

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session - August 24, 2009 - 4:00 PM
District Administration Building, 210 County Rd. 101 N., Plymouth, MN

AGENDA

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	A. District Demographic and Enrollment Projections - J. Westrum, H. Reinhardt	
	B. Pandemic Flu Plan Discussion - J. Sigford	4
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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 – August 24, 2009

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Moroz

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

August 24 Board Work Session – Discussion of Pandemic Flu Preparedness Issues

The cabinet and other administrators are in the process of updating the district's pandemic flu preparedness plan. The updated plan will include lessons learned from last spring and new information that was recently released from the Centers for Disease Control.

As part of the process to update the plan, two significant philosophical issues surfaced that require direction from the board. Each issue is noted below along with the planning committee's recommendation and rationale:

- **Issue:** Use of alternative means of delivering instruction if one or more schools are closed for significant amounts of time because of a flu outbreak
- **Recommendation:** Do not provide instruction using alternative means for a district-wide closure or closure of one or more schools
- **Rationale:** The district is not adequately equipped to deliver instruction to all students using alternative means

- **Issue:** Make up school days if one or more schools is closed for 15 days or more
- **Recommendation:** To make up days if one or more schools are closed for 15 days or more. The additional days could focus on instruction in the core content areas and could be achieved by adding days to the end of the school year or other means such as school on Saturdays.
- **Rationale:** Fifteen consecutive days of absence is a bench mark used by the Minnesota Department of Education for when a student is dropped from a school roster due to absence or when it is required that homebound instruction be offered for a student who cannot attend school due to illness. By using fifteen days as our benchmark, we would have identified an amount of time that has already been established by MDE as a significant break in instructional time, requiring the need for additional education.

Gleason Lake Site Plan

August 24, 2009

School Board Work Session

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Gleason Lake 2009-2010

★ **Goal:** At Gleason Lake elementary, 67.6% of the students in grades 3-5 who participate in Spring MAP testing will meet or exceed their individual NWEA reading RIT target score.

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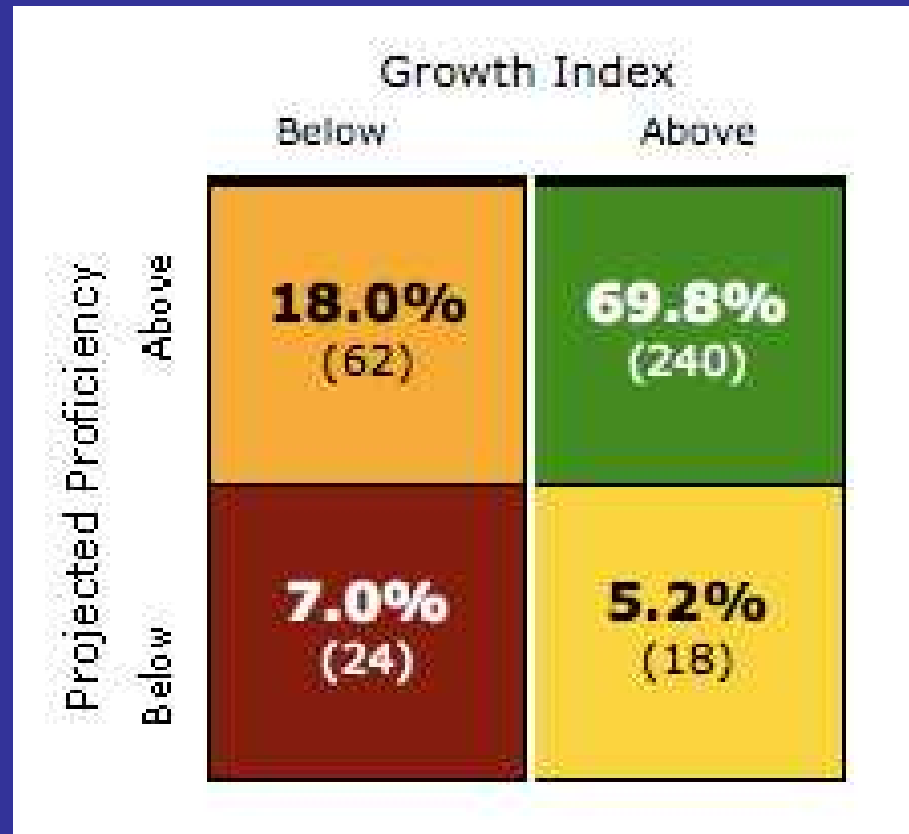
MAP Reading Data

		Growth Index	
		Below	Above
Projected Proficiency	Above	24.6% (84)	66.7% (228)
	Below	3.5% (12)	5.3% (18)

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MAP Math Data

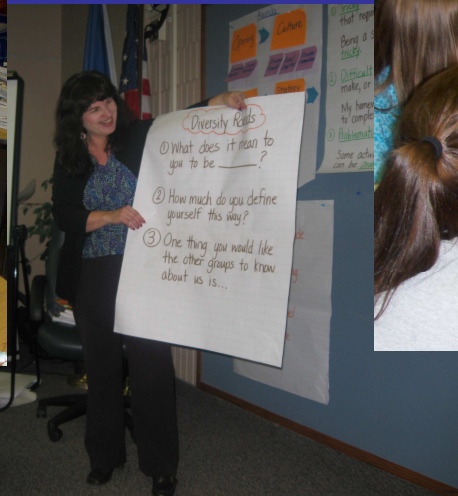


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Professional Development

★ Provide opportunities to learn and grow together



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Mentoring Activity

- ★ Build connections and positive relationships with staff and students



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Cultural Awareness

- ★ Create opportunities for students to experience and develop cultural awareness



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are needed to see this picture.

