy. When the program was initiated, the funding amount for each district was established by the state as a fixed dollar amount. For the program to stay viable and to continue to serve its intended purpose, it is necessary for the Legislature to add an inflation factor into the funding for the program. An inflation factor would allow the funding amount to increase over time so the program can continue to be funded at the current level.

Early Childhood Programs

The district supports increased investment by the state in early childhood and other programs that prepare children to be more successful in school. There is a great deal of research that demonstrates the impact of early childhood education on the future school success of children. These research findings include:

- Children who participate in high quality early education develop better language skills, score higher in school-readiness tests and have better social skills and fewer behavioral problems once they enter school.
- Children with high quality early learning experiences are 40 percent less likely to need special education or be held back a grade.
- Children from low-income families who participate in high quality early education program show the greatest amount of benefits – they repeat fewer grades and have higher test scores.
- An achievement gap persists between minority and economically disadvantaged students and their white counterparts. Across the country, educator and policymakers are now looking to early childhood for opportunities to close this gap.
- Studies show that children exposed to a nurturing, stimulating environment in the first five years of life achieve higher results in elementary and secondary education.

(Information provided by Ready4K, St. Paul)

The work of Art Rolnick, senior vice president and director of research at the Federal Reserve Bank of Minneapolis, also points to the value of investing in early childhood programs. Rolnick's work cites finding of numerous studies that indicate that "well focused investments in early childhood development yield high public as well as private returns." Rolnick cites an 8-to-1 benefit-to-cost ratio as one of the most significant reasons to invest in early childhood programs. Every dollar invested in early childhood programs provides an eight-fold return in future benefits. Not only do these programs help the individuals who participate in them, early childhood programs also contribute to the economic development of our state.

According to the Minnesota Department of Education's 2003 School Readiness Study, less than half of Minnesota's kindergarten students are fully prepared for school. While specific percentages are not available for individual districts, schools in Wayzata Public Schools and surrounding metro districts are seeing an increase in the number of children who are not adequately prepared for school.

Ideally, funding should be made available from the state to allow every child the opportunity to participate in an early childhood program. Until this can be accomplished, districts should be given the flexibility necessary to target available funds toward children with the greatest need.

Minnesota Miracle Proposal

In general, we support the provisions included in the new Minnesota Miracle proposal (HF 4178) and encourage the Legislature to continue its deliberations of the proposal. While the proposal is not perfect and has many detractors, we appreciate the discussion to reform how schools are funded.

The current financial condition of Wayzata Public Schools can best be described as stable. In the early 1990s, the district experienced serious financial woes similar to those currently being experienced by some Minnesota districts. The road to financial recovery was a long one. Past school boards and administrators made difficult decisions to reduce expenditures and asked district residents to increase local operating levies. Through careful management of the district's budget and the approval of another operating levy in November 2005, our district is now in sound financial condition. We have avoided budget reductions for the past four years and have a fund balance of about seven percent of our total budget. Our schools are operating with reasonable class sizes and we are directly investing in initiatives that will help improve overall academic achievement. We have worked with our employee groups to control health insurance costs through our self-insurance program. In addition, as of June 30 of this year, our district's post retirement employee benefit obligations are fully funded.

Unfortunately, the future outlook may not look as optimistic. We are currently anticipating a budget shortfall of about \$3 million for the 2009-2010 school year. This shortfall is caused by the inflationary increases built into our budget and the anticipated increased expenditures for items such as utilities and transportation. We have three operating levies; the first of which expires after the 2011-2012 school year. If this levy is not successfully renewed, it is projected that Wayzata Public Schools would need to make about \$9 million in budget cuts or about nine percent of our current budget. This would have a huge negative impact on the quality of our programming. While our current financial picture is stable, our district's budget relies too much on local operating levies. Like so many other districts in Minnesota, we will literally be one vote away from a dire financial situation.

The description of Wayzata's current financial situation and its' potential future scenario is an example of why the state needs to reform its system for funding schools. Even when a district works diligently to manage its budget, there are too many variables beyond its control in the current funding system that could radically change a district's financial picture in the period of a few short years. Long-range financial planning is nearly impossible under the state's current system because it is difficult for districts to be confident in the flow of revenue from the state.

As our district examined the funding system proposed in House File 4178, we saw many components that will not only provide a more reliable source of revenue, but also deliver much-needed additional revenue into our state's schools. There are two components in particular that will make a tremendous difference for our district.

The first is the full funding of the state's cost of special education. Our district and most districts in the state regularly take general fund dollars to subsidize the cost of special education. The

amount for Wayzata Public Schools is about \$5.7 million. The need for this cross subsidization should disappear when the state funds all of its obligations in this area.

The second component that will greatly benefit our district and other metro districts is the location equity index. We have known for many years that the cost of doing business in the metro area is greater than in other parts of the state. The index recognizes the increased cost of labor experienced by metro-area districts and provides state funding instead of districts needing to rely on local operating levies to cover these costs.

