

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Work Session - January 26, 2009 - 4:00 PM  
District Administration Building, 210 County Rd. 101 N., Plymouth, Minnesota

### **AGENDA**

1.	CALL TO ORDER - Board Chair Moroz	3
2.	ADMINISTRATIVE	
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3.	CURRICULUM AND INSTRUCTION	
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	B. Oakwood Elementary Site Plan - D. Grasmick	45
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	D. Open Enrollment Update/Recommendations - J. Sigford	94
4.	FINANCIAL	
	A. Capital Budget Recommendations for 2009 - 2010 Fiscal Year - J. Westrum	95
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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.*

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

Work Session – January 26, 2009

**AGENDA ITEM:** 1. CALL TO ORDER/ROLL CALL

**COMMENTS BY:** Board Vice Chair Gleason

	<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	_____	_____



# A Community Education Services Program

January 26, 2009

Work Session

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**We offer a variety of programs to meet the needs of families.**

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# Family Learning Center

★ **ECFE**

★ **School Readiness**

★ **Peppermint Fence Preschool**

★ **Care for Kids**

★ **Barefoot in the Grass**

★ **Home Visiting/HUG**

★ **Caring for Kids Initiative (CfKI)**

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# Early Childhood Family Education

- ★ Local Levy, State Aid and fee supported
- ★ Newborn to kindergarten age
- ★ Licensed Parent Educators and Early Childhood Teachers
- ★ Currently 284 families attending

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# School Readiness

- ★ State Aid
- ★ Collaboration with Community Preschools
- ★ Pre-K Allowance
- ★ 41 children this year (part-time programming)

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# Peppermint Fence Preschool

- ★ **DHS licensed & NAEYC Accredited**
- ★ **2 year olds to kindergarten age**
- ★ **320 children – 98% full**
- ★ **Limited scholarships**

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# Peppermint Fence Preschool

- ★ Spanish for 4 year olds
- ★ Parent involvement
- ★ Parent education

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# Peppermint Fence Preschool Collaborations

- ★ ECSE for Integrated and non-integrated classes
- ★ ECSE for professional development
- ★ School Readiness for child placement
- ★ Culinary Express to provide nutritionally appropriate snacks for all children

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# Helping Us Grow (HUG)

- ★ Public and private grant funded
- ★ Collaboration with Robbinsdale and Hopkins
- ★ Approximately 80 families participate per year. (15% of yearly births)

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# Caring for Kids Initiative (CfKI)

- ★ Collaboration with IOPC, KCC & Family Learning Center
- ★ Scholarships for low-income families to receive early childhood education and care
- ★ Public and private collaboration (MELF grant)

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# Additional Early Childhood Programs offered by FLC

- ★ **BLOCK Time**
- ★ **Childcare for ABE**
- ★ **Home Visits/Ask A Parent Educator**
- ★ **Prime Time for Parents**

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# Early Childhood Programs offered by CES

- ★ **Bright Start – Home Base’s program for 4 year olds**
- ★ **Childcare for Parenting with Vision and the Family Forum**
- ★ **Early Childhood Screening**

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# Family Learning Center

- ★ **First steps to Wayzata Public Schools**
- ★ **Committed to a Model of Excellence**
- ★ **Collaborations are a must and enrich all programs**
- ★ **Early Childhood and Parent Education are critical for student success**

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# Thank You



*Just think what we could do  
together!*

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# Greenwood Elementary Site Plan

January 26, 2009

Board Work Session

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# 2006-2008 Greenwood MAP Data

	2006 -2007	2007-2008	National percentile for 2007-2008	2 year average
3rd grade	58.2	76.5	95+	67.3 (80th percentile)
4th grade	61.6	75	95+	68.3 (85th percentile)
5th grade		72.4	90-95	

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# Spring '08 MAP - Reading

MAP Target Growth

		Below	Above
MCA Projected Proficiency	Above	23%	72%
	Below	2.3%	2.6%

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# Average Grade Level Growth

Grade	Average Growth	Growth Target	Percent Achieved
Third	12	4	163%
Fourth	8	4	179%
Fifth	6	2	168%

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# Reading Growth Across Quartiles -

- ★ **Low ~ 158%**
- ★ **Mid Low ~ 166%**
- ★ **Mid High ~ 157%**
- ★ **High ~ 185%**

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# Moving Forward

- ★ In 2007-2008 60.9% of our students met/exceeded their expected RIT growth
- ★ **Goal for 2008-2009 is 62.9% of our students will meet/exceed their expected RIT growth**
- ★ Why only a 2% increase?
  - No trend data
  - New reading curriculum
  - New NWEA normative data began w/08 testing.
  - Boundary change in 2006

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# Greenwood PTA Focus for 2008-2009

How will we know we are successful this year?

## ★ **Positively Impact the Greenwood Students by**

- ★ Effectively running 32 PTA events
- ★ Provide Service Learning project for the kids
- ★ Raising money to invest in the school

## ★ **Make it easy for Greenwood parents to:**

- ★ Get involved in the school events
- ★ Stay informed about the school
- ★ Invest in the school

## ★ **Support the Greenwood Teachers/staff by**

- ★ Effectively running 32 events

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# Greenwood says:

- ★ Thank you
- ★ For your
- ★ Attention!!

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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: *Greenwood Elementary 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:**

<b><u>Name</u></b>	<b><u>Position</u></b>	<b><u>Year</u></b>
<b>Ginny Clark</b>	<b>Principal</b>	<b>2008-2009</b>
<b>Ann Nelson</b>	<b>PTA President</b>	<b>2008-2009</b>
<b>Rima Torgerson</b>	<b>PTA Vice President</b>	<b>2008-2009</b>
<b>Peggy Weaver</b>	<b>PTA Treasurer</b>	<b>2008-2009</b>
<b>Heidi Martinson</b>	<b>PTA CFO</b>	<b>2008-2009</b>
<b>Linda Mertens</b>	<b>PTA Secretary</b>	<b>2008-2009</b>
<b>Sue Bradsher</b>	<b>Vision 21 Teacher</b>	<b>2008-2009</b>
<b>Yvonne Lachmiller</b>	<b>3<sup>rd</sup> Grade Teacher</b>	<b>2008-2009</b>
<b>Chad Libby</b>	<b>4<sup>th</sup> Grade Teacher</b>	<b>2008-2009</b>
<b>Joel Martin</b>	<b>5<sup>th</sup> Grade Teacher</b>	<b>2008-2009</b>
<b>Gwyn Rasmussen</b>	<b>2<sup>nd</sup> Grade Teacher</b>	<b>2008-2009</b>



**School Name: Greenwood Elementary School**

**School Year: 2008 – 2009**



**1. Indicate the District student academic achievement goal for the Q Comp plan:**  
Improve student achievement in the areas of reading as measured by performance on Measures of Academic Progress (MAP).

**2. Indicate the Q Comp schoolwide student academic achievement SMART goal:**  
At Greenwood, 62.9% of the students taking the Spring MAP, will meet or exceed their individual RIT expected growth score in reading.

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

**a) Rationale for this goal:**

Greenwood is setting a growth goal based on the third and fourth graders that will be forth and fifth graders during the 2007-08 school year.

These results are based on our spring 2007 MAP data. Since we are only in our 3<sup>rd</sup> year of taking the MAP test, we feel we do not have enough trend data to accurately predict our achievement. Therefore, we are increasing the 2007-2008 goal by 2%.

**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.)*



**DATA ANALYSIS OF PREVIOUS ALT COMP GOAL**

**2006 – 2008 Greenwood MAP Data**

	<b>2006 -2007</b>	<b>2007-2008</b>	<b>National percentile for 2007-2008</b>	<b>2 year average</b>
<b>3rd grade</b>	<b>58.2</b>	<b>76.5</b>	<b>95+</b>	<b>67.3 (80th percentile)</b>
<b>4th grade</b>	<b>61.6</b>	<b>75</b>	<b>95+</b>	<b>68.3 (85th percentile)</b>
<b>5th grade</b>		<b>72.4</b>	<b>90-95</b>	

# Wayzata Public Schools

## MAP Target Growth

		Below	Above
MCA Projected Proficiency	Above	23%	72%
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## Average Grade Level Growth

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## **Reading Growth Across Quartiles**

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## **Moving Forward**

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  - New reading curriculum**
  - New NWEA normative data began w/08 testing.**
  - Boundary change in 2006**



Please list other building initiatives.

Focus Areas of the Greenwood PTA	Status as of January 2009	On Track
<p><b>1. Students:</b> We want to positively impact Greenwood students by:</p> <ul style="list-style-type: none"> <li>a. Effectively running 32 PTA events</li> <li>b. Providing a Service Learning project for the kids</li> <li>c. Raising money to invest in the school</li> </ul>	<ul style="list-style-type: none"> <li>• 18/32 PTA events have been successfully completed</li> <li>• Greenwood Food Drive resulted in 2,390 food items donated to IOCP! (<i>PTA Service Learning Project</i>)</li> <li>• Fundraising events have been successful so far! We have raised 74% of our Projected Fund Raising Income goal.</li> </ul>	<p>Yes</p>
<p><b>2. Parents:</b> We want to make it easy for Greenwood parents to get involved, stay informed and invest in the school.</p>	<ul style="list-style-type: none"> <li>• E-Folder was developed that emails the Greenwood Thursday folder directly to the household.</li> <li>• PTA meetings about 1x month.</li> <li>• Up to date PTA information on School website (minutes, contact lists, events, etc.)</li> <li>• Bulletin Board at School with PTA information</li> <li>• New Family meeting in September that provided event information, contact lists, etc.</li> </ul>	<p>Yes</p>
<p><b>3. Teachers/Staff:</b> We want to support the Greenwood Teachers/Staff</p>	<ul style="list-style-type: none"> <li>• Team Level Support money was provided to each grade level &amp; specialists to help with classroom needs</li> <li>• Staff Lunches have been done to show appreciation</li> <li>• Thank You Notes &amp; Gift cards were distributed for National Education week</li> <li>• Grant Money has been made available to teachers/specialists to help with classroom needs. It has not been distributed yet.</li> </ul>	<p>Yes</p>





**Greenwood Elementary**

**Student Demographics**

**Student Population by Grade**

2007-2008			2006-2007			2005-2006			
Grade	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size
Kdg	39	35	18.5	49	47	16.6	50	54	20.89
1	42	52	18.8	71	50	19.2	62	42	20.8
2	54	53	21.4	53	48	20.2	58	52	22.0
3	72	52	24.8	48	66	25.0	44	53	24.3
4	57	52	27.3	59	56	22.8	56	52	27.0
5	51	65	23.2	39	44	23.0	55	62	29.3
Total	315	309		319	311		325	315	

**Ethnic Distribution**

	2007-2008	2006-2007	2005-2006
White American	541	548	568
African American	13	16	15
Asian American	60	57	44
Hispanic/Latino American	10	9	13
Indian American	0	0	0

**Percent of Students on Free/Reduced**

	2007-2008	2006-2007	2005-2006
Free	1.9%	1.6%	0.9%
Reduced Price	1.4%	0.8%	0.8%

**Student Mobility**

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

2006-2007	2005-2006	2004-2005
2.06	2.03	3.61



## Student Demographics

### Average Daily Attendance

2006 - 2007				2005 - 2006				2004 - 2005			
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
96.71	96.99	97.46	97.30	96.46	96.95	97.04	96.68	97.1	96.9	97.5	97.6

### Percent of Parents Attending Conferences

2006 - 2007		2005 - 2006		2004 - 2005	
Fall	Spring	Fall	Spring	Fall	Spring
99%	99%	99%	99%	99%	99%



## Student Achievement

### 2007-2008 Minnesota Comprehensive Assessment (MCA-II)

	Grade 3 Math		Grade 3 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Greenwood	92.7	364.6	91.1	369.3
Wayzata	92.9	366.2	92.8	372.0
State	81.4	359.1	78.9	363.1

	Grade 4 Math		Grade 4 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Greenwood	92.6	466.2	94.5	464.9
Wayzata	88.4	465.3	88.1	464.4
State	71.6	456.7	72.2	457.2

	Grade 5 Math		Grade 5 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Greenwood	89.0	563.5	92.5	565.7
Wayzata	84.8	562.5	87.0	565.1
State	66.0	554.2	73.4	557.1

### 2006-2007 Minnesota Comprehensive Assessment (MCA-II)

	Grade 3 Math		Grade 3 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Greenwood	89.0	363.2	92.0	372.3
Wayzata	90.4	365.3	91.8	372.8
State	79.3	358.7	79.6	363.2

	Grade 4 Math		Grade 4 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Greenwood	91.1	466.4	90.3	465.4
Wayzata	86.7	464.2	85.3	464.5
State	70.9	456.7	71.4	457.0

	Grade 5 Math		Grade 5 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Greenwood	85.9	559.2	93.9	564.0
Wayzata	84.6	563.8	90.1	566.1
State	63.2	554.1	73.2	557.5



**Student Achievement**

**2005-2006 Minnesota Comprehensive Assessment (MCA-II)**

	Grade 3 Math		Grade 3 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Greenwood	89.4	364.1	87.1	372.7
Wayzata	92.0	365.2	89.5	373.1
State	77.8	357.8	81.6	365.3

	Grade 4 Math		Grade 4 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Greenwood	92.5	463.3	88.5	467.6
Wayzata	87.3	463.0	90.5	467.3
State	69.0	455.0	76.7	459.6

	Grade 5 Math		Grade 5 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Greenwood	80.9	559.6	93.9	566.1
Wayzata	85.0	562.8	90.6	567.8
State	55.0	551.8	76.9	559.1



**Greenwood Elementary  
Student Achievement**

**Measures of Academic Progress (MAP)-**  
(SS=Average Scale Score; PR=Average Percentile Rank)

**2007-2008**

Math	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Greenwood	215	81	229	85	236	83
Wayzata	216	79	228	82	234	79
National	202	50	211	50	219	50

Reading	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Greenwood	208	72	217	76	223	77
Wayzata	208	72	215	73	221	73
National	200	50	207	50	212	50

Math	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Greenwood	214	77	227	81	234	81
Wayzata	215	78	226	79	235	81
National	202	50	211	50	219	50

Reading	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Greenwood	207	71	216	74	221	74
Wayzata	207	70	214	70	220	72
National	200	50	207	50	212	50



## Staff Demographics

*(Please insert data provided by Human Resources Department.)*

<b>Experience Profile of Staff</b> (Percent of Licensed Staff by Years of Teaching Experience)				<b>Education Profile of Staff</b> (Percent of Licensed Staff by education/training)		
<b>1<sup>st</sup> Year</b>	<b>2 - 7</b>	<b>8 - 20</b>	<b>20+</b>	<b>BA</b>	<b>Masters</b>	<b>Doctorate</b>
7%	36%	50%	7%	19%	81%	0%