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Cultural Awareness

- ★ Create opportunities for students to experience and develop cultural awareness



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Environmental Stewardship

★ Promote environmental awareness



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Positive Behavior Intervention Support



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SCHOOL IMPROVEMENT PLAN

Gleason Lake Elementary

Mary McKasy, Principal



VISION

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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 Gleason Lake Elementary and the Wayzata School Board

This plan was reviewed on: _____

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.

- The Site Improvement Plan must be completed at least **thirty days** prior to the initial presentation at the Work Session. Electronic copies must be given to Superintendent, Curriculum Director, Finance Director and Director of Human Resources and WEA representative for review, in case changes have to be made prior to being reviewed by the Board of Education.
- Final copies of the Site Improvement Plan are sent electronically to the Office of the Superintendent of Schools.

Review Team Response

Office of the Superintendent

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

Signature and Date

Executive Director of Curriculum and Instruction

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

Signature and Date

Executive Director of Finance

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

Signature and Date

Executive Director of Human Resources

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

Signature and Date

Wayzata Education Association Representative

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

Signature and Date



Site Team Members

<u>Name</u>	<u>Position</u>	<u>Year</u>
Mary McKasy	Principal	ongoing
Maureen English-Carroll	Parent	2006-2010
Cindy Olmanson	Parent	2006-2010
Shelly Dau	Parent	2008-2011
Anne Schrader	Parent	2008-2010
Tiffany Moon	Teacher	2008-2010
Annalise Munnich	Teacher	2008-2010
Becky Whitlock	Teacher	2006-2010
Matt Rohweder	Teacher	2006-2010
Gloria Sterud	Teacher	2008-2010
Marlys Dorfer	Homebase	2006-2010
Shelley Woodbury	Paraprofessional	2006-2010



Student Achievement Goals 2008-2009

2008-2009 Site Goal: 62.15 percent of students in grades 3-5 will meet or exceed their RIT score growth target as measured by the NWEA MAP reading assessment.

Goal Achieved: 71.9 percent of students in grades 3-5 met or exceeded their RIT score growth target as measured by the NWEA MAP reading assessment.

2008-2009 Elementary Equity Goal: Increase the reading mean RIT growth for black students from 8.76 to 10.76 as measured on the NWEA MAP reading assessment.

Goal Achieved: Mean growth for black students was 12.2 RIT points as measured on the NWEA MAP reading assessment.

Student Achievement Goals 2009-2010

2009-2010 Site Goal: 67.6 percent of all students in grades 3-5 at Gleason Lake Elementary will achieve or exceed their individual RIT score growth target on the reading NWEA Map in spring 2010.

This goal was determined using a cohort model for those students in grades 4 and 5 and by predicting the performance of third grade students based on historical data gathered over the past three years. Specifically, the goal was determined by expecting the current third grade students for whom we have no growth data to perform at or above the given data that we have collected over the past three years. The percentage of third grade students who achieved or exceeded their individual RIT score growth target on the reading NWEA MAP test over the past three years was 55.5, 62.7, and 63.3 respectively. The average percent of third grade students who met or exceeded their individual RIT score growth target on the reading NWEA MAP test is 60.5. The current fourth grade class had 63.1 percent of the students meeting targeted growth during third grade. The current fifth grade class had 73.3 percent of the students meeting or exceeding targeted growth during fourth grade. Based on this data, we would expect 65.6 percent of the students in grades 3-5 to meet or exceed targeted growth. (60.5 + 63.1 + 73.3 divided by 3 = 65.6 percent)

2009-2010 Elementary Equity Goal:

The percent of elementary black students who meet the MCA projected proficiency level as measured by the NWEA MAP spring 2010 reading assessment will increase from 73% to 78%.

Identify standardized assessment: NWEA MAP

<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other	Identify assessed grades:3-5						District trend data for all grades (MCA-II/MTAS)		
	School trend data			District trend data					
	06-07	07-08	08-09	06-07	07-08	08-09	07 Percent proficient	08 Percent proficient	09 Percent proficient
Measure of student achievement Individual Growth Target met or exceeded	Fall-Spring Growth 3 rd -4 th -5 th - 55.5% 4 th -52.9% 5 th -71.7%	Fall-Spring Growth 3 rd -4 th -5 th - 62.7% 70.2% 73.2%	Fall-Spring Growth 3 rd -4 th -5 th - 63.1% 73.3% 79.1%	Fall-Spring Growth 3 rd -4 th -5 th - 64% 62.4% 63%	Fall-Spring Growth 3 rd -4 th -5 th - 75.5% 72.0% 70.9%	Fall-Spring Growth 3 rd -4 th -5 th - 75.7% 76.6% 77.8%	Spring 2007 3 rd -92.7% 4 th -84.9% 5 th -90.6%	Spring 2008 3 rd - 91.8% 4 th - 89.0% 5 th - 87.6%	Spring 2009 3 rd - 91.4% 4 th -88.5% 5 th - 90.8%
Number of students tested Grades 3-5	339	352	349	2109	2156	2267	2145	2164	2283
Number of students enrolled Grades 3-5	366	352	353	2151	2172	2301	2151	2172	2301

Summary/Interpretation of Data Analysis:

- When comparing Gleason Lake Elementary School to others schools in the nation that administer the NWEA MAP test, the school percentile rank for the percentage of students meeting or exceeding their RIT point growth target in reading is as follows:
 - Third grade students: approximately the 75th percentile
 - Fourth grade students: approximately the 95th percentile
 - Fifth grade students: approximately the 98th percentile
- Students can show growth without meeting or exceeding their expected RIT growth target.
- Significant decrease in the number of students who were below projected proficiency and had not made expected growth from the 07-08 school year to the 08-09 school year. In the 07-08 school year, 27 students were below projected proficiency and did not make expected growth, compared to 12 students in the 08-09 school year.
- Greatest opportunity for growth continues to be with the students whose MAP scores identify them as projected proficient on the MCA, yet are not making expected growth.
- In relation to the equity goal, Gleason Lake black students gained an average of 13.5 RIT points.

