

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session - September 28, 2009 - 4:00 PM
District Administration Building, 210 County Rd. 101, N., Plymouth, MN

AGENDA

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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 – September 28, 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	_____	_____



Legislative Action Committee – 2009 Platform

Reform Funding to be Simplified, Equitable and Stable

The Legislature should:

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

Increase Creativity and Innovation through Local Decision Making

The Legislature should:

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

Invest More in Our Youngest Learners

The Legislature should:

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

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

Wayzata Public Schools Legislative Action Committee 2009 Platform

Reform Funding to be Simplified, Equitable and Stable

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

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- ★ The current system of education funding is outdated, relies too heavily on local operating levies, limits long-range financial planning by districts and lacks the necessary resources to meet the academic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

Increase Creativity and Innovation through Local Decision Making

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

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

Invest More in Our Youngest Learners

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

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

Wayzata High School Site Plan

September 28, 2009

School Board Regular
Meeting/Work Session

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Wayzata High School

★ The percent of all students in grade 10 who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA-II at Wayzata High School will increase from 90.7 percent in 2009 to 91.7 percent in 2010.

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Wayzata High School

- ★ The percent of all students in grade 11 who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA-II at Wayzata High School will increase from 72.2 percent in 2009 to 73.2 percent in 2010.

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Equity Goal

- ★ 80% of the non-white students and/or students receiving free/reduced meals in the year long Integrated Math course will meet or exceed their RIT score growth target as measured by the NWEA MAP math assessment.

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

PTSO

- ★ Strengthen parental understanding of the curriculum and activities offered at Wayzata High School.

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Wayzata Public Schools

Other Work

★ **Advisory**

★ **NUA**

★ **AVID**

★ **Year Long Math**

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Wayzata Public Schools

Add headline

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Wayzata Public Schools



SCHOOL IMPROVEMENT PLAN

**Wayzata High School
Mike Trewick, Principal**



VISION

A model of excellence among learning communities

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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 Wayzata High School 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>
Mike Trewick	Principal
Jim Bollum	Associate Principal
Jeff Ridlehoover	Associate Principal
Tom Kilkelly	Teacher
Mark McIlmoyle	Teacher
Sally Platt	Reading Specialist
Amy Swenson	Teacher/Professional Development
Adam Tillotson	Teacher/Union Representative
Jan Boylston	Parent
Rhonda Brau	Parent
Bob Hill	Parent
Anne Johnson	Parent
Shelly Nelson	Parent/Alternative Compensation Supervisor



Student Achievement Goals 2008-2009

2008-2009 Site Goal: By June of 2009, 98.1% of the seniors from Wayzata High School will have successfully passed the state required exit exams in reading, writing and math.

Goal Achieved: 99.6% of seniors from Wayzata High School successfully passed the required state exit exams in reading, writing, and math.

Student Achievement Goals 2009-2010

2009-2010 Site Goals: The percent of all students in grade 10 who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA-II at Wayzata High School will increase from 90.7 percent in 2009 to 91.7 percent in 2010.

The percent of all students in grade 11 who earn achievement levels of Meets the Standards or Exceeds the Standards on the Mathematics MCA-II at Wayzata High School will increase from 72.2 percent in 2009 to 73.2 percent in 2010.

2009-2010 Wayzata High School Equity Goal: Eighty percent of the non-white students and/or students receiving free/reduced meals in the year-long Integrated Math course will meet or exceed their RIT score growth target as measured by the NWEA MAP math assessment. Forty-six of the 95 students are non-white and/or receive free/reduced meals.

Summary/Interpretation of Data Analysis:

A goal including both math and reading was established after a discussion and review of data. Noted in the discussion, literacy and proficient reading skills impact learning in all subject areas and should be included in the site goal. The one percent increase was established noting the already high level of achievement, with more than 90 percent of the students tested earning an achievement level of Meets the Standards or Exceeds the Standards.

A mathematics component was included after reviewing the data. Although Wayzata High School was ranked second in comparison to other schools testing 300 or more students per grade level in 2009, based on MCA testing, mathematics achievement is an area of potential growth and therefore included as a component of the site goal. The one percent increase in mathematics was selected, noting that the current class of 11th grade students who will be testing in the spring of 2010 includes 74 more students than the class of 11th grade students tested in the spring of 2009. To reach the math goal of a one percent increase in the percent of students who earn achievement levels of Meets the

Standards of Exceeds the Standards, 63 more students must earn an achievement level of Meets the Standards or Exceeds the Standards.

Based on end-of-year enrollment in spring 2009, reaching this reading goal will result in at least 8 more students earning an achievement level of Meets the Standards or Exceeds the Standards and reaching this math goal will result in at least 63 more students earning an achievement level of Meets the Standards or Exceeds the Standards.