### Staff Roster

Last	First	Department	ASSIGNMENT Description	FTE
ALLGAIER	CORINN	ELEMENTARY SPECIALIST	PHYSICAL EDUCATION	0.200
ANDERSON	DEBORAH	ELEMENTARY TEACHER	1ST GRADE	1.000
ARVIG	TAMARA	ELEMENTARY TEACHER	5TH GRADE	1.000
AVENDANO	CARMEN	ELEMENTARY SPECIALIST	ELEMENTARY SPANISH	0.400
BARTEN	KRISTINA	ELEMENTARY TEACHER	KINDERGARTEN	0.500
BARTEN	KRISTINA	COMMUNITY EDUCATION	KINDERGARTEN EXT DAY (CES)	0.500
BRADSHER	SUSAN	ELEMENTARY SPECIALIST	VISION 21	1.000
CARLSON	ROXANNE	ELEMENTARY SPECIALIST	LITERACY SPECIALIST	0.500
CONNOR	KIMBERLY	ELEMENTARY TEACHER	2ND GRADE	1.000
CORDER	TAMARA	ELEMENTARY TEACHER	2ND GRADE	1.000
CUENE	ANDREA	SPSVC	SPSVC - SPEECH	0.500
DEMERCHANT	KACI	ELEMENTARY TEACHER	2ND GRADE	1.000
DOSHER	MAUREEN	ELEMENTARY SPECIALIST	MATH INTERVENTION	0.200
DVORAK	MARY	ELEMENTARY TEACHER	1ST GRADE	1.000
GARDNER	VIRGINIA	ELEMENTARY SPECIALIST	MUSIC/VOCAL	1.000
GIBBONS	LINDA	ELEMENTARY SPECIALIST	MEDIA SPECIALIST	1.000
GILDEMEISTER	BETH	SPSVC	SPSVC - PSYCHOLOGIST (01)	1.000
GOLFIS	KELLIE	ELEMENTARY TEACHER	1ST GRADE	1.000
HALSEY	BARBARA	ELEMENTARY TEACHER	KINDERGARTEN	0.500
HEMBRE	TURI	ELEMENTARY SPECIALIST	READING RECOVERY/RTI	0.500
HEMBRE	TURI	ELEMENTARY SPECIALIST	ACADEMIC INTERVENTION	0.500
HURWITZ	MARY	ELEMENTARY SPECIALIST	PHYSICAL EDUCATION	1.000
ILIFF	BRIDGET	ELEMENTARY TEACHER	5TH GRADE	1.000
JECHOREK	VIRGINIA	ELEMENTARY TEACHER	KINDERGARTEN	0.500
KIRCHNER	JULIE	ELEMENTARY TEACHER	4TH GRADE	1.000
LACHMILLER	YVONNE	ELEMENTARY TEACHER	3RD GRADE	1.000
LIBBY	CHAD	ELEMENTARY TEACHER	4TH GRADE	1.000
LUND	MARY JANE	ELEMENTARY TEACHER	KINDERGARTEN	0.500
LUND	MARY JANE	COMMUNITY EDUCATION	KINDERGARTEN EXT DAY (CES)	0.500
MAAS	KRISTY	SPSVC	SPSVC - SOCIAL WORK (08)	0.050
MAAS	KRISTY	SPSVC	SPSVC - SOCIAL WORK (CD)	0.200
MAAS	KRISTY	SPSVC	SPSVC - SOCIAL WORK (01)	0.750
MARCUSEN	EMILY	ELEMENTARY SPECIALIST	ART	1.000
MARTIN	JOEL	ELEMENTARY TEACHER	5TH GRADE	1.000
MEYER	GREGORY	ELEMENTARY TEACHER	1ST GRADE	1.000
OLSON	JULIE	ELEMENTARY TEACHER	4TH GRADE	1.000
PARRISH	ASHLEY	ELEMENTARY TEACHER	3RD GRADE	1.000
PETERSEN	SUE	SPSVC	SPSVC - ELL	0.250
PETERSON	SEAN	ELEMENTARY TEACHER	5TH GRADE	1.000
PFLUGI	LEE	ELEMENTARY SPECIALIST	THINKING SKILLS	1.000
RASMUSSEN	GWYN	ELEMENTARY TEACHER	2ND GRADE	1.000
RUZICKA	JAMIE	ELEMENTARY TEACHER	3RD GRADE	1.000
SJEKLOCHA	JULIE	ELEMENTARY TEACHER	3RD GRADE	1.000
SKOGLUND	CHRISTINA	ELEMENTARY TEACHER	2ND GRADE	1.000
STEENSLAND	AMY	SPSVC	SPSVC - AUTISM	0.100
STEENSLAND	AMY	SPSVC	SPSVC - DCD-MM	0.800
STEENSLAND	AMY	SPSVC	SPSVC - OHD	0.100
STERLING	ERIKA	SPSVC	SPSVC - EBD	0.500
STERLING	ERIKA	SPSVC	SPSVC - LD	0.500
VRUDNY	JOSEPH	ELEMENTARY TEACHER	4TH GRADE	1.000
WARDEN	BARBARA	ELEMENTARY TEACHER	4TH GRADE	1.000
WEINBRENNER	GENELLE	ELEMENTARY TEACHER	3RD GRADE	1.000
WESTMAN	AMY	ELEMENTARY TEACHER	KINDERGARTEN	0.500
WESTMAN	AMY	COMMUNITY EDUCATION	KINDERGARTEN EXT DAY (CES)	0.500

# 2009-2011 SCHOOL IMPROVEMENT PLAN

**FOR**  
**Oakwood Elementary School**  
**Principal - Dennis Grasmick**  
**School Board Regular Meeting/Work Session**