Action Plan to Achieve Goals:

Professional Development:

- Train all staff to implement effective comprehension instruction to further literature comprehension.
 - Continue Cohort VI and add Cohort VII training of teachers in the National Urban Alliance (NUA) strategies related to vocabulary, comprehension skills, and thinking maps. These 23 teachers will receive four full days of professional development by a national trainer and two half days of training throughout the 09-10 school year.
 - Two staff members will be designing and teaching a 15 hour academy class that focuses around literacy. Staff members will be reading a book and discussing the content in cross-grade level groups. In addition, time will be devoted to aligning the language arts materials to the state standards.
 - One staff meeting each month will be devoted to continue our learning of NUA (National Urban Alliance) strategies to improve achievement in the area of reading. The strategies are as follows: Frame of Reference, Circle Map, Taxonomy, Metacognition, Defining Format, Keyword Notes, List-Group- Label, Read-Talk-Write, and Thinking Maps
 - Use classroom visits and observations to gain feedback about vocabulary and reading comprehension instruction in individual classrooms through peer coaching observations.
- Continue to train 6 Data Coaches in the areas of NWEA, Just 5 Clicks and Skyward who provide specific grade levels with needed assessment data to guide instruction.
- Use RTI practices and Soar to Success strategies with low quartile students through reading intervention programming.

Teaming:

- Continue working with literature specialists in expanding ‘leveled text’ book collections in classrooms and community collections.
- Grade levels will meet weekly during common prep time to share reading strategies and interventions to monitor progress. Grade level language arts assessments will be given throughout the year and, teams will meet and analyze student data according to the various strands.
- Develop professional growth plans which support building goal.

Assessments:

- Use fall and spring assessments in grades K-2 to measure accuracy and comprehension.
 - K- ISEL Testing in October and May
 - 1st grade- Observation survey in August, DRA Text Levels Sept-June and DRA Comprehension Leveling May
 - 2nd grade- Leveled text reading in August, Scott Foresman Assessments and DRA Text Levels September-June
- Use fall and spring MAP testing in grades 3-5 to measure growth in vocabulary, comprehension, and literature.
- Use Scott-Foresman grade level language arts formative and summative assessments throughout the school year to monitor ongoing progress in student achievement in language arts.



Building Initiatives

Initiative

Build connections and positive relationships with staff and students

Classroom teachers have identified 50 students who would benefit from having a staff member at Gleason Lake serve as their mentor. We believe that making personal connections with students will help to build a positive learning community.

Strategies/Activities

- Staff members were paired with the students and throughout the year they spent time making specific connections with their assigned mentee. This consisted of writing positive notes, playing games, working on homework, eating lunch, reading books, and other student centered activities.

Status

Date Completed: **Ongoing: X**

Strategies/Activities

- All mentors and mentees meet three times a year as a whole group and participated in community building activities. In November we played organized games, in February we divided up by grade levels and played board games, and in May we worked as a whole group and created an art project with our mentee.

Status

Date Completed: **Ongoing: X**

Person/Group Responsible

Cindy Trudell

Timeframe

2009 and beyond

Initiative

Create opportunities for students to experience and develop cultural awareness

Strategies/Activities

- World Cultures Day: The Minnesota International Center sponsored a series of cultural showcases which included presentations from Nigeria, China, Spain, India and many other locations. The children were actively engaged in various activities while learning about different cultures and traditions. The mission of the Minnesota international Center is to inspire our community to understand global issues and cultures in an ever changing world. We felt fortunate to host twenty-five native speakers from all over the world.

Status

Plan to continue with the funding from PTA for the 2009-2010 school year

Date Completed: November 2008 **Ongoing:**

Strategies/Activities

- An artist in residence, Melodee Strong, worked with the students to create murals in the entryway with a theme of diversity and multi-culturalism. She helped the students prepare the walls to be painted, mapped out the compositions and worked on painting techniques to complete our new murals. The murals have images connected to different grade level curricula and the process has given our students another reason to take pride in our school.
- During the 2007-2008 school year Melodee Strong also worked with the students to design and develop three canvas murals that hang in our stairwells and main hallway. These pieces of artwork are culturally rich and have the following vocabulary interwoven into their designs: Celebrate, Unity, Hope, Diversity, Equity and Peace.
- Having an artist in residence has allowed our young artists at Gleason Lake to not only learn techniques but also interact with an adult artist. Melodee is an incredible illustrator who has created children's books dealing with self-image and life lessons.

Status

Date Completed: March 2009 **Ongoing:**

Person/Group Responsible

Kaja Martinson

Timeframe

2007-2009

Initiative

Promote environmental awareness by educating students, staff, and families about the organics program and the outdoor learning center, OLC

Strategies/Activities

- Schedule spring and fall maintenance family days at the OLC. Boy Scout troops will also be instrumental in providing community services to Gleason Lake.
- Naturalist provides environmental experiences for all students in grades K-5 five times a year.