While our district is generally pleased with the concepts outlined in this proposed funding system, a component that is missing from the current draft is the alternative compensation funding. This funding should be included in the proposal so the innovative work brought forth from this program in Wayzata and other districts can continue. Wayzata Public Schools is beginning the third year of implementing the alternative compensation program. By focusing resources on effectively training and supporting teachers, we are making progress in addressing the achievement gap and increasing the achievement of all of our students.

Are there other topics that should be included in the position statements?



Legislative Action Committee – 2009 Platform

Reform Funding to be Simplified, Equitable and Stable

The Legislature should:

- ★ Fully fund the basic instructional needs of all students
- ★ Pay its full share of special education costs
- ★ Recognize higher labor costs in the metro area and implement location equity index
- ★ Continue support of alternative compensation program and include it in the Minnesota Miracle proposal
- ★ Continue the state’s investment in education, even in difficult financial times

Increase Creativity and Innovation through Local Decision Making

The Legislature should:

- ★ Allow districts to spend and generate financial resources to best meet local needs
- ★ Reduce or eliminate state mandated reports and requirements that create “busy work”
- ★ Oppose a mandatory statewide employee health insurance pool

Invest More in Our Youngest Learners

The Legislature should:

- ★ Increase funding for programs and services for children ages 0-5 and their families
- ★ Allow flexibility for districts to use school readiness funds to best meet local needs
- ★ Support full funding for voluntary all-day, every-day kindergarten and oppose incremental movement toward full funding of the program

The 2009 Legislative Platform was approved by the Wayzata Public Schools Board and its Legislative Action Committee (LAC). Additional details on back page.

Wayzata Public Schools Legislative Action Committee 2009 Platform

Reform Funding to be Simplified, Equitable and Stable

Many of the provisions included in the new Minnesota Miracle proposal (HF 4178) would increase and stabilize funding for districts. We encourage the Legislature to continue its deliberation of HF 4178 and move toward a new way to fund Minnesota schools.

- ★ The financial issues that affect school districts are multi-faceted, complex and interrelated.
- ★ The current system of education funding is outdated, relies too heavily on local operating levies, limits long-range financial planning by districts and lacks the necessary resources for districts to meet the academic standards established by the state and federal governments.
- ★ School funding must be considered from a systemic perspective to achieve an appropriate and stable investment in education.
- ★ We are fully aware of the state's projected budget deficit and the difficult financial decisions facing the 2009 Legislature.
- ★ We realize that the overall cost to implement the provisions included in the Minnesota Miracle proposal is greater than can be realistically implemented in a single biennium.
- ★ We recommend that the Legislature establish the funding structure outlined in the proposal and the work toward fully funding the new structure over a 6-10 year time line.

Increase Creativity and Innovation through Local Decision Making

We believe that problems and issues are best addressed by the people in school districts who have the responsibility for providing solutions and are accountable to local taxpayers. We encourage the Legislature to free districts from mandates and requirement that restrict efficiency and effectiveness.

- ★ The most creative and innovative solutions come from the synergy and genius released from the cooperative work of local school boards, administrators, teachers and parents.
- ★ We believe school boards should be given the discretion and flexibility to make decisions that are best for their district.

Invest More in Our Youngest Learners

Ideally, funding should be made available from the state to allow every child the opportunity to participate in an early childhood program. Until this can be accomplished, districts should be given the flexibility necessary to target available funds toward children with the greatest need.

- ★ Having all children ready to start school has long been a priority for Wayzata Public Schools.
- ★ There is little disagreement among educators and parents that investing in school readiness programs has a strong payoff.
- ★ School districts already have several programs that address early learners, but certainly more are needed.
- ★ Early childhood programs, preschool offerings, targeted school readiness programs for at-risk students and optional all-day, every-day kindergarten are some of the possible programs to improve school readiness of children.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - December 8, 2008 - 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 - November 10, 2008
 - B. Finance and Business Recommendations
 - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
 - A. West Middle School - Theatre Arts Presentation
4. RECOGNITIONS
 - A. December Employee of the Month -
 - B. Wayzata Public Schools 2008-2009 Retirees
 - C. Wayzata Music Education Boosters (WMEB)
 - D. Youth Hockey Association
5. REPORTS FROM ORGANIZATIONS
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
 - A. Student Council - Lauren Wilvers
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 - B. Curriculum and Instruction
 1. Approval of Proposed West Middle School Site Plan - S. Sommerfeld
 2. Approval of School District Calendar - 2010-2011
 - C. Finance and Business Services
 1. Monthly Financial Reports
 2. Comprehensive Annual Financial Report for Fiscal Year Ending June 30, 2008
 3. Certification of 2008 Payable 2009 Property Tax Levy
 - D. Human Resource Services
7. OTHER BOARD ACTION
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
9. BOARD REPORTS
10. NEW BUSINESS
11. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – November 24, 2008

AGENDA SECTION: 8. **ADJOURN**

ITEM: _____

COMMENTS BY: Board Chair Moroz

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