**A Model of Excellence Among  
Learning Communities**

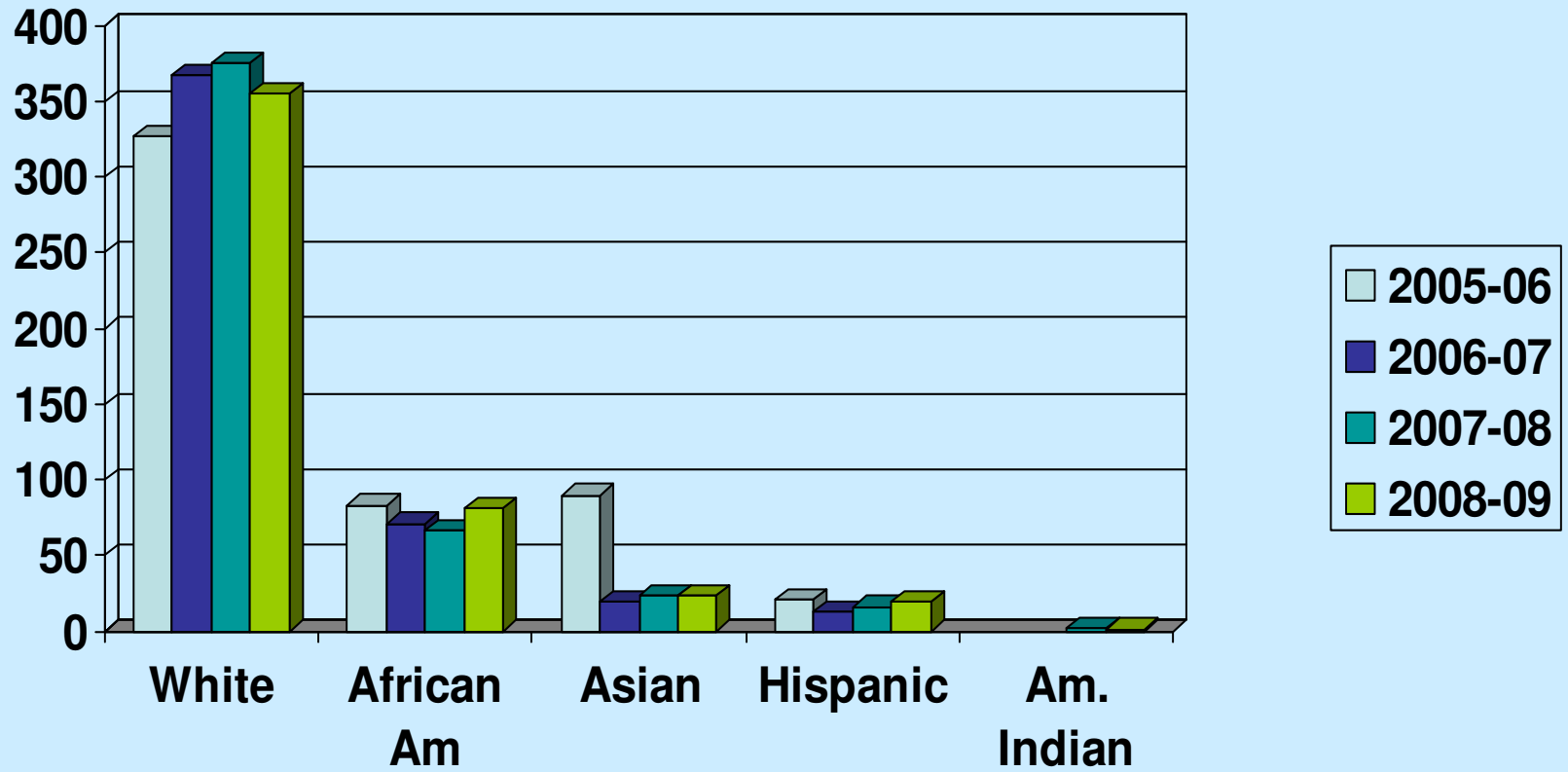
*Wayzata Public Schools*



**A Model of Excellence Among  
Learning Communities**

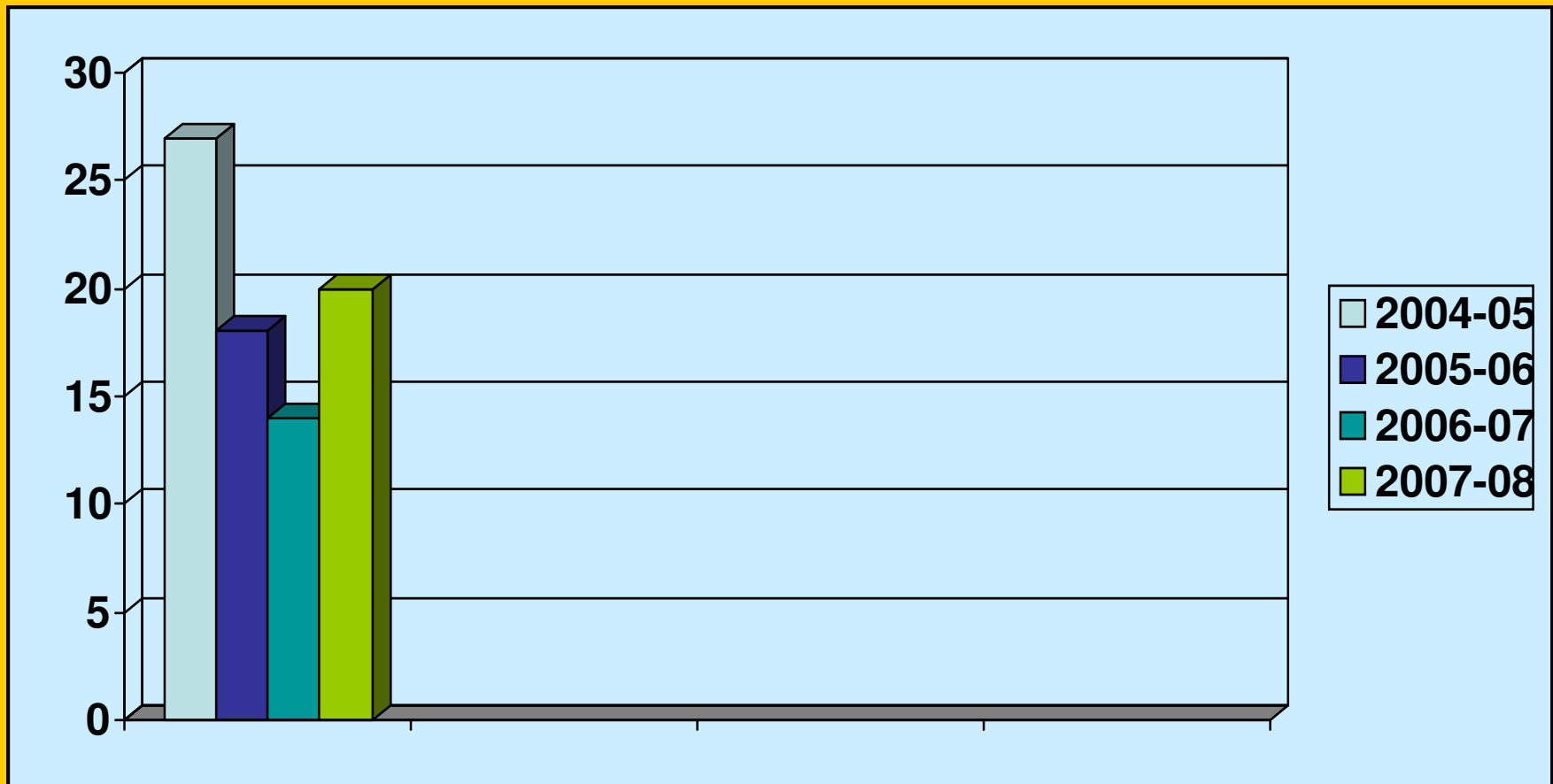
*Wayzata Public Schools*

# Oakwood Demographics by Ethnicity:



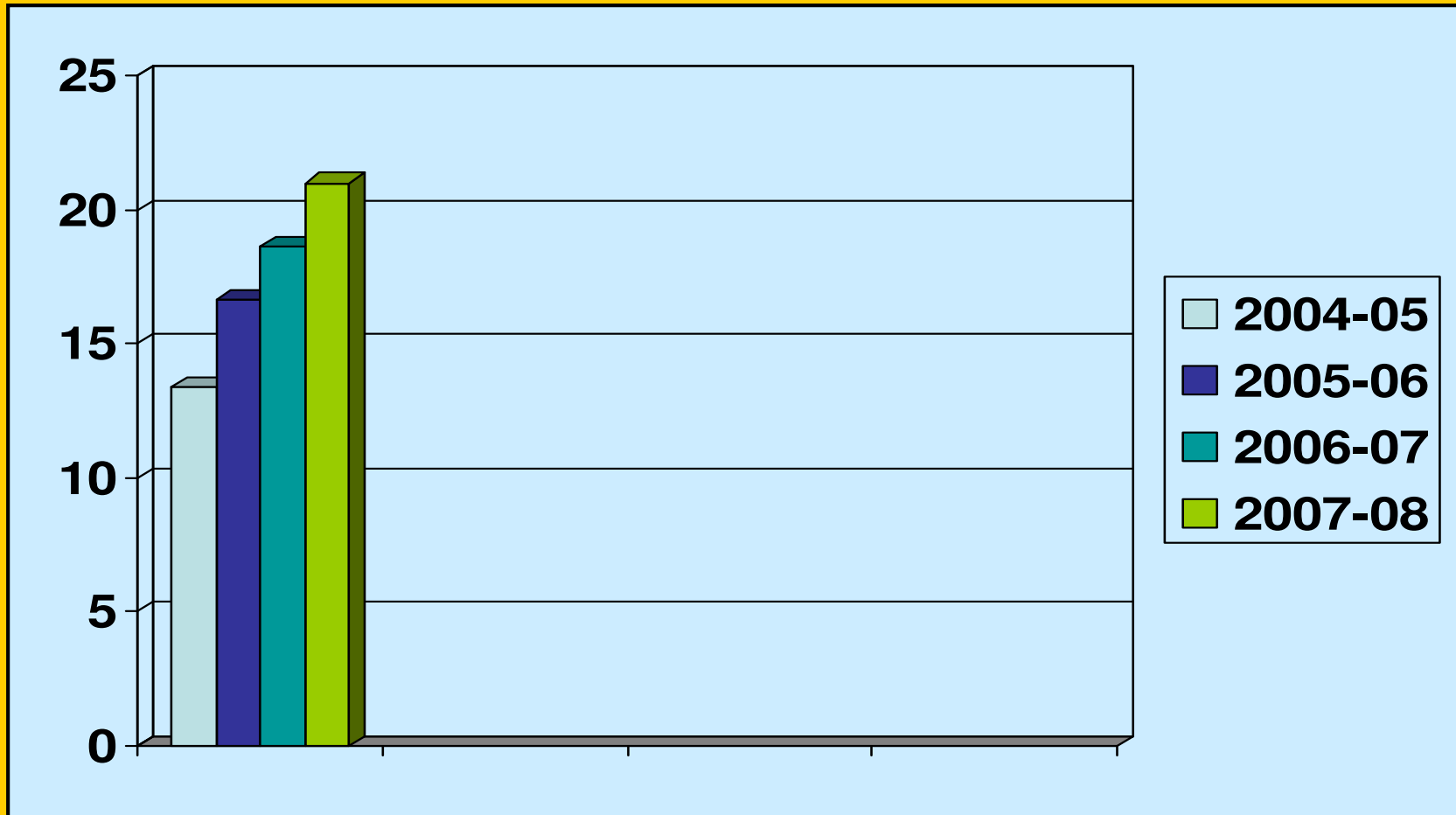
*Wayzata Public Schools*

# Percent of Oakwood Students on Free/Reduced:

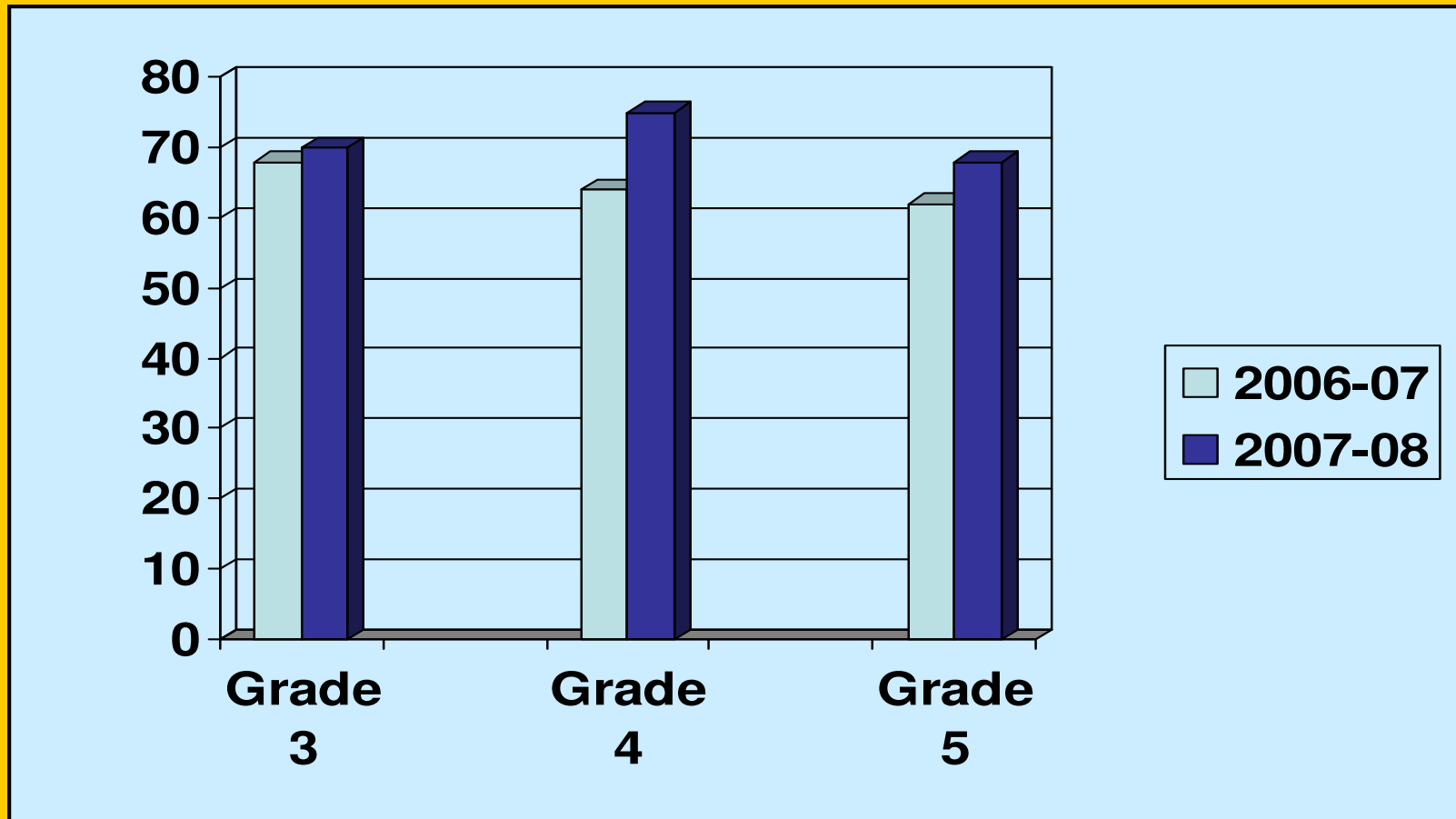


*Wayzata Public Schools*

# Percent of Mobility:

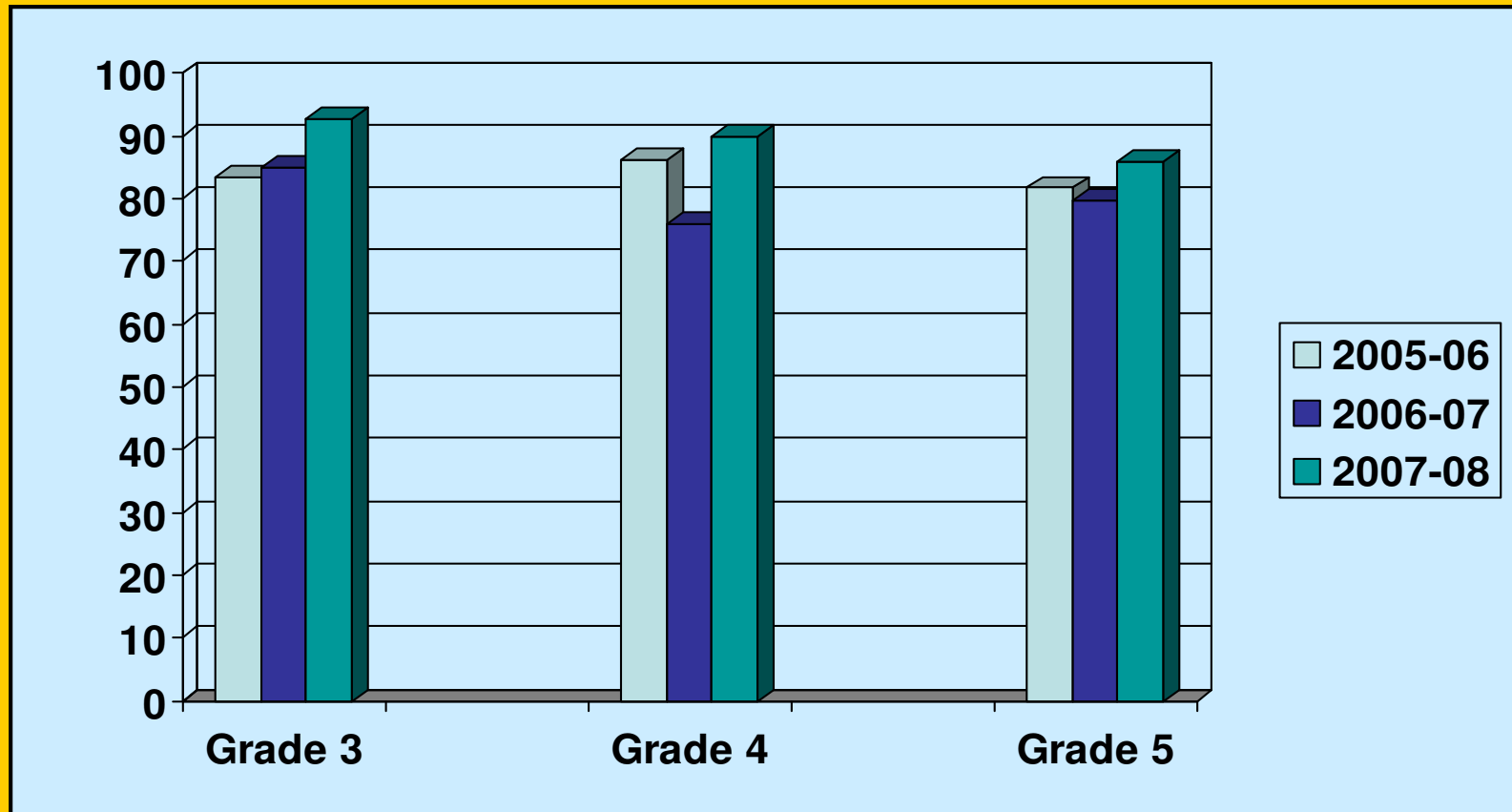


# Oakwood MAP data-Grades 3, 4, 5-Average Percentile Rank:



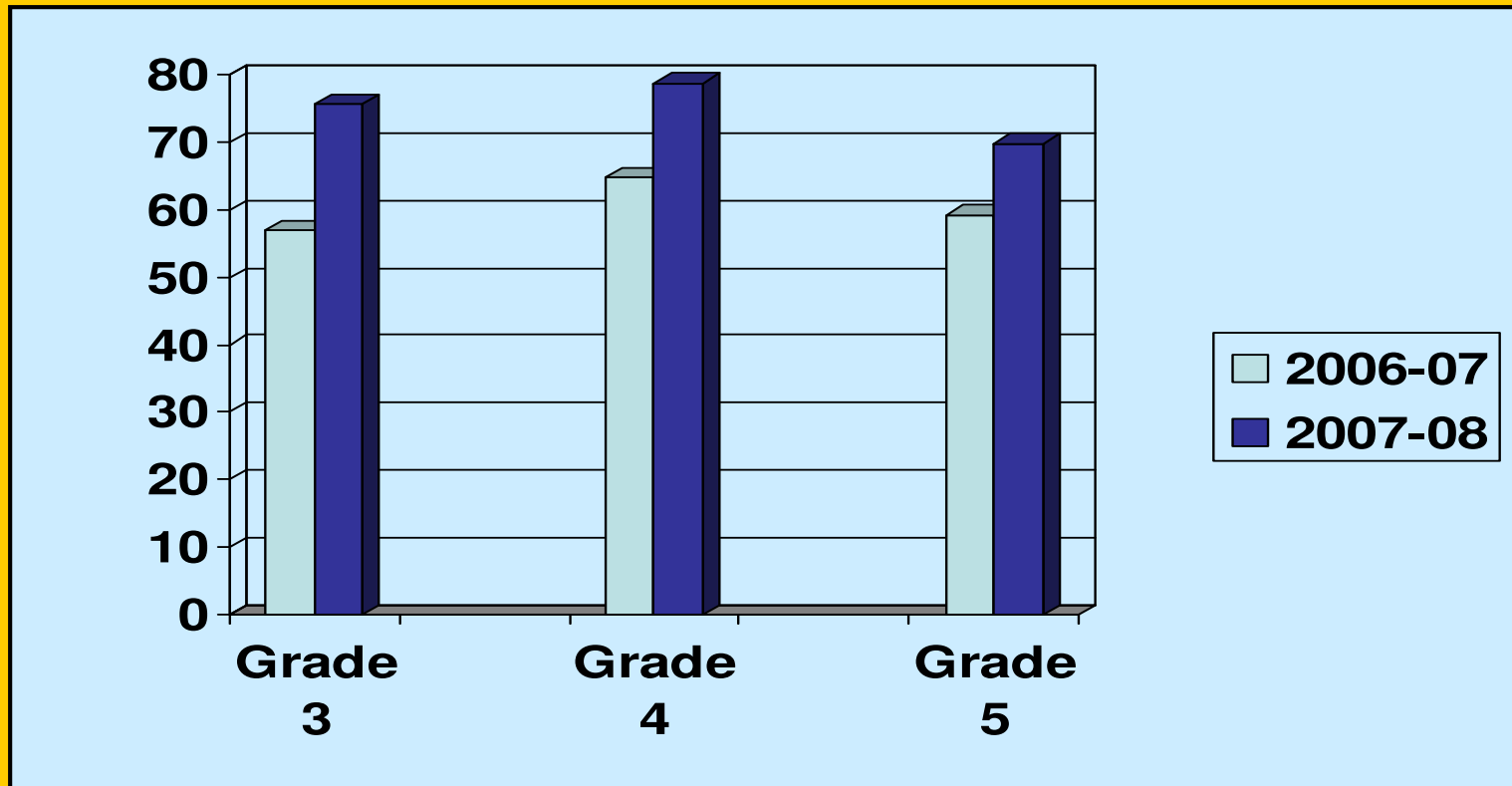
*Wayzata Public Schools*

# Oakwood MCA II data-Grade 3, 4, 5 Reading: (Percent Proficient)



*Wayzata Public Schools*

# Percent of students meeting their growth target: (Gr. 3-5 Fall to Spring)



*Wayzata Public Schools*

# Summary: 2007-08 Q-Comp Goal:

## Previous Goal:

Oakwood's 07-08 Q-Comp Goal:

61.8% of students will meet or exceed their RIT growth target score.

## Final Results:

'07 Fall to '08 Spring growth: 69.5%

'07 Spring to '08 Spring growth: 78.7%

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Learning Communities

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# 2008-09 Oakwood Q-Comp Goal:

At Oakwood, 63.4% of students who participate in spring ('09) MAP testing will meet or exceed their individual NWEA reading RIT target score.