Status

Date Completed: Nov 08 and May 09 **Ongoing:** X plan to continue the services

Strategies/Activities

- All students participated in the lunchroom composting program. A Brownie troop sponsored a Caps Off Program at Gleason Lake and collected bottle caps in classrooms and the lunchroom during the month of April.

Status

Date Completed **Ongoing:** X plan to continue the services

Person/Group Responsible

PTA and OLC committee members



Staff Roster

Principal

Mary McKasy

Office Support

Barb Retzlaff

Julie Fore

Kindergarten

Korena Bradford

Susan Branson

Tiffany Lepper

Annalise Munnich

Alison Ross

1st Grade

Katie Englund

Emily Lewis

Sarah Parry

Tiffany Moon

Deanna Rehnke

Karen Snyder

2nd Grade

Sarah Haight

Dede Hasselfeldt

Gloria Sterud

Carolyn Sund

3rd Grade

Jerilynn Horvath

Stacey Hruza

Abby Root

Becky Rysted

Kari Wall

4th Grade

Sara Eickhoff

Amy Kildal

Adam Kopperud

Elisa Rolland

Brian Weitz

5th Grade

Melody Baker

Dianne Gasch

Janelle Hyvare

Matt Rohweder

Jeff Soukup

Social Worker

Cindy Trudell

Special Services

Cassie Raiche

Angie Kaphers

Angie Reed

Terrie Ziesel

Marti Reidel

Beth Gildemeister

Specialists

Art – Kaja Martinson

Media –Becky Whitlock

Gym–Sheila

Schultz/Chris Zobrack

Spanish–Andrea Strand

Vocal – Carol Peickert

Tech. – Dan Roth

V21 - Paula Von Eschen

Intervention – Sarah

Haugen

Intervention-Cathi

Scott-Critzer

Intervention/Math–

Amanda Bergstrom

Intervention – Joan

Powell

Peer Coaches

Jill Yeager

Tina Sheldon

ECSE

Mary Radford

Nancy Runyon

Custodial

Bronko (Dale) Monson

Ron Tudahl

John Brethorst

Culinary

Betty Lindvall

Irene Garster

Carolyn Sawina

Kim Joiner

Paraprofessionals

Pam Bowden

Chanda Chapman

Maureen Chidester

Donna Coleman

Jan Fish

Ardyce Flies

Jennifer Gebhardt

Kim Gessner

Betty Good

Judy Janski

Janet Jirjis

Jean Kemmitt

Kathy Kulich

Diane Lee

Amy McNiff

Barb Meyer

Kathy Oslund

Michele Ramert

Julie Rice

Erin Frank

Shelley Woodbury

BethGreeninger



Staff Demographics

Experience Profile of Staff (Percent of Licensed Staff by Years of Teaching Experience)				Education Profile of Staff (Percent of Licensed Staff by education/training)		
1-3	4-10	11-20	20+	BA	Masters	Doctorate
22%	40%	36%	2%	33%	67%	0%



Student Demographics

Student Population by Grade

Grade	2007-2008			2006-2007			2005-2006		
	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size
K	39	43	20.5	65	60	20.5	61	40	19.4
1	71	59	21.3	62	47	21.6	51	54	21.0
2	62	47	21.8	60	62	24.2	57	53	26.8
3	64	62	25.0	60	64	24.6	41	59	25.0
4	63	56	23.8	49	69	23.4	66	56	29.5
5	51	65	23.0	71	61	26.0	54	48	25.0
Total	350	332		367	363		330	310	

Ethnic Distribution

Ethnicity	2007-2008	2006-2007	2005-2006
Native American	0	0	0
Asian/Pacific Islander	37	33	28
Hispanic/Latino	24	30	23
Black	49	41	19
White	572	626	570

Percent of Students on Free/Reduced Lunch

	2007-2008	2006-2007	2005-2006
Free	13	11	5
Reduced	4	3	2

Student Mobility

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	2005-2006
15.44	7.72	15.59

Average Daily Attendance

2007-2008				2006-2007				2005-2006			
1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
				96.43	96.31	96.74	96.41	95.63	96.31	95.85	96.13

Percent of Parents Attending Conferences

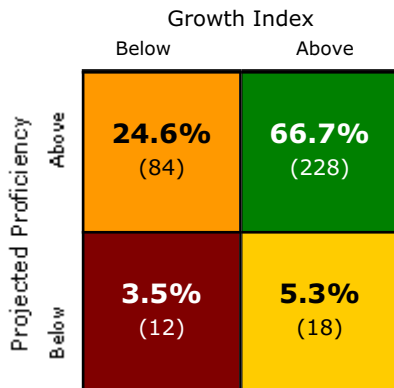
2008-2009		2007-2008		2006-2007	
Fall	Spring	Fall	Spring	Fall	Spring
98	97	N/A	N/A	N/A	N/A

School: Gleason Lake Elementary Sch.