The year-long Integrated Math program is a new program. All of the students in this program took the MAP test this fall and will test again next spring. Forty-six of the 95 students are non-white and/or receive free/reduced meals.

Identify standardized assessment: MCA-II, including MTAS									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grade:10						District trend data for all grades		
	School trend data			District trend data					
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Measure of student achievement: percent proficient	81.4	88.9	90.7				86.2	87.4	88.7
Number of students tested	745	803	845				5343	5354	5502
Number of students enrolled in grades tested	797	813	849				5437	5375	5534

Identify standardized assessment: MCA –II, including MTAS and MTELL									
<input type="checkbox"/> Reading <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grade:11						District trend data for all grades		
	School trend data			District trend data					
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Measure of student achievement: percent proficient	56.9	58.2	72.2				79.6	80.3	83.3
Number of students tested	765	744	773				5314	5303	5460
Number of students enrolled in grades tested	834	777	775				5441	5339	5476

Action Plan to Achieve Goals:

- Teachers and Administrators will attend an Assessment conference on October 28-31 focusing on identifying learning targets, writing common assessments, analyzing test data, using test data effectively, and formative assessment.
- Six Building Data Coaches will receive 15 hours of instruction on using our data retrieval system, Just 5 Clicks, and will serve as a resource to their team throughout the year by bringing data to team meetings and facilitating discussions focused on student learning.
- Six Building Data Coaches will receive training on using NWEA MAP scores. These teachers will train classroom teachers on how to effectively use the data at the classroom level.
- Three staff members will attend the National NUA Workshop in Alexandria, Virginia. This information will be shared during professional development days and new teacher workshops.
- Department Chairpersons will participate with Principals in leadership training that focuses on creating high function teams.
- Administration will train two math tutors on how to use the Pearson Minnesota Educators web site to help students practice sample problems geared towards the MCA-II GRAD test.
- NUA literacy training with new teacher advisory.
- Tech integration training (e.g. QuickScan, SmartBoard, Moodle) .
- Provide and attend Academy offerings focusing on literacy, diversity and NUA strategies.
- Ninth Grade Administrator to meet with 9th grade year-long math teachers, counselors, and literacy coach to provide interventions for students struggling in math.
- Math teachers will provide test prep activities during advisory before the MCA test and communications teachers will provide test practice within their curriculum.
- Girls Group and Boys Group meeting monthly, facilitated through the counseling departments to help students set goals, develop positive self images, make healthy choices, and learn how to get into college.
- Two refresher cohorts of teachers in the National Urban Alliance strategies related to vocabulary, comprehension skills, and thinking maps. (30 staff members)
- Train two new cohorts of teachers in the National Urban Alliance strategies related to vocabulary, comprehension skills and thinking maps. (30 staff members)



Building Initiatives

Initiative:

Strengthen parental understanding of the curriculum and activities offered at Wayzata High School.

Strategies/Activities:

- *Offer grade-specific learning sessions each fall.
- *Schedule quarterly meetings addressing timely topics affecting students.
- *Maintain regular communications with parents through emails/eblasts.
- *Be responsive to parental concerns/questions and offer programming to meet these needs.

Status

Date Completed:

September 21, 2009

September 29, 2009

October 5, 2009

December 7, 2009

X-Ongoing

Person/Group Responsible:

PTSO Board



Teaching Staff

Allen, Brent - Phy Ed
Anderson, Bootsie - Soc
Anderson, Brad - Peer Coach
Anderson, Mary - Lang
Anderson, Mike - Soc
Barnett, Lee - Math
Basten, Tania - Math
Berg, Carrie - Lang
Berndt, Aaron - Soc
Beutz, Kari - Com
Brattain, Dave - ALC

Braun, Barry - Art

Braun, Cathy - Sp Ed
Bruce, Molley - Peer Coach
Cade, Lori - Math
Campbell, Amy - Sci
Campbell-Klett, Lauren - Sci
Christenson, Erik - Sci

Christianson, Kim - Sp Ed

Chvojicek, David - Bus Ed
Cipra, Michael - Math
Cornwell, Michelle - Bus Ed
Craven, Amanda - Soc
Critzler, Scott - Peer Coach
Crook, Adrienne - Sp Ed
Dahl, Jeff - Music
Davis, Carl - Phy Ed
Decker, Meaghan - Com
Dittrich, Diane - Lang
Doege-Mallea, Mary - Lang
Doering, David - Com
Downing, Ross - Com
Doyle, Mike - Phy Ed
Droegemueller, Dave - Math
Dunnigan, Dale - Com
Duwenhoegger, Dawn - Art