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Learning Communities

*Wayzata Public Schools*

# Summary of 2007-09 Initiatives:

- ★ **Develop effective communications with families**
- ★ **Prepare all learners to be successful in a diverse world through relationship building**
- ★ **Improve academic achievement in reading through differentiation**

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*Wayzata Public Schools*

# Oakwood Building Initiatives for 2009-2011:

- ★ Prepare all learners to be successful in a diverse world
- ★ Improve academic achievement in reading through the use of NUA strategies and other proven instructional strategies
- ★ Provide more access to extra-curricular and after-school activities and programs

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# Additional Thoughts:

- ★ New addition will greatly enhance our STEP program
- ★ Efforts will continue to study and respond to an upward swing of academic improvement.
- ★ Student mobility
- ★ Community involvement/participation



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**2009-2011**

**SCHOOL IMPROVEMENT  
PLAN**

**FOR**

**School Name: Oakwood Elementary**

**Principal: Dennis Grasmick**



Independent School District 284  
Wayzata, Minnesota

### VISION

*The vision of Wayzata Public Schools is to become “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

- *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: ***Oakwood Elementary***

Principal: Dennis Grasmick

This plan was reviewed on: \_\_\_\_\_

Signature of District Design Team \_\_\_\_\_

This plan was approved on: \_\_\_\_\_

Signature of School Board Chair \_\_\_\_\_



## Shared Decisions Agreement Review Team Check List Form

### Procedure:

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

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

### Review Team Response

#### Office of the Superintendent

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

\_\_\_\_\_  
Signature and Date

#### Executive Director of Curriculum and Instruction

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

\_\_\_\_\_  
Signature and Date

#### Executive Director of Finance

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

\_\_\_\_\_  
Signature and Date

#### Executive Director of Human Resources

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

\_\_\_\_\_  
Signature and Date

#### Wayzata Education Association Representative

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

\_\_\_\_\_  
Signature and Date



**Site Team Members:**

<u>Name</u>	<u>Phone</u>	<u>E-Mail</u>	<u>Position</u>	<u>Year</u>
Dennis Grasmick	763-745-5710	<a href="mailto:dennis.grasmick@wayzata.k12.mn.us">dennis.grasmick@wayzata.k12.mn.us</a>	Administrator	Standing member
Christen Christopherson	763-473-1015	<a href="mailto:mcchristopherson@comcast.net">mcchristopherson@comcast.net</a>	Parent	2008-20010
Laura Folven	763-475-3651	<a href="mailto:folvenl@gmail.com">folvenl@gmail.com</a>	Parent	2008-2009
Kari Miller	763-404-1298	<a href="mailto:bjandkari@ourtownusa.net">bjandkari@ourtownusa.net</a>	Parent	2006-2007
Turi Hembre	763-476-5274	<a href="mailto:Turi.hembre@wayzata.k12.mn.us">Turi.hembre@wayzata.k12.mn.us</a>	Parent	2008-2010
Kate Ronning	763-473-6985	<a href="mailto:eronning@comcast.net">eronning@comcast.net</a>	Parent	2008-2009
Jennifer Rissky-Hewitt	763-745-5798	<a href="mailto:jennifer.hewitt@wayzata.k12.mn.us">jennifer.hewitt@wayzata.k12.mn.us</a>	Staff	2006-2008
Carrie Lunetta	7630-745-5767	<a href="mailto:Carrie.lunetta@wayzata.k12.mn.us">Carrie.lunetta@wayzata.k12.mn.us</a>	Staff	2008-2009
Bridget Erickson	763-745-5762	<a href="mailto:Bridget.erickson@wayzata.k12.mn.us">Bridget.erickson@wayzata.k12.mn.us</a>	Staff	2008-2009
Patty Peniata	763-745-5781	<a href="mailto:Patty.peniata@wayzata.k12.mn.us">Patty.peniata@wayzata.k12.mn.us</a>	Staff	2008-2010
Linda Dahl	763-745-5772	<a href="mailto:Linda.dahl@wayzata.k12.mn.us">Linda.dahl@wayzata.k12.mn.us</a>	Staff	2008-2010



**Student Demographics**

**Student Population by Grade**

	2008-2009			2007-2008		
Grade	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size
Kdg	37	35	18.3	37	35	18.0
1	42	40	20.5	35	37	20.6
2	37	37	24.3	48	42	22.5
3	49	42	22.8	41	37	26.0
4	42	33	25.0	48	38	21.5
5	47	37	28.0	53	34	29.0
Total	254	224		262	223	

	2006-2007			2005-2006		
Grade	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size
Kdg	37	31	16.8	37	37	23.2
1	46	47	23.3	33	34	22.3
2	38	34	23.7	32	34	24.0
3	47	46	23.3	39	43	25.8
4	49	36	28.3	34	29	26.0
5	38	29	22.6	49	43	27.4
Total	255	223		224	220	



## Student Demographics

### Ethnic Distribution

	2008-2009	2007-2008	2006-2007	2005-2006
White American	355	375	367	327
African American	81	66	71	83
Asian American	21	23	23	19
Hispanic/Latino American	21	19	16	13
Indian American	0	2	1	2

### Percent of Students on Free/Reduced

	2008-2009	2007-2008	2006-2007	2005-2006
Free	17%	11%	16%	24%
Reduced Price	3%	3%	2%	3%

### Student Mobility

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

2007-2008	2006-2007	2005-20006	2004-2005
21%	18.6%	16.7%	13.4%



## Student Demographics

### Average Daily Attendance

*(Please insert three years of data provided by the Office of Assessment.)*

2006 - 2007				2005 - 2006				2004 - 2005			
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
97	96.7	97.6	97.2	96.2	96.6	96.9	97	95.8	95.8	96.8	96.3

### Percent of Parents Attending Conferences

*(Please insert data provided by the individual building.)*

2008-2009		2007-2008		2006-2007	
Fall	Spring	Fall	Spring	Fall	Spring
97%		97%	98%	96%	95%
2005 - 2006	2004 - 2005	2003 - 2004			
Fall	Spring	Fall	Spring	Fall	Spring
95%	94%	95%	93%	93%	93%



**Student Achievement**  
**2007-2008 Minnesota Comprehensive Assessment (MCA-II)**

	Grade 3 Math		Grade 3 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Oakwood	94.3	373.5	92.8	376.9
Wayzata	92.9	366.2	92.8	372.0
State	81.4	359.1	78.9	363.1

	Grade 4 Math		Grade 4 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Oakwood	89.8	466.7	89.8	565.9
Wayzata	88.4	465.3	88.1	464.4
State	71.6	456.7	72.2	457.2

	Grade 5 Math		Grade 5 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Oakwood	81.0	560.5	86.0	565.9
Wayzata	84.8	562.5	87.0	565.1
State	66.0	554.2	73.4	557.1

**2006-2007 Minnesota Comprehensive Assessment (MCA-II)**

	Grade 3 Math		Grade 3 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Oakwood	81.7	356.4	84.9	362.7
Wayzata	90.4	365.3	91.8	372.8
State	79.3	358.7	79.6	363.2

	Grade 4 Math		Grade 4 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Oakwood	73.9	443.3	76.1	444.1
Wayzata	86.7	464.2	85.3	464.5
State	70.9	456.7	71.4	457.0

	Grade 5 Math		Grade 5 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Oakwood	68.1	544.1	79.7	544.3
Wayzata	84.6	563.8	90.1	566.1
State	63.2	554.1	73.2	557.5



**2005-2006 Minnesota Comprehensive Assessment (MCA-II)**

	Grade 3 Math		Grade 3 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Oakwood	86.9	362.5	83.3	369.3
Wayzata	92.0	365.2	89.5	373.1
State	77.8	357.8	81.6	365.3

	Grade 4 Math		Grade 4 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Oakwood	75.4	460.1	86.3	464.1
Wayzata	87.3	463.0	90.5	467.3
State	69.0	4550	76.7	459.6

	Grade 5 Math		Grade 5 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Oakwood	82.9	564.4	81.7	567.6
Wayzata	85.0	562.8	90.6	567.8
State	559.0	551.8	76.9	559.1



**Student Achievement**

**Measures of Academic Progress (MAP)-**

*(SS=Average Scale Score; PR=Average Percentile Rank)*

**2007-2008**

<b>Math</b>	<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
	SS	PR	SS	PR	SS	PR
Oakwood	214	76	226	82	228	71
Wayzata	216	79	228	82	234	79
National	202	50	211	50	219	50

<b>Reading</b>	<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
	SS	PR	SS	PR	SS	PR
Oakwood	207	70	216	75	217	68
Wayzata	208	72	215	73	221	73
National	200	50	207	50	212	50

**2006-2007**

<b>Math</b>	<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
	SS	PR	SS	PR	SS	PR
Oakwood	214	76	222	73	230	72
Wayzata	215	78	226	79	235	81
National	202	50	211	50	219	50

<b>Reading</b>	<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
	SS	PR	SS	PR	SS	PR
Oakwood	206	68	211	64	216	62
Wayzata	207	70	214	70	220	72
National	200	50	207	50	212	50

OAKWOOD STAFF 2008-2009

	<b>Name</b>	<b>Position</b>	<b>Phone</b>	<b>Room</b>
1.	Anderson, Jodi	First Grade	763-745-5774	14
2.	Beck, Joni	DCD Teacher	763-745-5708	22
3.	Boon, Jennifer	Special Ed Para	763-745-5700	
4.	Bopp, Phyllis	Special Ed Para	763-745-5700	
5.	Boylston, Jan	DCD Para	763-745-5700	
6.	Bray, Penny	.9 Vocal Music	763-745-5760	1
7.	Campbell, Nancy	DCD Para	763-745-5700	
8.	Campbell-Pyzdrowski, Joan	Fifth Grade	763-745-5770	10
9.	Cohen, Andrea	First Grade	763-745-5776	16
10.	Cousins, Lisa	Special Ed Para	763-745-5700	
11.	Crow, Mindy	Reading Recovery	763-745-5717	
12.	Dahl, Linda	Literary Specialist	763-745-5772	24
13.	Darryl Fredrickson	Custodian	763-745-5797	
14.	Ehrlich, Carrie	Third Grade	763-745-5766	6
15.	Erickson, Bridget	Fourth Grade	763-745-5762	2
16.	Feland, Karla	DCD Teacher	763-745-5708	22
17.	Gallob, Rachael	.4 Spanish	763-745-5772	24
18.	Gildemiester, Beth	Psychologist	763-745-5718	
19.	Gleason, Katie	DCD Para	763-745-5700	
20.	Gossen, Caroline	Special Ed Para	763-745-5700	
21.	Graft, Suzanne	Second Grade	763-745-5780	20
22.	Grasmick, Dennis	Principal	763-745-5710	
23.	Hagen, Maria	DCD Para	763-745-5700	
24.	Hare, Jessica	DCD Para	763-745-5700	
25.	Hargreaves, Jon	.5 Custodian	763-745-5757	
26.	Hassinger, Paula	First Grade	763-745-5775	15
27.	Hatch, Susie	.9 Phy Ed	763-745-5745	Gym
28.	Henry, Angela	Vision 21	763-745-5794	Vision 21
29.	Hill, Trish	Secretary	763-745-5701	
30.	Horberg, Victoria	LD Special Ed Teacher	763-745-5743	23
31.	Hubert, Sue	Office Para	763-745-5702	
32.	Hullinger, Rhonda	Third Grade	763-745-5768	8
33.	Hwang, Jane	DCD Para	763-745-5700	
34.	Johnson, Sarah	Kindergarten – Extended Day	763-745-5777	17 Health Office
35.	Jones, Jan	Health Para	763-745-5715	Office
36.	Katzmarek, Ann	Fourth Grade	763-745-5763	3
37.	Kautzky, Marla	Special Ed Para	763-745-5700	

	<b>Name</b>	<b>Position</b>	<b>Phone</b>	<b>Room</b>
38.	Klotz, Terry	.1 Art	763-745-5760	Art
39.	Korolchuk, Annette	Kindergarten	763-745-5782	26 Computer Lab
40.	Labowitch, Kathy	Tech Para	763-745-5757	
41.	Ladenthin, Mary	Instructional Para Kindergarten - Extended Day	763-745-5700	
42.	Latterell, Marshall	DCD Para	763-745-5783	25
43.	Lerdall, Jane	Social Worker	763-745-5713	
44.	Lien, Amy	Third Grade	763-745-5767	7
45.	Lunetta, Carrie	Speech	763-745-5707	
46.	Mader, Michele	Second Grade	763-745-5779	19
47.	Magnuson, Anna	Instructional Para	763-745-5700	
48.	Majzner, Gail	Special Ed Para	763-745-5700	
49.	Manning, Lynn	Fifth Grade	763-745-5769	9
50.	Miller, Jeff	Second Grade	763-745-5778	18
51.	Mitchell, Kate	.2 Math Specialist	763-745-5772	24
52.	Palony, Risa	DCD Teacher	763-745-5781	21
53.	Peniata, Patty	Instructional Para/ELL Para	763-745-5700	
54.	Radhi, Julie	Special Ed Para	763-745-5700	
55.	Roepke, Debra	Fifth Grade	763-745-5771	11
56.	Smarjesse, Cindy	Instructional Para	763-745-5700	
57.	Stark, Jeff	Head Custodian	763-745-5757	
58.	Stone, Bonnie	Third Grade	763-745-5765	5
59.	Sullwold, Mark	Fourth Grade	763-745-5764	4
60.	Talbott, Jane	DCD Para	763-745-5700	22
61.	Theisen, Ruth	DCD Para	763-745-5700	21
62.	Velline, Cindy	.5 Art/.5 Computer	763-745-5760	Art
63.	Watland, Jan	First Grade	763-745-5773	13
64.	Welters, Joan	Special Ed Para	763-745-5700	
65.	Wiitala, Deb	Special Ed Teacher	763-745-5709	23
66.	Wilkerson, Phillipa	Instructional Para	763-745-5700	
67.	Williams, Alice	Media Specialist	763-745-5748	
68.	Wisker, Ann	Media Para	763-745-5753	
69.	Zache, Debbie	Instructional Para	763-745-5700	
70.	Ziesel, Terrie	ELL	763-745-5772	24

**General Information:** This form is to be used by all implementing districts as a means of updating annual schoolwide (site) goals as outlined in Minn. Stat. 122A.414, Subd. 3(a). Please complete all sections of this form, one form per school site. Send the original(s) to Chelsea Goebel at the address stated above or via email to [Chelsea.goebel@state.mn.us](mailto:Chelsea.goebel@state.mn.us).  
Site goals for Q Comp must be updated annually no later than October 1.

**COMPLETE ONE FORM PER SCHOOL SITE.**

**DISTRICT IDENTIFICATION INFORMATION**

**District Name and Number:**

**Wayzata Public Schools #284**

**Superintendent:**

**Chace Anderson**

**Phone:**

**763.745.5011**

**Email:**

**Chace.anderson@wayzata.k12.mn.us**

**Fax:**

**763.745.5091**

**CHARTER SCHOOL IDENTIFICATION INFORMATION**

**Charter School Name and Number:**

**School Board Chair:**

**Phone:**

**Email:**

**Fax:**

**SCHOOL IDENTIFICATION INFORMATION**

**School Name:**

**Oakwood Elementary**

**Principal:**

**Dennis Grasmick**

**Phone:**

**763.745.5700**

**Email:**

**dennis.grasmick@wayzata.k12.mn.us**

**Fax:**

**763.745.5791**

**ADDITIONAL DISTRICT OR CHARTER SCHOOL CONTACT INFORMATION**

**Contact Person's Name:**

**Shelly Nelson**

**Phone:**

**763.745.6131**

**Email:**

**Shelly.nelson@wayzata.k12.mn.us**

**Fax:**

**763.745.5092**

**School Address:**

**17340 County Road 6**

**Plymouth, MN 55447**

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 as measured by performance on Measures of Academic Progress (MAP).

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

At Oakwood, 63.4% percent of students who participate in the spring MAP testing will meet or exceed their individual NWEA reading RIT growth target score, plus or minus the standard error of measurement.