Roster: Spring 2009

Growth Seasons: Fall 08 - Spring 09

Reading Quadrant



Quadrant Legend:

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

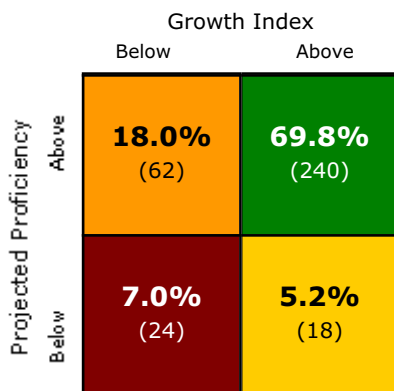
Above Growth: Student's growth index is greater than or equal to zero

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 for Growth	% Growth	Student Count for Season	% Proficient	% Median
1	-	-	1	-	100.0%
2	1	-	4	-	100.0%
3	111	63.1%	115	89.6%	69.6%
4	116	73.3%	116	87.9%	76.7%
5	115	79.1%	118	94.9%	83.9%

Mathematics 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 for Growth	% Growth	Student Count for Season	% Proficient	% Median
1	-	-	1	-	100.0%
2	-	-	2	-	100.0%
3	113	60.2%	117	88.9%	75.2%
4	115	73.0%	116	85.3%	80.2%
5	116	91.4%	119	87.4%	87.4%



Minnesota Comprehensive Assessments (MCA-II)

**Percent of Students Proficient on the MCA-II Reading
Includes Minnesota Test of Academic Skills (MTAS)**

Reading Total

All Students	Gr 3	Gr 4	Gr 5
2007	88	81	90
2008	87	83	88
2009	85	87	92

Native American	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	NA	0	NA
2009	NA	NA	0

Asian	Gr 3	Gr 4	Gr 5
2007	60	67	88
2008	100	57	86
2009	91	100	100

Hispanic	Gr 3	Gr 4	Gr 5
2007	75	60	67
2008	57	67	100
2009	67	83	100

Black	Gr 3	Gr 4	Gr 5
2007	100	25	33
2008	54	80	30
2009	63	82	80

White	Gr 3	Gr 4	Gr 5
2007	90	80	91
2008	92	86	94
2009	89	87	92



Minnesota Comprehensive Assessments (MCA-II)

**Percent of Students Proficient on the MCA-II Math
Includes Math Test for English Language Learners (MTELL) and
Minnesota Test of Academic Skills (MTAS)**

Mathematics Total

All Students	Gr 3	Gr 4	Gr 5
2007	83	81	80
2008	85	80	79
2009	84	79	84

Native American	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	NA	0	NA
2009	NA	NA	50

Asian	Gr 3	Gr 4	Gr 5
2007	80	67	75
2008	100	86	71
2009	82	83	83

Hispanic	Gr 3	Gr 4	Gr 5
2007	50	60	67
2008	57	33	100
2009	56	67	80

Black	Gr 3	Gr 4	Gr 5
2007	80	25	33
2008	46	60	30
2009	75	64	60

White	Gr 3	Gr 4	Gr 5
2007	84	80	82
2008	91	83	85
2009	88	81	86



**Northwest Evaluation Association
Measures of Academic Progress (MAP)**

**Percent of Students Meeting Typical Growth in Reading
(Fall to Spring Norms)**

Reading Total

All Students	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	70	73	73
2009	63	73	79

Native American	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	NA	NA	NA
2009	NA	NA	100

Asian	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	67	71	57
2009	80	67	80

Hispanic	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	57	68	100
2009	43	100	100

Black	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	55	80	50
2009	50	73	40

White	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	69	72	75
2009	64	72	79



**Northwest Evaluation Association
Measures of Academic Progress (MAP)**

**Percent of Students Proficient Meeting Typical Growth in Math
(Fall to Spring Norms)**

Mathematics Total

All Students	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	69	70	89
2009	60	73	92

Native American	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	NA	NA	NA
2009	NA	NA	100

Asian	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	50	29	86
2009	70	100	100

Hispanic	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	71	100	100
2009	29	80	75

Black	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	55	40	63
2009	38	46	100

White	Gr 3	Gr 4	Gr 5
2007	NA	NA	NA
2008	71	74	92
2009	63	74	91



Thanks to all of the staff and students at Gleason Lake Elementary School for their hard work.

Thanks to Office of Assessment, Pat Harris, Shelly Nelson and Jodi Dilley for gathering the data and compiling the report.

Thanks to Jane Sigford for providing guidance and input throughout the planning process.

2009 AYP Report Wayzata Public Schools

August 24, 2009

School Board Work Session

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

Adequate Yearly Progress

- **Participation**
 - Groups of 40 or more
 - Target must be 95% or higher
- **Proficiency**
 - Groups of 20 or more
- **Attendance**
 - Groups of 40 or more
 - Target must be 90% or higher
- **Graduation**
 - Groups of 40 or more
 - Target must be 80% or higher
- **By 2013-14, targets equal 100%**

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Annual AYP Ratings by Group

★ Reading and Math are evaluated in nine possible groups.