Ellingson, Joel - Sci

Elmhirst, Dave - Music
Emmans, Dave - Phy Ed
Erickson, Jennifer - Sp Ed
Fabian, Mark - Sci
Ferry, Mark - Com
Finck, Seth - Sci
Fischer, Josh - ETD
Foss, Karin - Sci
Fuller, Peter - Sci
Fusco, Cory - Math
Gagstetter, Jeff - Phy Ed
Gharrity, Mike - Sp Ed
Gildea, Crystal - Soc
Gitche, Mark - Music
Goodrich, Dan - Soc
Gorgos, Tina - Math
Grack, Jodi - Sci
Granlund, Katherine - Math
Guerin, Jay - Soc
Haerle, Sarah - Sci
Hagen, Clarice - Sci

Hanafi-Alamdari, Mahshid - Math
Hanily-Dolan, Nancy - Art

Hanley, Darcy - FACS

Hansen (Miles) Elizabeth - Soc
Harloff, Ben - Music
Hayes, Shlynn - Sp Ed
Heeg, Sara - Bus Ed
Hegland, Amber - Phy Ed
Heiland, Renee - Sp Ed
Herscher, Eric - Sci
Hibbs, Karen - Sci
Holland, Nate - Math
Holmberg, Brett - Sp Ed
Honmyhr, Alyssa - Sp Ed
Honza, Jonathan - Soc
Hooton, Anne - Soc
Howe, Michelle - Sp Ed
Hummel, Kristen - Math
Icopini, Nancy - Phy Ed
Iverson, Sue - Math
Jacobsen, Karl - Lang
Jacobsen (Arendt), Kiersten - Sp Ed
Jakucki, Allison - Lang
Janssen, Barb Melbye - Lang
Jasper, Lea Anne - Art
Jockisch, Nicole - Math
Johnson, Barb - Com
Johnson, Kevin - Soc
Johnson, Michelle - Math
Johnson, Ross - ALC
Johnson, Ryan - Phy Ed
Johnston, Mark - Com
Jones, Kris - Phy Ed
Junker, Andre - Soc

Kilkelly, Thomas - Math

Knutson, Andrea - Com
Kochaver, Betty - Math
Kottke, Kathryn - Com
Kude, Tika - Bus Ed
Kuendig, Bill - ALC
Laden, Amanda - Sci
Lagerquist, Sarah - Sci
Lahr, Billy - ALC
Lamphere, Jeff - Phy Ed
Lange, Tim - Math
Larson, Becky - Health
Larson, Stacy - Math
Ledman, Candice - ALC
Lee, Candy - Bus Ed
Lejonvarn, Miriam - FACS
Leland, Toni - Sci
Lemtouni, Fatima - Lang
Lidsky, Amy - Art
Lindahl, Chris - Math
Lombardi, Matt - Math
Ludvigson, Mark - Math
Magallanes, Christine - Lang
Mashadi, Eram - ELL

Mattioli, Valerie - Sp Ed
McCarthy, Ken - Sci
McIlmoyle, Jennifer - Com
McIlmoyle, Mark - Soc
McIntyre, Elyssa - Soc
McNiel, Matthew - FACS
Merlis, Abby - Art
Meyer, Becky - Sp Ed
Miller, David - Bus Ed
Minnick, Gretchen - Sci
Motes, David - Com
Mundahl, Stephanie - ALC
Murphy, Colleen - Com
Nagel, James - Lang
Nelson, Jerrod - Com
Nelson, Leanna - Soc
Newman, Susie - Sci
Nickel, Karen - Lang
Olson, Anna - FACS
Olson, Brad - Soc
Olson, Keely - Com
O'Neill, Erin - Soc
O'Neill, Melissa - Music
Parra Staves, José - Lang
Parra Staves, Lisa - Lang
Peter, Erin - Sp Ed
Peterson, Angela - Math
Peterson, Kelly - Sp Ed
Peterson, Tyler - Sp Ed
Pfeffer, Kristin - Lang
Platt, Sally - Lit. Coach
Poeschl, John - Bus Ed
Popp, Mark - Com
Prickett, Jeremy - Math
Prody, Glenda - Sp Ed
Prondzinski, Jeff - Soc
Rock, Jim - Sci
Rosenboom, Nancy - Peer Coach
Rudell Beach, Sarah - Soc

Sarff, Gail - Com

Schmit, Peter - Soc
Schumacher, Mike - Com
Scott, Michael - Com
Sehlin-Goneau, Brenda - Sp Ed
Serrano, Caitlin - Soc
Sheldon, Mercedes - Com
Shepard, Tyler - Bus Ed
Sherwin, Carol - Sp Ed
Showalter-Hanson, Renee - Sp Ed
Siddiqui, Fauzia - ELL
Simmelink, John - Soc
Skerbitz, William - Math
Sonderup, Mark - Sci
Stoll, Jill - Art
Swenson, Amy - Soc
Swiggum, Leslie - Sci
Telford, Gabrielle - Lang