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

**a) Rationale for this goal:**

For O6-07, it was determined that 61.8% of students who participate in spring MAP testing will meet or exceed their individual NWEA reading RIT target score. This SMART goal was exceeded. Based upon the growth index averages in reading as provided by NWEA data, grade 4 should improve by 1.7 growth index and grade 5 should improve by 1.6 expected growth rate for 08-09. Averaging these two indices brings us to a 1.6 expected growth rate for 08-09. This goal places us at the 70<sup>th</sup> percentile compared to national NWEA norms and 86% of our students are performing at or above state proficiency levels on the MCA II. The district is implementing a new language arts series this fall so students and staff will be learning to use new materials, new assessments, and new instructional strategies.

**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									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other  (academic content)	Identify assessed grades: 3-5						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			
<b>Measure of student achievement (Percent Meeting Growth Target.):</b>		Fall-Spring Growth 3 <sup>rd</sup> - 56.9% 4 <sup>th</sup> - 64.8% 5 <sup>th</sup> - 59.3%	Fall-Spring Growth 3 <sup>rd</sup> - 75.7% 4 <sup>th</sup> - 78.8% 5 <sup>th</sup> - 69.9%		Fall-Spring Growth 3 <sup>rd</sup> - 64% 4 <sup>th</sup> - 62.4% 5 <sup>th</sup> - 63%	Fall-Spring Growth 3 <sup>rd</sup> - 75.5% 4 <sup>th</sup> - 72% 5 <sup>th</sup> - 70.9%	Spring 2006 3 <sup>rd</sup> - 89.5% 4 <sup>th</sup> - 90.5% 5 <sup>th</sup> - 90.6% 6 <sup>th</sup> - 89.3% 7 <sup>th</sup> - 89.1% 8 <sup>th</sup> - 87.1%	Spring 2007 3 <sup>rd</sup> - 89% 4 <sup>th</sup> - 85% 5 <sup>th</sup> - 83% 6 <sup>th</sup> - 85% 7 <sup>th</sup> - 79% 8 <sup>th</sup> - 81%	Spring 2008 3 <sup>rd</sup> - 93.5% 4 <sup>th</sup> - 90.2% 5 <sup>th</sup> - 89.9% 6 <sup>th</sup> - 88.3% 7 <sup>th</sup> - 85.1% 8 <sup>th</sup> - 82.4%
<b>Number of students tested:</b>		209	233		2109	2156	4268	4607	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.***

- Continuation of teacher involvement with National Urban Alliance training.
- Present NUA strategies to support staff according to staff development calendar.
- Instruction in the following specific strategies will be presented for implementation by all Oakwood teaching staff for the 08-09 school year:
  - I. Defining Format Strategy
  - II. Taxonomies
  - III. Metacognition
  - IV. Mapping strategies
  - V. Sentence Stretchers
  - VI. Keyword Notes
  - VII. List Group Label
  - VIII. Read-Talk-Write
  - IX. Dancing Definitions
- Incorporate reading specialist in conducting interventions, follow-up, and the monitoring of progress among students identified as low achieving.
- After school targeted programs to address specific reading needs of identified students based on need.
- Staff meetings/team meetings/staff development opportunities to discuss instructional strategies addressing reading comprehension.
- Train 5 data coaches in NWEA, Just 5 Clicks, and Skyward to serve as a resource in data retrieval and analysis to all teaching staff.
- Use RTI practices and interventions

**Assessments:**

- Use fall and spring assessments in grades K-2 to measure accuracy and comprehension. These include:
  1. Kindergarten – ISEL Testing in October & May
  2. Grade 1 – Observation survey in August, DRA text levels Sept.-June and DRA Comprehension leveling in May
  3. Grade 2 – Scott-Foresman Assessments and DRA Text Levels Sept. – June.
- Use fall and spring MAP testing in grades 3-5 to measure growth in vocabulary, comprehension, and literature.
- Use Scott-Foresman Formative Assessments throughout the school year in order to monitor ongoing progress in student achievement in language arts.

**Oakwood Elementary  
Alternative Compensation  
Professional Development Calendar 2008-09**

**Summer 2008:**

- Leadership team meets to evaluate 2007-2008 goal and write 2008-2009 goal.
- Teacher team and principal will be part of a leadership training that focuses on creating high-functioning teams.
- Oakwood staff will attend the NUA National Workshop in Albany, NY.
- Oakwood staff will attend training on the newly adopted Scott Forsman Literature curriculum.
- Technology training on the use of SMARTboards and other higher level technology.  
(Other training that teachers might be involved with this summer- assessment, NUA, etc.)

**Summer 2008, 5 Days of Training for Peer Coaches:** Peer Coaches will receive professional training in peer coaching, teacher evaluation and high-functioning teams

**August:**

- First Grade reading test administered (Observation Survey)

**Workshop Week:**

- **August 25-28, 2007** Building principal and site team will disseminate and discuss building alternative compensation goal and professional development calendar.
- **August 26, 2007** Peer Coaches will meet with his/her assigned colleagues and training will include:
  - Reviewing the teacher evaluation process
  - Reviewing the peer coaching process
  - Demonstrating how to access the on-line forms
  - Distributing information regarding the Academy for Wayzata Educators

**On-Going**

*NUA cohort 5 will complete their 2<sup>nd</sup> year of training*

*4 all day team meetings for 08-09 to analyze student work, reflect on goals, and plan lessons using the NUA strategies.*

*Weekly grade level meetings throughout the 08-09 school year*

## September:

- 
- **Kindergarteners tested in fall ISOL test.**

### **Week of September 2**

- Peer Coach will continue professional development training
- Peer Coach will be connecting with staff and starting to schedule the first formative observation.

### Week of September 8

- Peer Coach will be connecting with staff and starting to schedule the first formative observation.
- First formative observation may include guidance in the development of his/her Professional Growth Plan
- Principal review site goal with each team/department

### **Week of September 15**

- Fall MAP testing for grades 3-5 begins
- Peer Coach will begin first formative observations of teachers and reflections.
- Teacher reviews classroom data to inform instruction

### **Week of September 22**

- Peer Coach will begin first formative observations of teachers and reflections.
- Teacher reviews classroom data to inform instruction

### **Week of September 29**

- Peer Coach will begin first formative observations of teachers and reflections.
- Teacher reviews classroom data to inform instruction
- Staff meeting-The sharing and demonstration of Instructional strategy I: *“Defining Format Strategy”*

## October:

- **During October, Cohort 5 will participate in a Site visit I.**

### **Week of October 6**

- Peer Coach will continue to do formative observations of teachers and reflections.
- Fall MAP testing for grades 3,4,5 ends.

### **Week of October 13**

- Peer Coach will complete the formative observations of teachers and reflections.
- Begin formation of after school homework/study programs
- Staff meeting-The sharing and demonstration of NUA instructional strategy II: *“Taxonomies”*.

### **Week of October 27**

- Teachers will complete Individual Professional Growth Plan
- Peer Coach will complete the formative observations of teachers and reflections. Coaches will begin scheduling first formal observation.
- NUA Cohort 5 participate in large group training.

## November:

### **Week of November 3**

- Peer Coach will complete the formative observations of teachers and reflections. Coaches will begin scheduling first formal observation.

•

### **Week of November 10**

- November 6 or 7, Site Based Professional Development Day
- First formal observations by peer coach and reflecting on sessions.
- Staff will identify students appropriate for after-school homework/study program using fall MAP data and teacher referrals.
- Staff meeting-The sharing and demonstration of NUA instructional strategy III: “*Metacognition*”.

### **Week of November 24**

- Continue with first formal observation by peer coach and reflecting on session.
- Teachers implement instructional strategies I, II & III into daily lessons and reflect on student progress in grade level teams and study groups.

## December:

### **Week of December 1**

- After-school homework/study group program begins 2 nights per week.
- NUA Cohort 5 participates in site visit.
- Continue with first formal observation by peer coach and reflecting on session

### **Week of December 8**

- Continue with first formal observation by peer coach and reflecting on session
- Staff meeting-The review, sharing, and demonstration of *MAPPING* instructional strategies.

### **Week of December 15**

- Continue with first formal observation by peer coach and reflecting on session

## January:

- **First Grade completes Mid-term testing using reading test.**
- **Kindergarten measures progress at Mid-term using the ISOL test.**

### **Week of January 5**

- Continue with first formal observation by peer coach and reflecting on session

### **Week of January 12**

- Cohort 5 attends large group session
- Peer Coach will complete first formal observation by peer coach and reflecting on session.
- Peer Coach will begin to schedule second formative observation
- Staff meeting- The sharing and demonstration of instructional strategy IV: “*Sentence Stretchers*”.

### **Week of January 20**

- Peer Coach will begin to schedule second formative observation.
- Peer Coach will begin second formative observation.
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.

*January 23- half day of district professional day*

### **Week of January 26**

- Peer Coach will continue to do formative observations of teachers and reflections.
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.
- Teams/departments will meet to articulate progress/effectiveness of instructional strategies **I-IV**.

### **February:**

#### **Week of February 2**

- Peer Coach will continue to do formative observations of teachers and reflections.
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.

#### **Week of February 9:**

- NUA Cohort 5 participates in site visit.
- Peer Coach will continue second formative observations of teachers and reflect on observation.
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.

#### **Week of February 17:**

- Peer Coach will continue second formative observations of teachers and reflect on observation
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.

#### **Week of February 23:**

- Peer Coach will continue second formative observations of teachers and reflect on observation
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.
- Staff meeting-The sharing and demonstration of instructional strategy V: "**Keyword Notes**".

## March:

### **Week March 2**

- Peer Coach will continue second formative observations of teachers and reflect on observation
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plan and provide support and resources.

### **Week of March 9**

- Peer Coach will continue second formative observations of teachers and reflect on observation
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plans and provide support and resources.
- Staff meeting-The sharing and demonstration of instructional strategy VI: *"List Group Label"*.

### **Week of March 16-25**

- Peer Coach will finish second formative observations of teachers and reflect on observation
- NUA Cohort 5 site visit
- Teams/departments will meet and articulate progress on instructional strategies V-VI.
- During second formative observation peer coach may discuss progress of Teacher's Professional Growth Plans and provide support and resources.
- Peer Coach will begin scheduling second formal observation
- *March 26<sup>th</sup> – Building staff development. Topic to be determined based on needs identified by staff*

## April:

### **Week of April 6**

- Begin final formal observations by peer coach and reflect on the session

### **Week of April 13**

- Continue with final formal observations by peer coach and reflect on the session
- Staff meeting-The sharing and demonstration of instructional strategy VII: *"Read Talk Write"*.
- Completion of after-school homework/study program

### **Week of April 20:**

- Continue with final formal observations by peer coach and reflect on the session

### **Week of April 27:**

- Continue with final formal observations by peer coach and reflect on the session

## May:

- **First Grade team conducts testing to measure progress using the Running Records and Comprehension tests.**  
**Kindergarten team conducts the final summary testing using the ISOL.**
- **Reflect on progress for all strategies and begin to look at goals for the upcoming year.**
- **Summarize and evaluate the effectiveness of the after school program.**

### **Week of May 4:**

- Continue with final formal observations by peer coach and reflect on the session

### **Week of May 11:**

- Continue with final formal observations by peer coach and reflect on the session
- Staff meeting-The sharing and demonstration of instructional strategy VIII: *“Dancing Definitions”*.

## May 18-June 4

- Complete final formal observation by Peer Coaches
- Peer Coaches complete all database entries and paperwork
- Peer Coaches reflect on alt comp. Initiate and make recommendations for the following 09-10 year
- Peer Coaches work on changes for the 09-10 school year
- Peer Coaches work with the new peer coaches that are hired for the 09-10 school year.
- Peer Coaches continue professional development training as needed
- Teams/departments will meet and articulate progress/effectiveness of instructional strategies: *VII & VIII*.
- Reflect on the success of the NUA strategies as they relate to instructional methodology and student achievement over the 08-09 school year.



# Oakwood Elementary Team Planning Day Schedule – 08-09

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

### Kindergarten

Tuesday, Oct. 21  
Monday, Nov. 18  
Wednesday, Jan. 21  
Friday, March 13

### Grade 1

Tuesday, Sept. 30  
Monday, November 24  
Thursday, January 27  
Friday, March 20

### Grade 2

Tuesday, October 7  
Thursday, December 4  
Thursday, February 5  
Tuesday, April 7

### Grade 3

Tuesday, October 14  
Thursday, December 11  
Thursday, February 12  
Tuesday, April 14

### Grade 4

Thursday, October 23  
Thursday, December 18  
Friday, February 20  
Tuesday, April 21

### Grade 5

Thursday, October 30  
Tuesday, January 6  
Friday, February 27  
Tuesday, April 28

### Special Education

Monday, November 10  
Tuesday, January 13  
Friday, March 6  
Tuesday, May 5

### Specialists:

### SPANISH – BV / TECH - PC

October 8, (Day 2)  
December 2, (Day 4)  
February 4, (Day 5)  
April 15 (Day 2)

### VOCAL MUSIC – GW

October 24, (Day 2)  
December 3, (Day 5)  
February 6, (Day 2)  
April 17 (Day 4)

### ART – GL & PE – SH

October 13, (Day 5)  
December 5, (Day 2)  
February 3, (Day 4)  
April 20 (Day 5)

### V-21 – CMS A413

October 1 (8:30-11:30)  
November 12(12:30-3:30)  
January 14(12:30-3:30)  
February 11(12:30-3:30)  
March 4(8:30-11:30)

### MEDIA SPECIALISTS

Monday 9/15 - All Day  
Friday 10/24 CMS - 7:30-12  
Monday 11/3 OW - All Day  
Monday 12/8 WHS – 12 - 4:00  
Thursday 1/29 GL – All Day  
Friday 3/6 WMS – 7:30-12  
Friday 4/10 GW – All Day  
Monday 5/11 EMS – 12 – 4:00

### LITERACY SPECIALISTS – CMS A413

Thursday, 10/28:00 - 11:30  
Thursday, 11/138:00 - 11:30  
Thursday, 12/4 8:00 - 11:30  
Thursday, 1/8 8:00 - 11:30  
Thursday, 2/5 8:00 - 11:30  
Thursday, 3/5 8:00 - 11:30  
Thursday, 4/9 8:00 - 11:30  
Thursday, 5/7 8:00 - 11:30



## **DATA ANALYSIS OF PREVIOUS ALT COMP GOAL**

### **Goal:**

**At Oakwood, 61.8% of students who participate in spring MAP testing will meet or exceed their individual NWEA reading RIT growth target score.**

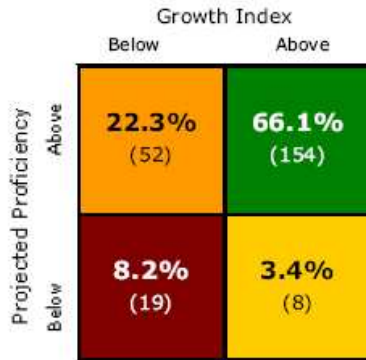
### **Summary/Interpretation of Data Analysis:**

**Oakwood's goal was 61.8% growth in reading.**

### **Results:**

**Fall 07-Spring 08 growth was 69.5% in reading  
Spring 07 – Spring 08 growth was 78.7% in reading**

**Reading Quadrant**



**Quadrant Legend:**

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

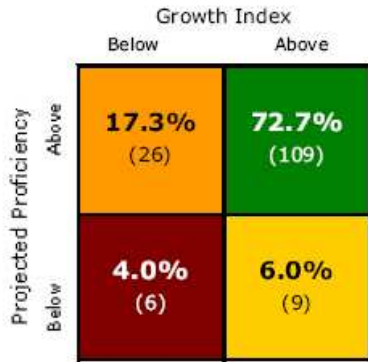
Grade	Student Count		Student Count		
	for Growth	% Growth	for Season	% Proficient	% Median
3	70	70.0%	74	90.5%	75.7%
4	80	73.8%	82	89.0%	84.1%
5	83	65.1%	85	83.5%	77.6%

School: Oakwood Elementary Sch.