- All students
- American Indian
- Asian/Pacific Islander
- Hispanic
- Black, not Hispanic origin
- White, not Hispanic origin
- Limited English Proficient
- Special Education
- Free/Reduced Price Lunch

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

2009 MCA II District Ranking Math

(among districts testing more than 300 students per grade)

Grade	Reading Average Score	Reading Percent Proficient
3	1	4
4	1	2
5	1	1
6	1	2
7	1	2
8	3	4
11	2	2

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

2009 MCA II District Ranking Reading

(among districts testing more than 300 students per grade)

Grade	Reading Average Score	Reading Percent Proficient
3	1	2
4	2	2
5	1	1
6	3	3
7	3	3
8	2	3
10	2	3

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

2009 MCA II District Ranking Science

(among districts testing more than 300 students per grade)

Grade	Science Average Score	Science Percent Proficient
5	1	2
8	1	1
HS	4	3

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Learning Communities

Wayzata Public Schools

AYP History for Wayzata District

- **2002-03: LEP – Reading**
- **2003-04: Special Education – Reading**
- **2007-08: Black-not Hispanic origin – Math
LEP - Math & Reading
Free/Reduced Price Lunch - Reading**

A Model of Excellence Among
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Wayzata Public Schools

AYP History for Wayzata Schools

Wayzata High School

- **2003-04: Special Education – Math & Reading**
Free/Reduced Lunch – Math
Black-not Hispanic origin – Math
- **2004-05 Special Education: Reading**
- **2007-08: Black-not Hispanic origin – Math**

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Wayzata Public Schools

AYP History for Wayzata Schools ALCs

- **Wayzata High School ALC: 2005-06 – Math
2006-07 – Math & Reading**
- **Wayzata Central Middle School ALC: 2006-
07 – Math
2007-08 - Reading**
- **Wayzata East Middle School ALC: 2007-08
- Math**
- **Wayzata West Middle School ALC: 2006-
07 – Math & Reading**

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Wayzata Public Schools

AYP History for Wayzata Schools

- **West Middle School: 2005-06 - Special Education – Reading**
- **East Middle School: 2007-08 - Black-not Hispanic origin – Math & Reading
Free/Reduced Price Lunch: Math & Reading**

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Wayzata Public Schools

2008-09 AYP for Wayzata Schools

NONE

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Wayzata Public Schools

2008-09 AYP for Wayzata Schools

**This is absolutely
fantastic!**

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Thank You

★ **Lois Robbins, Director of
Assessment and Evaluation**

★ **763-745-5065**

★ **lois.robbins@wayzata.k12.mn.us**

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

E.L.I.T.E Academy

Emerging Leaders In Teaching and Education



August 24, 2009 - Work Session

**A Model of Excellence Among
Learning Communities**

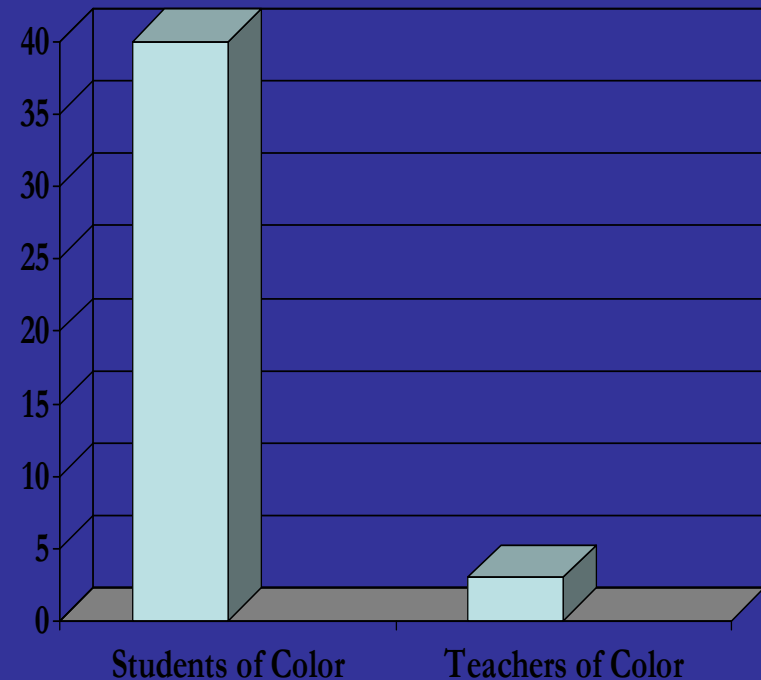
Wayzata Public Schools

ELITE Academy

The Data



- ★ Students of color comprise 40% of the public school population
- ★ Teachers of color represent approximately 3% of the total pool of teachers



A Model of Excellence Among
Learning Communities

Wayzata Public Schools

ELITE Academy

The Partners



- ★ WMEP
- ★ EMID
- ★ NWSISD
- ★ Hamline University
- ★ University of Minnesota
- ★ MN Department of Education
- ★ Education Minnesota

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

ELITE Academy

The Program



- ★ 5-day, "camp", hosted at Hamline, June 22-26
- ★ 29 students
- ★ Introduced students to teaching as a career
- ★ Supported post-secondary school readiness skills
- ★ Introduced students to college life
- ★ Developed a cohort who will attend college pursuing a similar career

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

ELITE Academy

The Schedule



- ★ Small & Large Group Activities - Centered around teaching as a career
- ★ Individual Activities - Journaling with guided questions for self-reflection
- ★ College Fairs - Hamline & University of MN; Meet & Greet with Admissions; Understanding the rigors of college

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Wayzata Public Schools

The Schedule (cont.)



- ★ Givens Foundation - activity each evening culminating with a program on Thursday evening for families
- ★ Guest Educators - reflecting on their pathways to teaching
- ★ Multi-cultural education, defining equity, diversity and social justice
- ★ Evening Fun Activities- bowling, laser tag

A Model of Excellence Among
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Wayzata Public Schools

ELITE Academy

Student Demographics



Asian: 15%

Black: 74%

Hispanic/Latino: 11%

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ELITE Academy

First Day - Nervous & Excited



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Caring and Nurturing Staff



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Learning Opportunities



58

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Opportunities for Fun



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Friendships Formed



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Wayzata Public Schools

ELITE Academy Class of 2009



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Learning Communities

Wayzata Public Schools

ELITE Academy

Ongoing Challenges



- ★ Ensuring stability and sustainability for the program
- ★ Establishing an appropriate governance model with the various partners represented
- ★ Ensuring continued support for participants after the academy

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Intermediate District 287

Responsive. Innovative. Solutions.