Thompson, Doug - Sci
Tibesar, Nick - Soc
Tillotson, Adam - Soc
Tolle, Colleen - Com
Topic, Mary - Sp Ed
Tordeur, Scott - ETD
Traurig, Dave - Bus Ed
Tritch, Mia - Phy Ed
Tuura, Larry - Lang
Van Horn, Robyn - Com
Vernes, Ashley - Com
Vieth, Bill - Com
Vlach, Monica - Lang

Vollendorf, Amy - Sp Ed
Waite, Bill - ETD
Ward, Phil - Phy Ed
Watkins, Jeff - Com
Wendell, Jeanne - Sp Ed
Whitworth, Jenniffer - ALC
Williams, Chip - Music
Wilson, Bruce - Math
Wojtanowski, Scott - Bus Ed
Wyffels, Curt - Math
Wyffels, Rebecca - Music
Zhang, Sheen Heng - Lang
Zimmerman, Jean - ETD



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
11%	47%	30%	12%	16%	47%	0%



Student Demographics

Student Population by Grade

Grade	2007-2008		2006-2007		2005-2006	
	# of Males	# of Females	# of Males	# of Females	# of Males	# of Females
9	427	413	403	389	395	383
10	407	392	398	392	391	381
11	400	380	403	381	372	416
12	388	378	387	408	386	349
Total	1,622	1,563	1,591	1,570	1,544	1,529

Ethnic Distribution

Ethnicity	2007-2008	2006-2007	2005-2006
Native American	14	17	12
Asian/Pacific Islander	218	198	171
Hispanic/Latino	60	59	48
Black	211	217	193
White	2,682	2,670	2,649

Percent of Students on Free/Reduced Lunch

	2007-2008	2006-2007	2005-2006
Free	7%	7%	6%
Reduced Price	3%	2%	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
N/A	8.13%	8.5%

Average Daily Attendance

2007-2008	2006-2007	2005-2006
N/A	95.7	95.2



Minnesota Comprehensive Assessments (MCA-II)

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

All Students	Grade 10 Reading	Grade 11 Math	High School Science
2007	81%	57%	N/A
2008	89%	58%	64%
2009	91%	72%	74%

Native American	Grade 10 Reading	Grade 11 Math	High School Science
2007	60%	50%	N/A
2008	60%	33%	25%
2009	33%	40%	0%

Asian	Grade 10 Reading	Grade 11 Math	High School Science
2007	81%	78%	N/A
2008	97%	76%	81%
2009	91%	92%	82%

Hispanic	Grade 10 Reading	Grade 11 Math	High School Science
2007	54%	42%	N/A
2008	59%	25%	38%
2009	55%	59%	40%

Black	Grade 10 Reading	Grade 11 Math	High School Science
2007	40%	19%	N/A
2008	52%	13%	10%
2009	59%	25%	22%

White	Grade 10 Reading	Grade 11 Math	High School Science
2007	86%	59%	N/A
2008	93%	62%	68%
2009	94%	75%	77%



ACT Composite Scores

	Wayzata Average	% of Students Participating	National Average	Minnesota Average
2007	25.0	83%	21.2	22.5
2008	25.0	84%	21.1	22.6
2009	25.1	88%	21.1	22.7

SAT: Average Critical Reading, Math and Writing Scores

	Wayz. Avg. Math	Wayz. Avg. Read	Wayz. Write	% of Students Taking SAT	MN Avg. Math	MN Avg. Read	MN Avg. Write	US Avg. Math	US Avg. Read	US Avg. Write
2007	629	609	600	27%	603	596	577	515	502	494
2008	625	611	603	21%	609	596	579	515	502	494
2009	642	610	605	19%	609	595	578	515	501	493



Thanks to all of the staff and students at Wayzata High 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.

Classroom Assessment Tools and Data Warehouse

Update from Wade Phillips and Jane Sigford

For the past year assessment has been a major focus of curriculum and instruction. Our teaching staff has studied and utilized best practice assessment strategies, linked classroom assessments to standards, conducted formative assessments to inform instruction, and targeted instruction to needs of individual students. Technological tools help facilitate this initiative. We are currently engaged in a pilot of technological assessment devices from Turning Technologies. Plus, we are proposing a change from our current data management system to a new one, Performance Matters, which is integrated with the technological assessment devices.

Turning Technologies is a recipient of the prestigious 2008 Tech & Learning Awards of Excellence for its interactive student response software, TurningPoint 2008.