Roster: Spring 2008

Growth Seasons: Spring 07 - Spring 08

**Reading Quadrant**



**Quadrant Legend:**

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count		Student Count		
	for Growth	% Growth	for Season	% Proficient	% Median
3	-	-	74	90.5%	75.7%
4	77	77.9%	82	89.0%	84.1%
5	73	79.5%	85	83.5%	77.6%

Goal Achieved:  Yes       No



**Please list other building initiatives.**

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

**Strategies/Activities:**

- **Enhance International Night- A January event for families and community residents that celebrates one another's culture and heritage. (PTA)**
- **Develop a Mentor Family Program that provides support and help to new and existing families and ELL families. (PTA/Site Council)**
- **Proclaim OW's 5 Keys to a Caring Community through various venues (Principal/OW Staff/Parents/Community)**
- **Create global buddies from around the world. (Principal/teaching staff/parents).**
- **Student community building assemblies-(guest artists and community participants/Site Council/Principal)**
- **Develop a more diverse representation (15%) on Oakwood committees and boards.(Principal/Site Council)**
- **Provide opportunities for service based learning projects(principal/OW staff/community residents)**
- **Explore enrolling Oakwood in the Peace Pole program. (Site council)**

**Person/Group Responsible:**

**Kate Ronning, Kari Miller, Jen Hewitt**

**Timeframe:**

**Spring 2009-Spring, 2011**

**Status:**

**Date Completed: Ongoing**



**Please list other building initiatives.**

**Initiative II: Differentiation Strategies for Effective Instruction**

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

**Strategies/Activities:**

- Continue to create and enhance Professional Learning Communities among grade level teams. (Principal/Staff/Development Committee)
- Participation and continuation of staff involvement with NUA strategies. (Principal/OW Staff)
- Continue to expand and enhance the Literacy Volunteer program and Homework Help programs. (Principal/Teaching Staff/Charlene Barghini/Literacy Specialist)
- Increase teacher collaboration w/ Title I, Reading Recovery, ELL, Literacy Specialists, and Vision 21 Programs. (Principal/Oakwood Staff)

**Person/Group Responsible:**

Linda Dahl, Turi Hembre, Patty Peniata, Bridget Erickson

**Timeframe:**

Spring 2009-Spring 2011

**Status:**

Date Completed: **Ongoing**

**Initiative III: Provide more opportunities for students to participate in extra curricular and after-school activities and projects.**

**Strategies/Activities**

- Provide transportation options (Principal/Parents)
- Develop and enhance the scholarship offerings. (Social Worker/PTA)
- Utilize connections with local community businesses and individuals Charlene Barghini/Community Ed.)
- Model teacher lead programs (Teaching Staff)
- Utilize Targeted Services and Integration grants to meet the needs of participating students (Principal)
- Utilize Home Base and YES student support for activities such as the Science Fair and Reflections programs. (Community Ed./Teachers)

**Person/Group Responsible:**

Carrie Lunetta, Christen Christopherson, Laura Folven

**Timeframe:**

Spring 2009-Spring 2011

**Status:**

Date completed: **Ongoing**

## **SUMMARY OF 2007-09 INITIATIVES:**

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

### **PLAN/ACTIVITY:**

### **UPDATE:**

Translation of "Eagle Eye Extra" Video	Task became unnecessary due to a change in community needs.
Translators for school activities	Translators are provided for Conferences/activities as needed
Homework Groups	Neighborhood homework helps/after school clubs
Oakwood Websites	Ongoing work in progress/added online Thursday packets

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

### **PLAN/ACTIVITY:**

### **UPDATE:**

School assemblies	Local and national guests and community residents.
International Night	The program continues to become bigger and better each year.
Committee makeup boards	Have not reached our 15% representation on committees and as of yet, but moving in the right direction.
Literacy Volunteers	This program remains strong and ongoing.
NUA involvement through WEMP	Continuation of staff involvement in NUA and mapping strategies

*3.) Improve academic Achievement in reading through differentiated instruction by meeting individual student or small group needs.*

### **PLAN/ACTIVITY:**

### **UPDATE:**

Leveled Library/ Differentiated learning	Library for K-5 <sup>th</sup> grade students and staff completed and in use fall '08 this was a joint effort between the school and our OW PTA to fund this Project.
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## WORLD LANGUAGE RECOMMENDATION

### **GUIDING PRINCIPLES:**

**IT IS RECOGNIZED THAT WE NEED TO PROVIDE MORE OPPORTUNITIES FOR STUDENTS TO BECOME FACILE WITH A LANGUAGE OTHER THAN ENGLISH. INHERENT TO THE STUDY OF ANOTHER LANGUAGE IS THE STUDY OF THAT CULTURE. AS WE MOVE FORWARD IN THE 21<sup>ST</sup> CENTURY, THE KNOWLEDGE OF OTHER CULTURES IS A LIFE SKILL. THEREFORE, WE SUBMIT THE FOLLOWING RECOMMENDATION.**

**DURING THE PAST YEAR AND A HALF, WE HAVE CONDUCTED A CURRICULUM REVIEW ON WORLD LANGUAGE. THROUGHOUT THE CURRICULUM REVIEW INFORMATION WAS GATHERED IN SEVERAL WAYS TO GUIDE US IN THE WORK OF EXAMINING OUR WORLD LANGUAGE PROGRAM. THE FOLLOWING IDEAS ARE NOT PRESENTED IN ANY HIERARCHICAL ORDER. BELOW ARE SOME OF THE RESOURCES THAT WE USED AND THE GUIDANCE THAT WAS PROVIDED FROM THOSE RESOURCES. THE PERTINENT RECOMMENDATIONS ARE IN *ITALICS*.**

**1. THE CURRICULUM REVIEW TEAM CONDUCTED SURVEYS OF ELEMENTARY PARENTS, MIDDLE SCHOOL PARENTS, HIGH SCHOOL PARENTS, AND THE WORLD LANGUAGE COMMITTEE.**

***THERE WERE MANY RECOMMENDATIONS, SOME WHICH WE CANNOT INCORPORATE AT THIS TIME. THERE WAS A RECOMMENDATION TO INCREASE THE INSTRUCTIONAL TIME FOR SPANISH AT ELEMENTARY AND MIDDLE LEVELS. ALSO THERE WAS A RECOMMENDATION TO ADD ANOTHER LANGUAGE AT THE MIDDLE LEVEL AND TO ADD ANOTHER ENTRY POINT AT MIDDLE SCHOOL FOR THOSE WHO MOVED IN TO OUR DISTRICT.***

***OF THE ELEMENTARY PARENTS WHO RESPONDED TO OUR SURVEY, IF OTHER AREAS HAD TO BE REDUCED, THE FOLLOWING ARE THE AREAS THAT PARENTS WOULD REDUCE: ART-21.3%, TECHNOLOGY-11%, MUSIC 10.6%, P.E., 7.7%,.***

***WHEN THAT SAME QUESTION WAS ASKED OF MIDDLE SCHOOL PARENTS, THE RESPONSES WERE AS FOLLOWS: TO REDUCE FACS-25%, ART-12%, ETD-8%, MUSIC-7%,, P.E.. 6%,, HEALTH 5%***

**2. DISTRICT DIRECTIONS FOR 2008-2010**

**THE WAYZATA SCHOOL BOARD ENUMERATED DIRECTIONS TO GUIDE THE DISTRICT IN ITS WORK. TWO OF THE DIRECTIONS PROVIDE DIRECTION FOR THIS DISCUSSION.**

***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.***

THE ABILITY TO ENGAGE IN GLOBAL CONNECTIONS AND TO UTILIZE DIPLOMACY, ONE COULD ARGUE, ARE GREATLY ENHANCED BY KNOWING ANOTHER LANGUAGE AND THE CULTURE SURROUNDING THAT LANGUAGE.

3,. DECISION RESOURCES WAS CONTRACTED BY THE DISTRICT TO CONDUCT A SURVEY OF OUR COMMUNITY ON SEVERAL ISSUES. DECISION RESOURCES CONTACTED ABOUT 400 PEOPLE. WE INCORPORATED QUESTIONS ABOUT WORLD LANGUAGE ON THIS SURVEY. HOWEVER, THE QUESTIONS WERE LARGELY ABOUT IMMERSION PROGRAMS.

*ON THAT SURVEY 38% OF THE RESPONDENTS WERE VERY OR SOMEWHAT INTERESTED IN LANGUAGE IMMERSION PROGRAMS. OF THAT 38%, 64% THOUGHT IMMERSION SHOULD BE OFFERED AT ALL LEVELS.*

*AGAIN OF THE 38% WHO WERE VERY OR SOMEWHAT INTERESTED IN IMMERSION PROGRAMS, 85% OF THE RESPONDENTS FELT STRONGLY OR SOMEWHAT STRONGLY THAT WE SHOULD HAVE PARTIAL IMMERSION.*

*OF THE 38% RESPONDENTS, WHO WERE STRONGLY OR SOMEWHAT INTERESTED, 78% FELT THAT IMMERSION OR OPTIONAL IMMERSION SHOULD BE OFFERED AT ALL SCHOOLS AS OPPOSED TO AT A "MAGNET" SCHOOL(S).*

#### 4. "FRAMEWORK FOR 21<sup>ST</sup> CENTURY LEARNING" PUBLISHED BY PARTNERSHIP FOR 21<sup>ST</sup> CENTURY SKILLS

### Core Subjects and 21st Century Themes



Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include:

- English, reading or language arts
- **World languages [Bolding mine]**
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of

academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- **Global awareness**
- **Financial, economic, business and entrepreneurial literacy**
- **Civic literacy**
- **Health literacy**

[HTTP://WWW.21STCENTURYSKILLS.ORG/DOCUMENTS/P21\\_TRANSITI  
ON PAPER NOV 24 2008.PDF](http://www.21stcenturyskills.org/documents/p21_transiti_on_paper_nov_24_2008.pdf)

THE PARTNERSHIP FOR THE 21<sup>ST</sup> CENTURY IS AN ORGANIZATION COMPOSED OF REPRESENTATIVES FROM MANY DISCIPLINES, INCLUDING THE US DEPT OF EDUCATION, ISTE, APPLE COMPUTERS, MICROSOFT, DELL COMPUTERS, NATIONAL EDUCATION ASSOCIATION, TO NAME A FEW. THEIR TASK WAS TO OUTLINE SKILLS NEEDED BY STUDENTS IN THE 21<sup>ST</sup> CENTURY AND HOW TO ACHIEVE THEM.

*ON THEIR RECOMMENDATIONS ENGLISH AND READING IS THE FIRST ON THE LIST, WORLD LANGUAGES IS SECOND.*

5. ON DECEMBER 1, 2007, WAYZATA PUBLIC SCHOOLS HOSTED A FUTURES CONFERENCE FACILITATED BY AUTHOR, GARY MARX TO ENGAGE OUR COMMUNITY. A FOLLOW-UP CONVERSATION OCCURRED ON MAY 5, 2008.

GARY MARX, AUTHOR OF *SIXTEEN TRENDS..THAT WILL PROFOUNDLY IMPACT EDUCATION AND THE WHOLE OF SOCIETY IN THE 21<sup>ST</sup> CENTURY*, DESCRIBED 16 TRENDS TAKING US IN TO THE FUTURE.

THREE OF THE TRENDS SPEAK TO THE NEEDS FOR GREATER UNDERSTANDING OF DIFFERENT CULTURES. THEY ARE:

- *MAJORITIES WILL BECOME MINORITIES, CREATING ONGOING CHALLENGES FOR SOCIAL COHESION. WORLDWIDE THERE IS INCREASING DIVERSITY WHICH COULD LEAD TO DIVISION OR IT COULD LEAD TO ENRICHMENT, DEPENDING ON WHAT WE DO.*
- *COMMON OPPORTUNITIES AND THREATS WILL INTENSIFY A WORLDWIDE DEMAND FOR PLANETARY SECURITY. AS THE ACCESS TO INFORMATION AND RAPIDITY AND EASE OF SOCIAL INTERACTION IS AFFECTED BY INTERNET ACCESS, PERSONAL SECURITY AND SELF INTEREST WILL INTERFACE MORE READILY AND MORE QUICKLY WITH PLANETARY SECURITY. KNOWLEDGE OF*

OTHER LANGUAGES AND OTHER CULTURES MAY LEAD TO GREATER SECURITY BECAUSE IT REDUCES THE THREATS AMONG CULTURES.

- *AS NATIONS VIE FOR UNDERSTANDING AND RESPECT IN AN INTERDEPENDENT WORLD, INTERNATIONAL LEARNING, INCLUDING DIPLOMATIC SKILLS, WILL BECOME BASIC.* NATIONS AND THEIR CITIZENS WILL HAVE TO UNDERSTAND THAT ISOLATIONIST INDEPENDENCE IS COUNTER-PRODUCTIVE TO THE INTERDEPENDENCE OF A SMALLER WORLD. THE KNOWLEDGE OF OTHER CULTURES AND LANGUAGES ENHANCES OUR ABILITY TO BE DIPLOMATIC AND HONOR THE GIFTS OF OTHER INDIVIDUALS AND NATIONS.

THE FUTURES CONFERENCE AND FOLLOW-UP EXPLORED THE IDEAS PRESENTED ABOVE. AS A RESULT, THE THEME OF CREATING OPPORTUNITIES FOR STUDENTS TO ENGAGE IN GLOBAL CONNECTIONS WAS DISCUSSED IN DEPTH ON MAY 5. *A SUGGESTION WAS MADE TO EXPLORE THE INCORPORATION OF IMMERSION LANGUAGE PROGRAMS IN THE DISTRICT. ANOTHER SUGGESTION WAS TO EXPAND CURRENT LANGUAGE PROGRAMS AND TO START IN EARLIER GRADES.*

## 6. MIDDLE SCHOOL SELF-STUDY

FOR THE PAST NINE MONTHS MIDDLE SCHOOL TEAMS HAVE BEEN ENGAGED IN A REFLECTIVE SELF-STUDY. ON JANUARY 8, THE STEERING COMMITTEE MET AND MADE 19 RECOMMENDATIONS IN RELATION TO THE SEVEN PILLARS OF BEST PRACTICE MIDDLE SCHOOLS AS DESCRIBED IN *TURNING POINTS*, A BOOK PREPARED BY THE NATIONAL MIDDLE SCHOOLS' ASSOCIATION.