1820 Xenium Lane North
Plymouth, MN 55441
www.district287.org

Background

Intermediate District 287, one of three intermediate districts in the state, was founded in 1967 by a group of school districts seeking to provide students with vocational education. Since then, District 287 has grown to serve more than 10,000 students annually in the areas of special education, gifted education, area learning centers, career tech programs, and online learning.

Its 13 member districts represent a combined enrollment of more than 100,000 students and include Bloomington, Brooklyn Center, Eden Prairie, Edina, Hopkins, Minnetonka, Orono, Osseo, Richfield, Robbinsdale, St. Louis Park, Wayzata and Westonka.

Sharing staff and resources is a cost-effective way for District 287's member districts to provide highly specialized educational programs to students, families and school districts.

How District 287 is different from other school districts

District 287 offers more than 120 educational programs and services to school districts in Minnesota with an emphasis on meeting the needs of its member districts in the west metro area of Twin Cities. For some services, students are referred by their district of residence. For others, students and parents can choose to enroll directly. In addition to student services, District 287 offers a variety of other educational services such as legal services, staff development, conference center, testing and assessment services, student accounting and billing services.

How District 287 is funded

District 287 operates on a fee for service basis. Revenue to fund student services is generated by tuition billing. District 287 manages a \$70 million budget.

Students Served by District 287

Area Learning Center	2,904
Career Tech	791
Gifted Education	1,283
Mentor Program	74
Northern Star Online	821
Special Education	3,489
World Languages	876
Total headcount includes part-time and full-time students.	10,238

Number of MN districts served – student services and programs 105

Number of MN districts served – both staff and student services 138

Facilities/Schools Operated 14

Includes both owned and leased sites.

Employees 779

Percent of licensed staff with a Master's Degree or above 63

Because the services provided are often individualized for students' needs, District 287 employees are highly trained with expertise in very specific areas and specialized settings.

Source: Intermediate District 287, 2007-08 data.



A LETTER FROM THE SUPERINTENDENT

This is an exciting time to be in the business of thinking, teaching and learning. Many of you may have seen the popular YouTube video series, "Did You Know..." created by self-described zealot for 21st Century learning, Howie DiBlasi. One of the video's most profound statements concludes, "We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems we don't even know are problems yet."

Clearly, this is a time that requires responsive, innovative solutions to meet the challenges facing public schools. Recognizing the immediacy of these new demands, Intermediate District 287 set out to create a new strategic plan that would direct our energies to meet member districts' emerging needs.

To bring about long-term, significant change for our entire school district required a serious and deliberate conversation. Intermediate District 287 began that conversation in the fall of 2007 with a simple, but bold question, "Should we continue to exist?" The thought was both arresting and liberating.

Strategic planning, by its very nature, demands a different approach that allows us to break out of "business as usual" thinking. We envisioned wholly different ways of meeting needs and driving results.

Our planning has allowed us to:

- **Identify our core values**
- **Declare our core purpose, and**
- **Design the means to achieve that purpose**

To put our new framework into practice will take time. We expect to implement the plan over the next five years. Our work will be guided by well-researched action plans and supported by both district and board leadership.

Our new strategic plan creates the conditions for us to go beyond incremental improvement, to true transformation. As Superintendent, I would like to thank the more than 60 individuals who worked so hard on this plan over the past year. Their participation in the process has given us an internal understanding from which we can build a broader awareness. Their deliberate and thoughtful efforts will help steer our actions and ensure our success.

Sandy Lewandowski
Superintendent

Who We Are

Intermediate District 287, one of only three intermediate districts in the state, was founded in 1967 by a group of school districts seeking to provide students with vocational education options. Since then, District 287 has grown to a consortium of 13 west metro suburban districts and added special education, gifted education, world language and other academic specialties to its long list of services and programs for students and staff. District 287 member districts serve a combined student enrollment of 100,000 students.

Sharing staff and resources is an effective way for District 287's member districts to provide highly specialized educational programs to their students and families.

MEMBER DISTRICTS

Bloomington, Brooklyn Center, Eden Prairie, Edina, Hopkins, Minnetonka, Orono, Osseo, Richfield, Robbinsdale, St. Louis Park, Wayzata and Westonka.

What We Believe

CORE VALUES

- All people have intrinsic value.
- All people have the capacity to contribute to society.
- When people with varying perspectives collaborate, the impossible becomes possible.
- Learning unlocks human potential.
- Integrity is essential for sustaining effective relationships.
- Respect for all people and the diversity of ideas enriches the individual and strengthens society.
- Responsiveness and innovation are key to thriving in a changing world.
- People perform best when they are engaged, connected and supported.

MISSION

The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students.

For more than 40 years,
school districts have relied
on Intermediate District
287 to customize services
for their most challenging
students and complex
business needs.

Strategic Objectives

By 2015, each member district will:

- Evaluate satisfaction with the value and effectiveness of standardized services delivered to it by Intermediate District 287.
 - Declaring that Intermediate District 287 services are vital to ensure that the member district can meet the unique learning needs of its students.
- Conditions of satisfaction, agreed upon in structured conversations between District 287 and the member district, will drive program design, delivery and measurement.