Performance Matters is a web-based data management system that “provides a robust integrated dashboard, reporting and analysis platform for all of Wayzata’s assessments. “

Together, Turning Technologies and Performance Matters provide integration between the TT student response systems and the Performance Matters data management and assessment system to provide real-time web based reporting information for teachers and administrators.

How did we get to this point?

- We are individualizing instruction using real time assessment data linked to state standards
- We have looked at technological tools, e.g. ipod touches, to assist with this process
- Resource teachers discovered Turning Technologies and Performance Matters who work together to provide an integrated solution
- Our current system , Just 5 Clicks, did not give us a seamless, easy process to move the data into a analysis tool
- J5Clicks had Quickscan, a classroom assessment tool , that was based on a paper scanning system that was an outdated and inaccurate solution.
- A committee of teachers, administrators, resource teachers investigated Turning Technologies and Performance Matters over the summer.

RECOMMENDATION

- To continue our journey for personalized learning as defined by District direction, we are moving forward to purchase 25 sets of the instruments from Turning Technologies
- These instruments will be placed in classroom of teachers who have already written common assessments linked to learning targets and who have used QuickScan in the past. They will receive professional development on the tools and more training on formative and summative assessments.
- In order to have the seamless integration with data and its analysis, we recommend moving to Performance Matters over the next year which means there is a transitional time of moving to the new system.
- There will be an overlapping time in implementing Performance Matters and yet still having access to our data on J5Clicks. There will be a year when we will have 2 systems. After June 30, 2010, we will not renew our contract with J5Clicks.



TO: Members of the Board of Education
Dr. Chace Anderson, Superintendent of Schools

FROM: Jim Westrum, Finance and Business

DATE: September 14, 2009

SUBJ: **Recommendation of the Payable 2010 Preliminary Tax Levy Certification to Finance a portion of the 2010-2011 School Year Operations**

We have received a draft “Levy Limitation and Certification” document from the State Department of Education. Based on this state authorization, we have enclosed several exhibits summarizing our preliminary levy for your consideration.

The school district’s payable 2010 preliminary tax levy must be certified by our school board by September 30, 2009. Therefore, it is necessary that we certify a preliminary tax levy at the regular school board meeting scheduled for Monday, September 14, 2009. Once we have submitted our preliminary tax levy certification to the county auditor, it can be increased only with authorization from the Minnesota Department of Education. However, individual items may be decreased prior to final approval which is expected to occur in December 2009.

The district’s property tax levy is allocated to individual parcels of property in the district using formulas based upon Hennepin County’s assessed market value. Hennepin County’s preliminary estimate of the district’s total adjusted net tax capacity is expected remain stable when compared with the prior year’s values. Thus, the average Wayzata Public School District taxpayer’s school portion of this year’s property tax bill will be similar when it is compared to last year, unless they have experienced a significant change in their property’s assessed value. We will have individual parcel estimates available prior to approval of the final levy scheduled in December.

PROPOSED SCHOOL TAX LEVY

Exhibit I is a comparison of our preliminary levy payable in 2010 with the district’s final levy payable in 2009. The total preliminary levy for taxes payable in 2010 is \$45,443,682. This total levy amount represents an overall increase of \$956,328, or 2.15% from the previous year. Much of the change in the District’s levy is due to adjustments from prior year’s estimates in several components in the Community Service and Debt Service funds. The change in the General fund was an increase of \$222,726, or 0.66% from the previous year.



Exhibit II shows the district's total levy history and tax capacity history over the last decade. Historically, it is important to note that the district's local tax levy declined significantly in the 2002-2003 school year due to the major changes and property tax reform that took place at that time. Levies subsequent to 2002-2003 include voter approved operating referendum and technology levies that were approved by voters of the district. With the district's robust growth in the northern part of the district, the corresponding tax capacity growth minimized the individual taxpayer impact of most of the increases in levy components. It is anticipated that the district's tax capacity will remain stable this year.

The remainder of the exhibits is a detailed analysis of the levy by fund.

GENERAL FUND

Exhibit III is a detailed analysis of the proposed levy recommendation for the General fund and will be discussed in greater detail at the September 28, 2009 work session. Overall, the General fund levy is comparable to the prior year's levy and represents an increase of \$222,726, or 0.66% from the previous year.

COMMUNITY SERVICES FUND

Exhibit IV is a detailed analysis of the proposed levy recommendation for the Community Services fund.

These levies are based on statewide tax rates applied to all property in the State. Statewide revenue formulas continue to generate the same amount of revenue to the district. However, prior year adjustments of (\$87,000) were used last year to reduce last year's levy amount. These were one time adjustments that are no longer available to reduce the current year levy amount. This accounts for much of the change in the Community Services Fund.

DEBT SERVICE FUND

Exhibit V is a detailed analysis of the proposed levy recommendation for the Debt Service fund.