UNDER THE PILLAR OF SAFE AND HEALTHY SCHOOLS, ONE OF *THE RECOMMENDATIONS WAS TO CONTINUE STAFF TRAINING IN CULTURAL COMPETENCY.* ALTHOUGH THIS IS NOT A RECOMMENDATION PER SE FOR INCREASED LANGUAGE COURSES, IT IS AN ACKNOWLEDGEMENT OF THE NEED FOR INCREASING TRAINING IN RECOGNIZING THE GIFTS BETWEEN AND AMONG US. LEARNING A LANGUAGE IS ONE WAY TO LEARN ABOUT ANOTHER CULTURE FROM THAT CULTURE'S POINT OF VIEW WHICH, IT COULD BE ARGUED, EXPANDS A PERSON'S CULTURAL COMPETENCY.

*BEST PRACTICES WOULD SUGGEST THAT MIDDLE SCHOOL IS A TIME OF EXPLORATION.* THEREFORE, IN OUR RECOMMENDATIONS WE ADVISE CONTINUING TO OFFER AN ARRAY OF PROGRAMS THAT STUDENTS MAY NOT HAVE AN OPPORTUNITY TO EXPERIENCE OTHERWISE. THEREFORE, WE DID NOT WANT TO CUT A PROGRAM, AND THEREFORE, LIMIT OPTIONS FOR OUR STUDENTS.

## RECOMMENDATION

### MIDDLE SCHOOLS

**1. AT 6<sup>TH</sup> AND 7<sup>TH</sup> GRADE STUDENTS WILL TAKE BE REQUIRED TO TAKE ONE SEMESTER OF SPANISH IN 6<sup>TH</sup> AND ONE SEMESTER IN 7<sup>TH</sup> GRADE. IN THE PAST STUDENTS HAD ONE QUARTER IN EACH GRADE. THEREFORE, THERE IS AN INCREASE OF A SEMESTER OVER THE TWO YEARS.**

**IN 6<sup>TH</sup> GRADE STUDENTS IN ENCORE STUDENTS WILL TAKE 1 SEMESTER OF SPANISH, A QUARTER OF ETD AND A QUARTER OF ART.**

**IN 7<sup>TH</sup> GRADE, STUDENTS WILL TAKE 1 SEMESTER OF SPANISH, A QUARTER OF ETD AND A QUARTER OF FACS.**

**2. ANOTHER RECOMMENDATION FROM THE SELF-STUDY WAS TO HAVE CONSISTENT AND FLEXIBLE SCHEDULES. BECAUSE THERE ARE MANY WAYS TO SCHEDULE, WE HAVE CREATED A SCHEDULING TASK FORCE COMPOSED OF TEACHERS AND ADMINISTRATORS FROM ALL THREE BUILDINGS. THEY WILL EXPLORE BLOCK SCHEDULES, LOOPING, LENGTH OF TIME IN CLASSES, AND HOW FLEX/READING ARE USED, TO NAME A FEW OPTIONS. THIS WORK WILL TAKE TIME. THEREFORE, WE WILL INCORPORATE THE ABOVE RECOMMENDATION FOR 6<sup>TH</sup> AND 7<sup>TH</sup> GRADE IN SCHOOL YEAR 2009-2010 AND WILL EXPECT THE TASK FORCE TO DECIDE A RECOMMENDATION ON SCHEDULING FOR SCHOOL YEAR 2010-2011 BY JANUARY OF 2010.**

**THEREFORE, FOR NEXT SCHOOL YEAR WE RECOMMEND KEEPING THE FOLLOWING CHOICES FOR STUDENTS IN ENCORE: SPANISH, FACS, ART, AND ETD. STUDENTS WILL CHOOSE 2 OF THE 4. FOR SCHOOL YEAR 2010-2011, WE ARE LOOKING AT MAKING 8<sup>TH</sup> GRADE SPANISH A REQUIRED COURSE, BUT WANT TO PHASE THIS IN.**

**3. IN THE CURRENT FINANCIAL TIMES, THIS INCREASE MUST BE FULFILLED AS A COST NEUTRAL PROPOSITION, MEANING THAT OTHER PROGRAMS WILL EXPERIENCE A DECREASE.**

**4. AFTER REGISTRATION FOR SCHOOL YEAR 2009-100 WE WILL KNOW MORE ABOUT THE RAMIFICATIONS OF THESE DECISIONS ON STAFFING IN OTHER PROGRAMS.**

**ELEMENTARY:**

**1. CURRENTLY, WE ARE RECOMMENDING DELAYING THE IMPLEMENTATION OF ADDITIONAL LANGUAGE INSTRUCTION DURING THIS ECONOMIC CLIMATE. ADDING MORE LANGUAGE WOULD BE A BUDGET INCREASE. THEREFORE, WE NEED TO POSTPONE UNTIL WE HAVE BETTER INFORMATION ABOUT THE ECONOMIC STATE OF THE STATE OF MINNESOTA.**

**2. WHEN POSSIBLE ECONOMICALLY, WE RECOMMEND STARTING LANGUAGE INSTRUCTION AT 2<sup>ND</sup> GRADE FOR ALL STUDENTS. WE DO NOT RECOMMEND AN IMMERSION PROGRAM AT THIS TIME. DATA FROM OUR**

**COMMUNITY SUGGESTS WHATEVER WE INCORPORATE SHOULD BE AT ALL SEVEN ELEMENTARY SCHOOLS.**

**INFORMATION FROM OUR FAMILIES CONVINCED US THAT EARLIER INSTRUCTION FOR ALL WOULD SATISFY THE NEED FOR MORE LANGUAGE INSTRUCTION AND IMMERSION IS NOT NECESSARY.**

**OTHER ITEMS CONSIDERED:**

**1. WE EXPLORED THE IDEA OF EXTENDING THE SCHOOL DAY. WITHOUT THE COST OF INCREASED STAFFING, THE COST FOR TRANSPORTATION ALONE IS NOT FEASIBLE AT THIS TIME. OUR CAUTION IS THAT WE DO NOT WANT TO ADD A PROGRAM THAT MAY NOT BE SUSTAINABLE.**

**2. THERE WILL BE ONE TIME COSTS FOR IMPLEMENTATION OF ANY PROGRAM. WE WILL PURCHASE TEXTBOOKS AND SUPPLEMENTAL RESOURCES. TECHNOLOGY REQUIREMENTS ARE YET TO BE DETERMINED DEPENDING ON WHERE AND WHEN THE CLASSES ARE TAUGHT. THE TEXTBOOK COSTS WILL BE COVERED THROUGH THE CURRICULUM BUDGET; TECHNOLOGY WILL BE COVERED THROUGH THE TECHNOLOGY REFERENDUM.**

**OPEN ENROLLMENT NUMBERS**

**I PROPOSE WE CONTINUE THE FOLLOWING RECOMMENDATIONS IN CONSIDERING OPEN ENROLLMENT APPLICATIONS.**

**CLOSE ANY ELEMENTARY GRADE WHOSE ENROLLMENT TOTAL EXCEEDS 750.**

**CLOSE ANY MIDDLE SCHOOL GRADE WHOSE ENROLLMENT EXCEEDS 775.**

**CLOSE ANY HIGH SCHOOL CLASS THAT EXCEEDS 800.**

**BY PROJECTION NUMBERS THIS MEANS THAT WE WOULD BE OPEN ONLY AT GRADES K, 1, 2, IN SOME SCHOOLS AND GRADE 12.**

Wayzata Public Schools  
Preliminary Operating Capital for 2009-2010  
Initial Discussion Jan 7 2009

	FY 2009-2010 Allocation	FY 2008-2009 Allocation					
December Levy:							
Avg Bldg age factor	28.50	27.61					
Facilities age Index	1.2850	1.2761					
Allowance--Equip	\$ 73.00	\$ 73.00					
Allowance--Facilities	\$ 100.00	\$ 100.00					
Allowance--Facilities (\$100 * Index)	\$ 128.50	\$ 127.61					
Allowance--Year round	\$ 30.00	\$ 30.00					
2008-09 AMCPU (est)	11,567.81	11,550.35					
YEAR ROUND MCPURV	69.70	51.23					
Equipment amount	\$ 844,450.13	\$ 843,175.55					
Facilities amount	\$ 1,486,463.59	\$ 1,473,940.16					
Year round amount	\$ 2,091.00	\$ 1,536.90					
Total Operating Capital Levy	\$ 2,333,004.72	\$ 2,318,652.61					
One time \$\$--\$55 * AMCPU [AID] (for 2008-2009 Only)		\$ 635,269.25					
Deferred Maintenance--FIN 385	\$ 594,000.00	\$ 574,217.40					
New resources--Oakwood easement \$\$ [no 302 FIN] (for 200	\$ -	\$ 193,500.00					
Distributed Amounts used by Business Office	\$ 2,927,004.72	\$ 3,721,639.26					

Wayzata Public Schools  
Preliminary Operating Capital for 2009-2010  
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<b>Facilities:</b>									
Basic facilities repair/maint(windows/cooling/pavement)	\$ 1,073,000.00	\$ 850,000.00	01	018	850	000	ZZZ	yyy	
Special assessments	\$ 25,000.00	\$ 25,000.00	01	018	850	000	302	896	
Damage Contingency	\$ 20,000.00	\$ 20,000.00	01	018	850	000	302	899	
Large projects	\$ 125,000.00	\$ 805,000.00	01	018	850	000	302	yyy	
Projects coded to Deferred Maintenance			01	018	850	000	385	yyy	
Allotted to Buildings for projects	\$ 280,000.00	\$ 340,000.00	01	xxx	850	000	302	yyy	
Safety & security		\$ 35,000.00	01	018	850	000	302	520	
Roof pool	\$ 325,000.00	\$ 325,000.00	01	018	850	404	302	"520/305	
<b>Total Facilities</b>	<b>\$ 1,848,000.00</b>	<b>\$ 2,400,000.00</b>							
<b>Remaining portion--Equip/Sites</b>	<b>\$ 1,079,004.72</b>	<b>\$ 1,321,639.26</b>							
<b>Leases--</b>									
--Copiers--high volume	\$ 17,000.00	\$ 17,000.00	01	018	110	730	302	370	
--Copiers--high volume	\$ 180,000.00	\$ 180,000.00	01	018	110	733	302	370	
--Copiers--mid volume	\$ 35,000.00	\$ 35,000.00	01	018	110	733	302	370	
--Zamboni	\$ 21,886.00	\$ 21,886.00	01	018	810	400	302	370	
--Tractors (3)	\$ 24,000.00	\$ 24,000.00	01	018	810	000	302	370	
<b>sub-total leases</b>	<b>\$ 277,886.00</b>	<b>\$ 277,886.00</b>							
<b>Balance for discretionary use</b>	<b>\$ 801,118.72</b>	<b>\$ 1,043,753.26</b>							
Textbooks	\$ -	\$ 7,000.00	01	200	201	000	302	460	
Textbooks	\$ 400,000.00	\$ 242,000.00	01	200	203	000	302	460	
Textbooks	\$ -	\$ 142,468.00	01	200	211	000	302	460	
<b>Replacement of existing Equip:</b>									
Class room furniture/equipment	\$ 75,000.00	\$ 75,000.00	01	201	211	000	302	530	
Technology wiring and data jacks for gymnasium	\$ -	\$ 10,000.00	01	017	620	000	302	530	
<b>Sub-total</b>	<b>\$ 75,000.00</b>	<b>\$ 85,000.00</b>							
<b>Enrollment adjustments:</b>									
Furniture	\$ 25,000.00	\$ 25,000.00	01	201	211	000	302	530	
Textbooks--Elementary	\$ 25,000.00	\$ 25,000.00	01	300	211	000	302	460	
Textbooks--Secondary	\$ 25,000.00	\$ 25,000.00	01	400	203	000	302	460	
Technology	\$ -	\$ -	01	017	620	000	302	555	
<b>Sub-total</b>	<b>\$ 75,000.00</b>	<b>\$ 75,000.00</b>							
<b>Other allocations:</b>									
Special Education [was \$10K]	\$ 10,000.00	\$ 15,000.00	01	200	420	000	302	555	
Special Education--Time out @ WMS	\$ -	\$ 27,500.00	01	351	420	000	302	520	
Special Education--Time out @ GW	\$ -	\$ 27,500.00	01	406	420	000	302	520	
Buildings & Grounds--Equipment	\$ 70,000.00	\$ 60,000.00	01	018	810	000	302	530	
Buildings & Grounds--Vehicles	\$ 70,000.00	\$ 70,000.00	01	018	810	000	302	550	
Administration	\$ 10,000.00	\$ 10,000.00	01	018	110	730	302	530	
Budget red (GF costs to Cap \$) Joe	\$ -	\$ 150,000.00	01	XXX	YYY	000	302	5XX	
CMS Auditorium	\$ -	\$ 10,000.00	01	253	850	405	302	350	
CMS Auditorium (2010 continuation of cms)	\$ 35,000.00	\$ 40,000.00	01	253	850	405	302	520	
Music Program:									
Pool of funds for Band	\$ 28,000.00	\$ 28,000.00	01	200	258	121	302	530	
Annual Piano Purchase	\$ 8,000.00	\$ 8,000.00	01	200	258	122	302	530	
Pool of funds for Orchestra (6-12)	\$ 20,000.00	\$ 20,000.00	01	200	258	123	302	530	
Physical Education Program:	\$ -	\$ -							
Pool of funds for Physical education	\$ -	\$ -							
Band Uniforms (One time)	\$ -	\$ 96,000.00	01	251	258	121	302	590	
Table Saws--WHS (one time)	\$ -	\$ 4,334.00	01	251	255	000	302	530	
Table Saws--CMS (one time)	\$ -	\$ 4,333.00	01	253	255	000	302	530	
Table Saws--EMS (one time)	\$ -	\$ 4,333.00	01	352	255	000	302	530	
<b>Sub-total</b>	<b>\$ 251,000.00</b>	<b>\$ 575,000.00</b>							
<b>Total discretionary items</b>	<b>\$ 801,000.00</b>	<b>\$ 977,000.00</b>							
<b>Unallocated balance</b>	<b>\$ 118.71</b>	<b>\$ 66,753.26</b>							

Wayzata Public Schools  
Fund Balance Report 2008-2009  
Sample District budget Plan

Sample District I -- No new revenue, 3% inflation, no expenditure modifications or program cuts

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>Two year deficit 2009-2011</u>
Revenues	\$ 100,000,000	\$ 100,000,000	\$ 100,000,000	
Expenditures	\$ (100,000,000)	\$ (103,000,000)	\$ (106,090,000)	
Deficit	<u>\$ -</u>	<u>\$ (3,000,000)</u>	<u>\$ (6,090,000)</u>	<u>\$ (9,090,000)</u>

NOTE: This example is for illustrative purposes only and does not reflect actual projections.

Sample District II -- No new revenue, 3% inflation, \$2m expenditure modifications or program cuts in yr 1

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>Two year deficit 2009-2011</u>
Revenues	\$ 100,000,000	\$ 100,000,000	\$ 100,000,000	
Expenditures	\$ (100,000,000)	\$ (101,000,000)	\$ (104,030,000)	
Deficit	<u>\$ -</u>	<u>\$ (1,000,000)</u>	<u>\$ (4,030,000)</u>	<u>\$ (5,030,000)</u>

NOTE: This example is for illustrative purposes only and does not reflect actual projections.