Results to be achieved over the next five years:

- All District 287 and key member district staff understand the mission and process for assessing the strategic objectives.
- Dynamic and flexible measurement tools essential for assessing the strategic objectives are being used by District 287 and each member district.
- A system is in place to make collaborative decisions based on aggregate data measuring satisfaction.



Strategy 1

We will design and implement communication systems to include accurate and trusted data that guide individual and collective decision-making and clarify perceptions.

- This strategy begins to address two realities. First, different districts have different priorities (based on size, student demographics, staff experience, budget) that all play a role in how they approach meeting the needs of their students. Second, districts look at the reams of data and need help converting raw data into meaningful and useful information to make decisions. Strategy 1 attempts to identify the "universe of data" available to districts, interpret and characterize that data quickly, and ultimately, help districts make sound decisions based on good information.

Results to be achieved over the next five years:

- District 287 and member districts participate in the development, selection and annual review of data elements critical to making decisions and clarifying perceptions about 287 programs and services and agreed upon ways to collect and measure those elements.
- Optimal web based and/or other tools have been selected and launched that visually present real time customized data for each district in order for them to make decisions.
- District 287 and a representative sample of at least three member districts have piloted and provided feedback on the usability of real time customized visual data tools.
- District 287 provides real time customized visual data tools that member districts use for making informed decisions.

Strategy 2

We will develop streamlined and transparent communication and decision-making systems to build trust and relationships to achieve our strategic objectives.



The issues of communicating and making decisions are complex and by nature intertwined. Strategy 2 goes to the heart of how District 287 and its member districts coexist and do business together. Results outline a plan for engaging in open and transparent two-way communications to deliver more individualized services.

Strategy 2 also envisions a more flexible and responsive decision-making process, unencumbered from decision-making by consensus. By taking decision-making out of the current group one-size-fits-all advisory structure, genuine problem solving on a deeper scale can occur.

Results to be achieved over the next five years:

A system is in place for member districts and 287 to engage in professional learning, information sharing, collaboration, identification of needs, and problem solving.

A clear, concise system of communication is established and understood by District 287, member districts, and their families.

A clear, concise system of decision-making is established, understood, and used to meet the unique needs of individual districts.

An array of communication and meeting-facilitation skills that develop and foster trusting relationships will be used among members and District 287.

The decision-making system provides an accountability structure to build trust and relationships to achieve our strategic objectives.

Strategy 3

We will design and when necessary redesign a continuum of direct and indirect innovative services with the priority to ensure that each member district can meet the unique learning needs of its students.

This strategy's results aim to create a flexible, durable and responsive system that fosters innovation. The first four results focus on creating a system to increase innovation in our district and member districts.

The last two results focus on creating a climate of innovation in our district and with our member districts. As with strategies 1 and 2, implementation of strategy 3 will be carefully evaluated at every step and adapted as needed.

Results to be achieved over the next five years:

District 287 has an established mechanism that responds to internal and external needs and ideas and generates innovative solutions.

District 287 uses a responsive system that effectively designs, develops, and/or implements an array of innovative direct and indirect services.

District 287 uses quality indicators to evaluate, modify, and continually improve a spectrum of cost-effective direct and indirect services.

District 287 engages in collaborative processes both internally and externally to share expertise, practices, and solutions that promote consistent quality and value.

District 287 has a thriving, collaborative culture that embraces shared core values and is committed to achieving our mission.

District 287 has a thriving, collaborative culture that embraces risk-taking, fosters innovation and flexibility, celebrates success, and encourages fun.

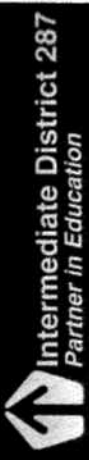
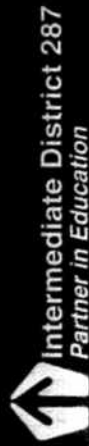


Responsive. Innovative. Solutions.

Our strategic plan recognizes the unique needs of each member district and creates a new way to work together at the speed of business.



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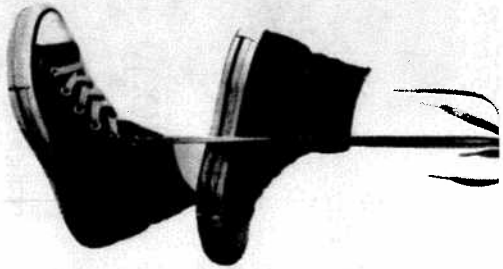
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WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - September 14, 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 Meeting - August 10, 2009
 - B. Authorize Holding a Regular Board Meeting on Columbus Day, October 12, 2009
 - C. Approve Election Judge Salaries for the November 3, 2009 General Election
 - D. Systems Accountability Report
 - E. Finance and Business Recommendations
 - F. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
 - A. September 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
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 1. Report on the Start of the 2009-2010 School Year
 - B. Curriculum and Instruction
 1. Summer School Report - Bob Wittman, Steve Mumma, Shelly Nelson, Lori Fildes
 2. Approval of 2009-2011 Gleason Lake Elementary Shared Decisions Agreement
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
7. OTHER BOARD ACTION
 - A. Superintendent Evaluation/Compensation Committee - John Moroz - Report on Superintendent Performance Review for 2008-2009
 - B. Resolution Relating to the Appointment of Election Judges for the General Election on November 3, 2009
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 – August 24, 2009

AGENDA SECTION: 8. **ADJOURN**

ITEM: _____

COMMENTS BY: Board Chair Moroz

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