The district is required to levy 105% of scheduled principal and interest payments. The required levy includes the **current** required debt service amount. In addition, the debt service excess reduction represents resources that the district anticipates are above 105% of the next year's principal and interest payments and can be used to reduce the levy. Due to the fact that the district's investment earnings have declined due to the state of the economy, we needed to reduce the reduction in levy as the interest earnings were not available for use to the extent as they were in the prior year. This had the effect of causing our debt service levy to increase.



SUMMARY

The proposed school tax levy represents the combined total impact, across all funds, of the legislated property tax program combined with the educational programming needs of the Wayzata Public Schools as they relate to our particular levy authority/capability. As the state continues to refine the 32 pages of formulas that calculate this levy, it is important to note that minor changes may still occur. Therefore, approval of the “MAXIMUM” preliminary levy certification amount is recommended at this time.

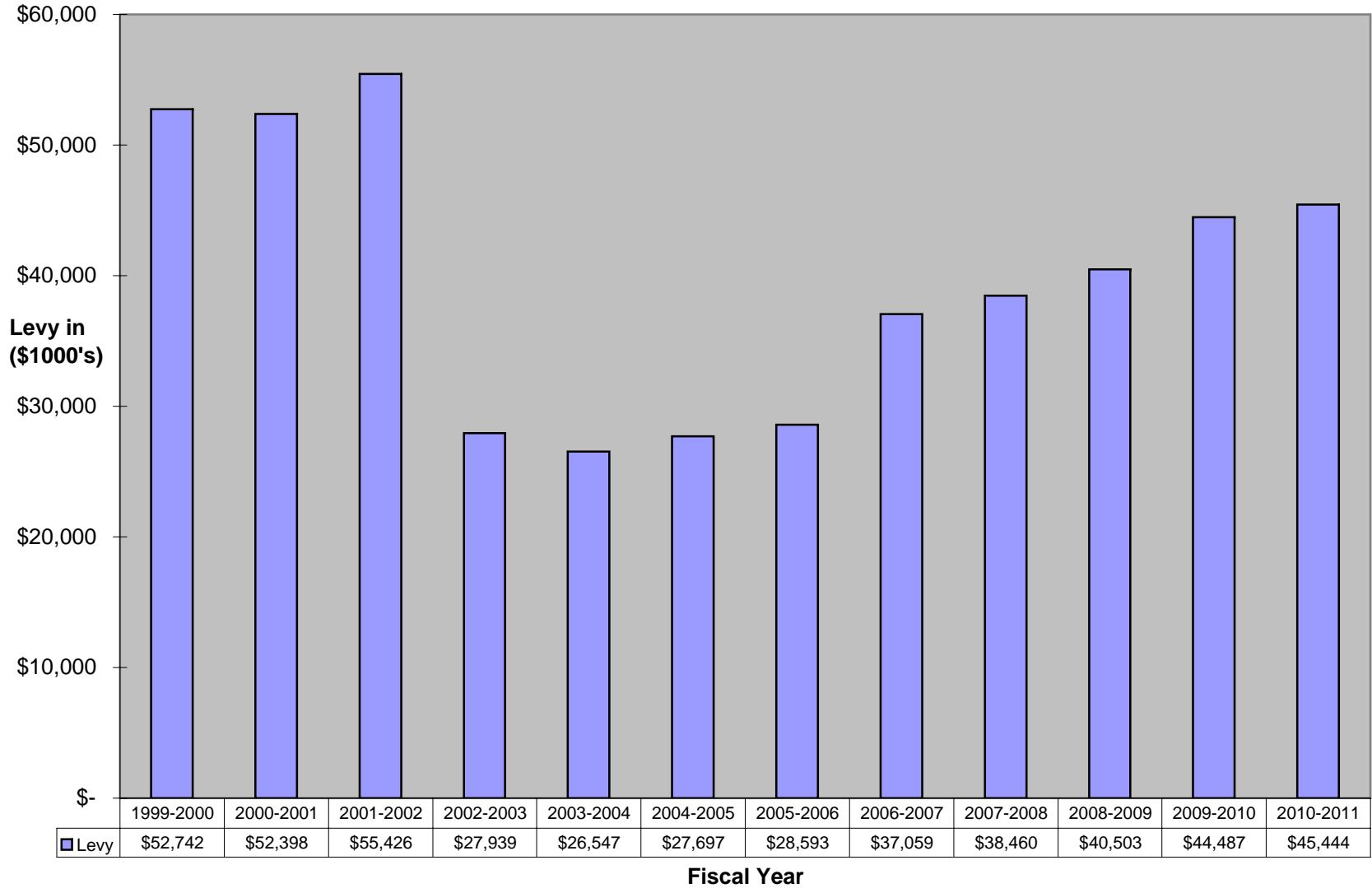
TRUTH IN TAXATION LAW

Legislative Session Laws 2009 repealed the requirement to hold a truth in taxation hearing. The public will have the opportunity to speak to the board at the regular school board meeting December 14, 2009 at 7:00 p.m.