Wayzata Public Schools  
Fund Balance Report 2008-2009  
Wayzata Preliminary budget Plan

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	
Revenues	\$ 95,500,000	\$ 95,500,000	\$ 96,660,000	(a)
Expenditures	\$ (96,300,000)	\$ (99,189,000)	\$ (100,734,670)	(a)
Deficit	<u>\$ (800,000)</u>	<u>\$ (3,689,000)</u>	<u>\$ (4,074,670)</u>	
<b>Revenue Enhancements</b>				
Referendum Inflation		\$ 900,000	\$ 400,000	(b)
40 Additional Students		\$ 260,000		(b)
<b>Total Revenue Enhancements</b>		<u>\$ 1,160,000</u>	<u>\$ 400,000</u>	
<b>Expenditure Adjustments</b>				
Reduction in OPEB Contribution		\$ 400,000		(c)
Reduction in Severance Funding		\$ 400,000		(c)
Reimbursement from OPEB Trust		\$ 630,000		(d)
<b>Total Expenditure Adjustments</b>		<u>\$ 1,430,000</u>	<u>\$ -</u>	
<b>Projected Annual Deficit</b>		<u><b>\$ (1,099,000)</b></u>	<u><b>\$ (3,674,670)</b></u>	

- (a) Considers prior year revenue enhancement and expenditure reduction
- (b) Revenue is new in 2009-2010 and continues on in future years
- (c) Current expenditure budget is reduced -- in effect, these represent sustainable budget cuts
- (d) Current expenditure budget is reduced -- in effect, this reimbursement represents a budget cut

Wayzata Public Schools  
Fund Balance Report 2008-2009  
Wayzata Preliminary Plan II

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	
Revenues	\$ 95,500,000	\$ 95,500,000	\$ 96,660,000	(a)
Expenditures	\$ (96,300,000)	\$ (99,189,000)	\$ (99,635,670)	(a)
Deficit	<u>\$ (800,000)</u>	<u>\$ (3,689,000)</u>	<u>\$ (2,975,670)</u>	
<b>Revenue Enhancements</b>				
Referendum Inflation		\$ 900,000	\$ 400,000	(b)
40 Additional Students		\$ 260,000		(b)
<b>Total Revenue Enhancements</b>		<u>\$ 1,160,000</u>	<u>\$ 400,000</u>	
<b>Expenditure Adjustments</b>				
Reduction in OPEB Contribution		\$ 400,000		(c)
Reduction in Severance Funding		\$ 400,000		(c)
Reimbursement from OPEB Trust		\$ 630,000		(d)
Expenditure modifications (cuts)		<u>\$ 1,099,000</u>		
<b>Total Expenditure Adjustments</b>		<u>\$ 2,529,000</u>	<u>\$ -</u>	
<b>Projected Annual Deficit</b>		<u>\$ -</u>	<u>\$ (2,575,670)</u>	

- (a) Considers prior year revenue enhancement and expenditure reduction
- (b) Revenue is new in 2009-2010 and continues on in future years
- (c) Current expenditure budget is reduced -- in effect, these represent sustainable budget cuts
- (d) Current expenditure budget is reduced -- in effect, this reimbursement represents a budget cut

Note: This projection does not include any one-time resources such as fund balance, transfers, or freezes.

# Dollars & Sense

## Information on the Wayzata Public Schools' Financial Budget and the Impact of the State's Budget Deficit on the District

This is the first in a series of publications by Wayzata Public Schools to share information with parents, staff members and community residents on the district's finances, the impact of the state's budget deficit on the district and the impact of the work by the 2009 Legislature on the district. Our state is currently facing a \$4.8 billion budget deficit for the next two years and needs to make substantial budget reductions. Because most districts receive more than 68 percent of annual funding from the state, districts will likely see either a funding freeze or decrease for the next two years. Wayzata Public Schools appears to be well positioned to manage these funding issues, but there will undoubtedly be an effect on our district's budget.

The purpose of the first edition of "Dollars and Sense" is to provide an overview of the current situation and to outline what is being done to monitor the situation. Because more information will become available as the Legislature continues its work in the coming months, additional editions of this publication will be produced to provide updated information.

## Budget Basics

To better understand the impact of the state's deficit on Wayzata Public Schools, it is helpful to understand several basic budget facts.

### Overview – How is the District's Budget Organized?

School district budgets are organized in the following six fund categories. These funds are:

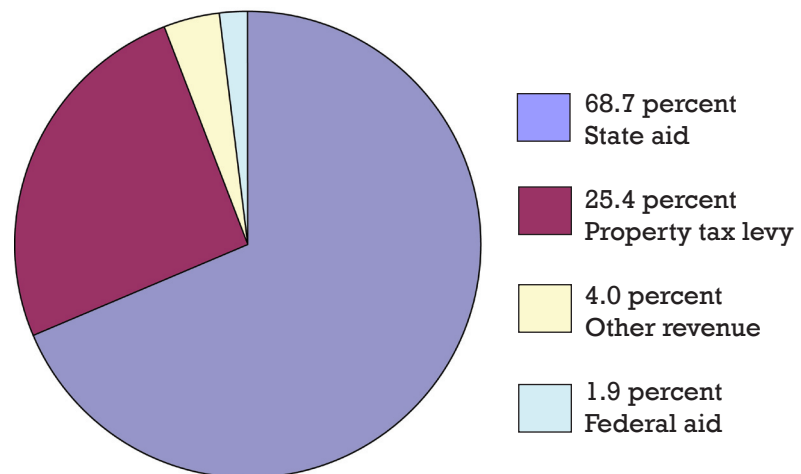
- General fund – used for the general operation of the district including staff salaries and benefits, transportation and utilities.
- Health and safety fund – used for maintaining health and safety issues in district facilities.
- Food service fund – used for the operation of Culinary Express, the district's food service program.
- Community service fund – used for community education programs and services.
- Construction fund – used for construction and renovation projects in district facilities.

• Debt service fund – used to pay off bonds previously approved by district voters for building construction and renovation.

The largest fund is the general fund. For the 2008-2009 school year, the total general fund budget is approximately \$100 million.

### Revenue – Where Does the Money Come From?

Most general fund revenue for Wayzata Public Schools – 68.7 percent for 2008-2009 – comes from state aid. The second largest portion – 25.4 percent comes from local property taxes. Both state aid and local property tax revenues are strictly controlled by the state. The chart below shows the revenue sources and amounts for the 2008-2009 school year. Because such a large percentage of the district's revenue comes from the state, there will be a large impact if this funding is kept at current levels or reduced for the next two years.



# Budget Basics continued

## Expenditures — How is the Money Spent?

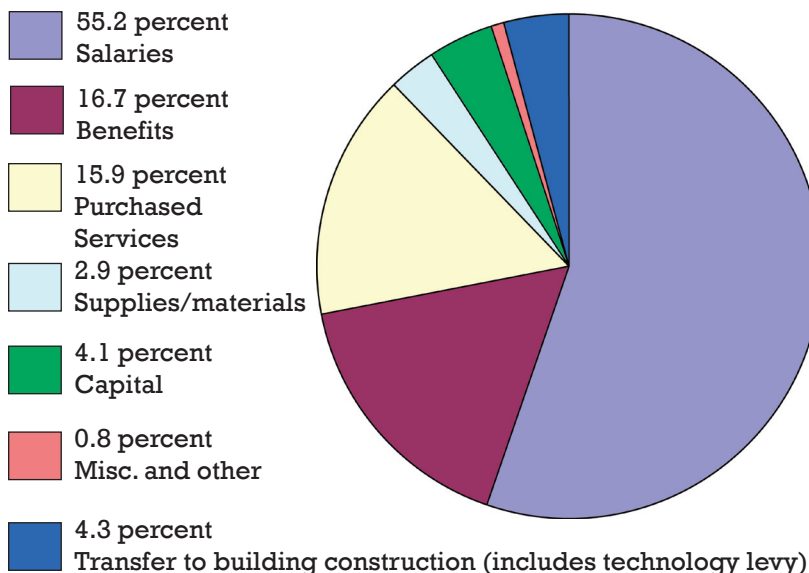
School districts are “people-driven” organizations. About 75 cents of each dollar of the district’s revenue is spent on employee salaries and benefits. The chart shows the expenditure categories and amounts for the 2008-2009 school year.

## Enrollment — How Does the Number of Students Affect the Budget?

State aid and property tax revenue is provided to school districts on a per student basis. When a district’s student enrollment declines, the amount of revenue also declines because there are fewer students. The student enrollment in Wayzata Public Schools has increased slightly or remained stable for the past several years. Maintaining a stable enrollment helps to prevent budget reductions due to fewer students enrolled in the district.

## Current Financial Status — Where Does the District Stand with its Budget?

The current financial condition of Wayzata Public Schools can best be described as stable. In the early 1990s,



the district experienced serious financial woes. 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 approval of another operating levy in November 2005, our district is now in sound financial condition. The district has a fund balance of about eight percent of the total budget. Schools are operating with reasonable class

sizes and investments are being made in initiatives that will help improve overall academic achievement. The district worked with employee groups to control health insurance costs through its self-insurance program. In addition, the district’s post-retirement employee benefit obligations are fully funded. Even though future budget cuts may be necessary, the district appears to be fairly well positioned to deal with the budget gap for the 2009-2010 school year and possible cuts in funding from the state for the next two years.

# State’s Budget Deficit

The state of Minnesota is currently projecting a budget deficit for the 2009-2011 biennium of about \$4.8 billion. This is about 13 percent of the state’s total budget. This deficit projection is based on the budget forecast that was released by the state in early December. Another budget forecast will be released in late February. According to state finance officials, the state’s budget deficit will likely increase when the February

forecast is released. In other words, the size of the state’s budget deficit will likely be larger than \$4.8 billion, which means additional spending cuts will be needed.

The state is also experiencing a budget shortfall for the current fiscal year that ends June 30, 2009. There is a shortfall of about \$426 million for the current fiscal year. To balance the current year’s budget, Governor Tim Pawlenty used \$155 million in budget reserves and reduced state expenditures by \$271.4

million to cover the deficit. Cuts in K-12 education funding were not included in the reductions for the current fiscal year.

The 2009 Legislature convened in early January to begin the process of trimming the state’s budget. While specific details have not been determined, funding for K-12 education will likely remain at current levels or be reduced as part of the decisions to balance the state’s 2009-2011 budget.

For more information, contact Executive Director of Finance and Business Jim Westrum at 763-745-5023 or jim.westrum@wayzata.k12.mn.us; or Director of Communication Bob Noyed at 763-745-5068 or robert.noyed@wayzata.k12.mn.us.

# District's Financial Outlook

In response to the state's budget deficit, the administration of Wayzata Public Schools has developed three budget scenarios to assist in planning budgets for the 2009-2010 and 2010-2011 school years. Because we will not know the details of how the legislature's decisions will affect the district's budget until late May at the earliest, we are proceeding with the following planning scenarios:

- Funding freeze or zero percent

increase for the next two years

- Funding reduction of two percent for the next two years
- Funding reduction of four percent for the next two years

Using the "zero percent increase" scenario, the district will have a budget gap between revenue and expenditures of about \$2 million for the 2009-2010 school year, and at least \$3 million for the 2010-2011 school year.

It is believed that under the current circumstances, the "zero percent

increase" scenario is the best-case scenario. If the state reduces funding to the district over the next two years, the amount of the budget gaps will increase.

Using the "two percent reduction" scenario, the budget gap for 2009-2010 would increase to about \$2.6 million and at least \$4.2 million for 2010-2011. The "four percent reduction" scenario would mean a \$3.2 million gap for 2009-2010 and at least a \$5.4 million gap for 2010-2011.

## Next Steps

The district administration will continue to examine the budget situation in the coming weeks and will determine the adjustments necessary to cover the budget gap. More information will be shared in future editions of "Dollars and Sense."

More information will become available as the legislative session proceeds through the spring. There are two significant events that will provide greater insight into how the state will solve its budget deficit:

- Late January – Governor Pawlenty presents his proposed

budget, which will outline his ideas on resolving the budget deficit.

- Late February – The state releases a revised budget forecast; it is this forecast that is used by the legislature to establish the state's budget for the next two years.

In addition to these events, numerous legislative proposals will be introduced in the early weeks that could be used as solutions to the deficit. Simply stated, we will know more about how schools will be affected by the state's deficit as the legislative session continues.

## Getting Involved

Staff members, parents and citizens have an important role to play in the legislative process. When legislators are considering legislation that affects education, it is critical that they understand how each piece of legislation affects our school district. Here are three simple steps that will help you get involved in advocating for public education and issues that affect Wayzata Public Schools:

### **Build relationships with local legislators**

– It is important that local citizens know who represents them in the Minnesota Senate and House of Representatives. Once you know who represents you, introduce yourself by attending a local event, calling their office, sending an email or visiting them in their office. The process of working with

legislators is much less intimidating if legislators know you.

### **Get informed and stay informed**

– Issues that affect public education can be complicated. Even though you probably know a great deal about the school district, more information is always available. You can call the school district with questions about issues or check the district's Web site.

**Take action** – When an issue arises that concerns you, it is important to let your legislators know your position. Sharing your thoughts with a legislator by a phone call, email, letter or in person is a great way to connect.

The best sources of information about what is happening at the Legislature are the House and Senate Web sites. Information on these sites, [www.house.leg.state.mn.us](http://www.house.leg.state.mn.us) and [www.senate.leg.state.mn.us](http://www.senate.leg.state.mn.us), includes the following:

leg.state.mn.us and [www.senate.leg.state.mn.us](http://www.senate.leg.state.mn.us), includes the following:

- Agendas and schedules for education-related committees
- Complete contact information for all legislators
- Summary information on bills introduced in the Legislature
- Daily and weekly summaries of legislative activity
- Answers to frequently-asked questions
- Directions to the Capitol

Through the Web site, you can also sign up for email updates including committee schedules.

If you are not certain who represents you in the Minnesota Legislature, you can use the following Web site: [www.gis.leg.mn/mapservers/districts](http://www.gis.leg.mn/mapservers/districts). Type in your home address to find a complete list of legislators that cover your area.

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# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - February 9, 2009 - 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 Board Meeting - January 12, 2009
  - B. Finance and Business Recommendations
  - C. Human Resource Recommendations
  - D. Addition to School Board Meeting Schedule
    1. Establish Closed Board Meetings for Negotiation Purposes
3. STUDENT CURRICULUM PRESENTATION
  - A. Greenwood Elementary Students
4. RECOGNITIONS
  - A. February Employee of the Month -
  - B. Wayzata Public Schools 2009 Retirees
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
    1. Proclamation - National Career and Technical Education Month - February 2009
    2. Putting Family First Night - March 2, 2009 - Barbara Carlson, President and Co-Founder
  - B. Curriculum and Instruction
    1. Approval of Proposed Greenwood Elementary School Site Plan - G. Clark
    2. Approval of Proposed Oakwood Elementary School Site Plan - D. Grasmick
    3. Approval of Open Enrollment Non-Resident Agreement - J. Sigford
    4. District Achievement Profile - L. Robbins
  - C. Finance and Business Services
    1. Monthly Financial Reports
    2. Approval of Preliminary Budget - 2009-2010 - J. Westrum
  - 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 – January 26, 2009

**AGENDA SECTION:** 8. **ADJOURN**

**ITEM:** \_\_\_\_\_

**COMMENTS BY:** Board Vice Chair Gleason

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