If you have questions regarding the enclosed materials or desire additional information, please give me a call at any time at 763-745-5023.

Enclosures

**Property Tax levy Historical Trends
All funds**



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Wayzata Public Schools
 Pay 2010 Analysis as of 9-14-09
 Total Levy -voter and non

Exhibit VI

<u>FUND</u>	<u>PRELIMINARY 2010 LEVY</u>	<u>PAYABLE 2009 LEVY</u>	<u>CHANGE</u>	<u>PERCENT CHANGE</u>
General				
Voter Approved	\$ 23,060,667	\$ 22,971,351	\$ 89,317	0.39%
Non- Voter Approved	\$ 10,778,698	\$ 10,645,289	\$ 133,409	1.25%
General fund Total	<u>\$ 33,839,366</u>	<u>\$ 33,616,640</u>	<u>\$ 222,725.74</u>	<u>0.66%</u>
Community Service	\$ 1,351,009	\$ 1,199,588	\$ 151,420.79	
Debt Service	\$ 10,253,307	\$ 9,671,125	\$ 582,181.65	
TOTAL	<u><u>\$ 45,443,682</u></u>	<u><u>\$ 44,487,354</u></u>	<u><u>\$ 956,328</u></u>	<u><u>2.15%</u></u>

Wayzata Public Schools
 Pay 2010 Analysis as of 9-14-09
 Total Levy All Funds - Proposed

Exhibit I

<u>FUND</u>	<u>PRELIMINARY 2010 LEVY</u>	<u>PAYABLE 2009 LEVY</u>	<u>CHANGE</u>	<u>PERCENT CHANGE</u>
General	\$ 33,839,366	\$ 33,616,640	\$ 222,726	0.66%
Community Service	\$ 1,351,009	\$ 1,199,588	\$ 151,421	
Debt Service	\$ 10,253,307	\$ 9,671,125	\$ 582,182	
TOTAL	\$ 45,443,682	\$ 44,487,354	\$ 956,328	2.15%

Wayzata Public Schools
Pay 2010 Analysis as of 9-14-09
General Fund Levy -Proposed

Exhibit III

		PRELIMINARY			
		Payable 2010 Amount	Payable 2009 Amount	Dollar Change	Percent Change
Referendum Levy Authority	*	\$ 17,158,152	\$ 18,082,457	\$ (924,305)	-5.11%
Equity		942,673	795,471	147,202	18.50%
Transition		13,136	13,177	(41)	-0.31%
Technology Levy	*	5,902,515	4,888,894	1,013,621	20.73%
Operating Capital		2,374,783	2,333,005	41,778	1.79%
Alt Teacher Compensation		928,650	912,299	16,351	1.79%
LCTS Recovery		24,456	29,515	(5,059)	-17.14%
Integration		453,890	447,674	6,216	1.39%
Reemployment		60,000	65,729	(5,729)	-8.72%
Safe Schools/Crime Levy		469,137	462,712	6,425	1.39%
Ice Arena		216,809	183,274	33,535	18.30%
Career Technical		191,058	190,727	330	0.17%
Health and Safety (inc adjustments)		2,872,166	2,861,077	11,089	0.39%
Deferred Maintenance		623,282	594,916	28,366	4.77%
Lease Levy	**	1,200,000	1,283,303	(83,303)	-6.49%
Abatements		36,289	48,309	(12,020)	-24.88%
Other adjustments	***	372,371	424,101	(51,730)	-12.20%
GENERAL FUND TOTALS		<u>\$ 33,839,366</u>	<u>\$ 33,616,640</u>	<u>\$ 222,726</u>	<u>0.66%</u>

* These levy components represent voter approved revenue sources indexed for inflation.

** Estimate made by the District as 287 has not submitted data as of 9-14-09

*** Includes many minor adjustments due to more current and accurate information.

Wayzata Public Schools
 Pay 2010 Analysis as of 9-14-09
 Community Service Fd - Proposed

Exhibit IV

	PRELIMINARY			
	Payable 2010 Amount	Payable 2009 Amount	Dollar Change	Percent Change
Basic Levy	\$ 413,932	\$ 406,657	\$ 7,275	1.8%
Early Childhood Levy	389,400	392,400	(3,000)	-0.8%
Home Visitation Levy	5,192	5,232	(40)	-0.8%
Adults with Disabilities	7,500	7,500	-	0.0%
School Age Care	535,300	474,800	60,500	12.7%
Abatements and Prior year adjustments	(314)	(87,001)	86,686	
COMMUNITY SERVICE FUND TOTALS	\$ 1,351,009	\$ 1,199,588	\$ 151,421	12.62%

Wayzata Public Schools
 Pay 2010 Analysis as of 9-14-09
 Debt Service Fd Levy - Proposed

Exhibit V

	PRELIMINARY			
	Payable 2010 Amount	Payable 2009 Amount	Dollar Change	Percent Change
Required Levy of 105% of Scheduled Principal and Interest	\$ 10,603,002	\$ 10,188,308	\$ 414,694	4.1%
Abatements and Prior year adjustments	13,243	13,335	\$ (92)	-0.7%
Debt Service Excess Reduction	(362,939)	(530,518)	\$ 167,579	-31.6%
DEBT SERVICE FUND TOTALS	10,253,307	9,671,125	582,182	6.02%

Wayzata University

Board of Education Work Session – September 28, 2009

❖ Background:

- 72% of District teachers/educators have completed their masters degree.
- In 2007-08 and 2008-09, twenty-five teachers/educators earned their masters degree each year.
- Many teachers/educators continue to take on-going university credits to continue their education and earn lane changes.

❖ **May 2009:** A committee of teachers and administrators began meeting last spring to dream-storm and research the possibility of implementing a professional development partnership with a Minnesota University.

Committee members included: Clark Doten – WMS Associate Principal, Annie Doughty, Executive Director, Denise Falls – Professional Development TOSA, Lori Fildes – Special Services Director, Courtney LaRoche – CMS Teacher, Tom Koch – Principal, Chad Libby – Peer Coach, Donna Miller – Autism Specialist, Jodi Olson – WEA President, Jeff Ridlehoover – WHS Associate Principal and Jane Sigford – Executive Director. Carter Peterson joined us in July when we met with three universities to continue our research.

❖ **August 2009:** An RFP was sent to area universities. The scope of the partnership was outlined as follows:

- Develop an on-site masters program. The university and the district would partner regarding the curriculum of approximately 10-12 elective credits. The district and university would also partner on the development of the masters program.
- Opportunities for school district employees to be utilized as instructors.
- Professional development certificates would be created for all staff to enroll. Examples of these certificates are: technology, literacy, culturally responsive classrooms, math, leadership and classroom assessment.
- Develop an on-site administrative licensure program.

❖ **Currently:** We have received five RFP's and a smaller subcommittee will review:

- Hamline University, St. Paul
- Minnesota State University, Mankato
- St. Mary's University, Winona
- St. Thomas University, St. Paul
- University of Minnesota, Twin Cities Campus

❖ **Other Possibilities:**

- Research alternative ways for teachers to attend designated courses – e.g. Board credit
- Substantiate the quality of coursework currently being approved

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - October 12, 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 - September 14, 2009
 - B. Board Policies and Regulations - Reviewed (Per 3-Year Cycle) - No Changes
 1. Board Policy and Regulations 403 and 403-R - "Harassment and Violence" - First Reading
 2. Board Policy and Regulations 415 and 415-R - "Mandated Reporting of Child Neglect or Physical or Sexual Abuse" - First Reading
 3. Board Policy and Regulations 416 and 416-R - "Family and Medical Leave" - First Reading
 4. Board Policy and Regulations 502 and 502-R - "Student Discipline" - First Reading
 5. Board Policy and Regulations 510 and 510-R - "Student Sex Nondiscrimination" - First Reading
 6. Board Policy and Regulations 631 and 631-R - "Technology Use" - First Reading
 7. Board Policy 801 - "First Aid" - First Reading
 8. Board Policy and Regulations 803 and 803-R - "Crisis Management" - First Reading
 9. Board Policy 805 - "School Volunteers - Buildings and Grounds" - First Reading
 10. Board Policy 809 - "Authorized Use of District-Owned Materials and Equipment" - First Reading
 - C. Finance and Business Recommendations
 - D. Human Resource Recommendations
 - E. Assurance of Compliance with State and Federal Laws Prohibiting Discrimination
3. STUDENT CURRICULUM PRESENTATION
 - A. Wayzata High School Student Presentation
4. RECOGNITIONS
 - A. October Employee of the Month
 - B. Minnesota World Language Teacher of the Year - Barbara Cartford
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 - Lucy Andrews
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 - B. Curriculum and Instruction
 1. Approval of Proposed Wayzata High School Shared Decisions Agreement - 2009 - 2011
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - 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
 - A. Superintendent Evaluation/Compensation Committee - J. Moroz
 - B. District 287 Summary - C. Peterson
10. NEW BUSINESS
11. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – September 28, 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.