

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session - February 28, 2011 - 4:00 PM
210 County Rd. 101 N., Plymouth, MN 55447

AGENDA

- | | |
|--|----|
| 1. CALL TO ORDER/ROLL CALL | 3 |
| 2. ADMINISTRATIVE | |
| A. Leadership Presentation/Dissertation - J. Ridlehoover - <i>15 minutes</i> | 4 |
| B. Legislative Updates/Discussion - B. Noyed - <i>15 minutes</i> | 8 |
| 3. TEACHING AND LEARNING | |
| A. Greenwood Elementary School Site Plan Overview - B. Gustafson - <i>30 minutes</i> | 9 |
| 4. FINANCIAL | |
| A. 2011-2012 Budget Planning Process - Jim Westrum - <i>30 minutes</i> | |
| 5. HUMAN RESOURCES | |
| 6. BOARD REPORTS | |
| 7. SCHOOL BOARD | |
| A. Tentative Board Agenda for March 14, 2011 - <i>5 minutes</i> | 19 |
| 8. ADJOURN | 20 |

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

VISION

A model of excellence among learning communities

MISSION

The mission of the Wayzata School District is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.

District Directions for 2008-2010

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

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

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Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – February 28, 2011

AGENDA SECTION: 1. CALL TO ORDER/ROLL CALL

ITEM: _____

COMMENTS BY: Board Chair Gleason

Linda A. Cohen, Board Clerk, will call the roll:

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

ABSTRACT

Ridle Hoover, J. The High School Principals: An Investigation into the Essential Leadership Characteristics as Determined by High School Principals and the Teachers Whom They Serve (2010)

This study arose from a professional curiosity regarding what high school principals and teachers believed were the most essential leadership qualities of the high school principal. The premise was to quantitatively conclude whether a disconnect existed between what high school principals and teachers believed were the most essential leadership characteristics of the high school principal. The given leadership characteristics were prefaced with the understanding that the most essential leadership characteristics are those that have the greatest impact on student academic achievement and building climate/culture.

The study was of the mixed-method variety, with the vast majority of the data coming from two, ten-question surveys. One survey was provided to all high school principals in the state of Minnesota, and the second was provided to teachers in four Minnesota high schools. The second portion of the research included interviews with four high school principals. The interviews were used to ascertain the principals' thoughts with respect to the quantitative data collected.

The findings showed that high school principals and teachers show a great deal of commonality regarding what they consider to be the most essential leadership characteristics of the high school principal. However, the survey also showed that while high school principals and high school teachers find a great deal of agreement regarding the essential leadership characteristics, they do not necessarily find agreement on how site-based decisions are made or the style of leadership exhibited through their collective experiences with high school principals.

The findings of this research will be further disseminated to high school principals to provide them with insight regarding their *perceived* role in school leadership. This information should be helpful to high school principals in terms of increasing their personal leadership capacity and, therefore, increasing student academic achievement and the climate/culture of their respective schools.

CHAPTER FIVE
SUMMARY, DISCUSSION, AND IMPLICATIONS

“Leadership and learning are indispensable to each other.”

John Fitzgerald Kennedy

Summary of the Study

The research that took place during the course of this study was the result of my passion to investigate the essential leadership characteristics of the high school principal, as defined by the principals themselves as well as the teachers with whom they serve. The rationale for doing so was to quantitatively ascertain the agreed upon essential leadership characteristics of the high school principal and the primary focus was to understand the agreed upon leadership characteristics that are best suited for increasing student academic performance as well as building and promoting a positive school climate.

The research results were conclusive in that the high school principals and the high school teachers were in an almost an exact agreement regarding what they considered to be the *most essential* of the given, rank-order survey, leadership qualities. The principals and teachers agreed that *Communication* was the most essential of the leadership qualities, but they also agreed on the importance of seven of the next nine qualities as well. These results demonstrated that something other than the leadership vision was causing the perceived disconnect between the high school principals and the high school teachers. I found the information I was looking

for in the results of survey questions eight and nine and the insight provided from these two questions appeared to justify the perception that a disconnect does exist between the two entities.

The two questions mentioned above were not necessarily meant to be significant factors in this research, but when the high school principals and the high school teachers were asked about their actual experiences and perceptions of high school principal leadership, the results indicated a sharp disagreement.

The principals overwhelmingly believed that the most predominate style of leadership was *Democratic-Cooperative*. The majority of teachers also believed that this was the case, but by a significantly smaller margin (approximately 30%). Furthermore, almost no high school principals believed that the *Autocratic* style of high school principal leadership existed, but a significant amount of teachers believed that they experienced this form of leadership from their building principal.

The second question, which provided me with valuable insight, examined the teachers' voice in making significant decisions in the school environment. While the high school principals believed strongly that the teachers had *A great deal of influence* in programming and climate decisions, the high school teachers indicated the exact opposite. A high percentage of high school teachers indicated that they had *Very little influence* on these types of decisions.

I found that the answers to my research questions were not at all what I had assumed. Instead of the high school principals and high school teachers finding disagreement regarding the essential leadership characteristics of the high school principal, I found a great deal of agreement in this area. What I did find, however, was a significant disconnect between the perceptions of the exhibited leadership style and the manner in which the leadership was carried out. What this means to me is that while the two entities agree on the essential aspects of high school

leadership, they find a great deal of disagreement with respect to the manner in which principals lead. This is not to say that the principals or teachers are incorrect in their respective perceptions, but it does call for a conversation to discuss the rationale for such a strong disconnect in perception.

Therefore, in answering my primary research question, “Do high school principals and teachers have similar or differing views regarding the essential leadership characteristics of the high school principal?” I would have to acknowledge that these two entities have very similar views (almost identical) regarding the *essential leadership characteristics* of the high school principal. In answering my secondary research question, “Which high school principal leadership characteristics are viewed as the most essential by both high school principals and high school teachers?” I found these characteristics to be (in rank-order) *Communication, Educational Vision, Collaboration, Problem Solver, and Knowledge of Curriculum, Instruction, and Assessment.*



Legislative Action Committee – Position Statements Mandate Reductions (DRAFT – February 24, 2011)

The Minnesota Legislature is considering legislation that would reduce or eliminate several unfunded mandates that currently restrict the flexibility that school districts have to operate efficiently and effectively. While the Wayzata Public Schools Legislative Action Committee (LAC) and School Board are generally supportive of any mandate relief legislation, there are three specific provisions that the legislature is considering that the LAC and board support. These provisions include the following:

- **Repeal of the maintenance of effort set aside of the safe school levy** – There is a provision in the safe schools statute that requires school districts to maintain expenditures used for licensed school counselors, nurses, social workers, psychologists, or alcohol and chemical dependency counselors. Because of this provision, districts are not able to reduce spending in this area, if necessary, which limits flexibility for districts to manage expenditures.
- **Repeal of the two percent budget set aside for professional development** – Districts are currently required to reserve two percent of the general fund budget for professional development expenditures. Repealing this provision would give districts additional flexibility in managing budgets and allow for local control of professional development expenditures.
- **Repeal of the January 15 deadline and related financial penalty for teacher contract negotiations** – While negotiations in Wayzata Public Schools have been completed in recent years long before the January 15 deadline, the deadline and related financial penalty punishes districts for not completing the process and ultimately decreases funds from the overall district budget.



**School Improvement Plan DRAFT
2010-2011**

Section 1: Executive Summary

The National Association of Elementary School Principals (2008) defines learning communities as, “places in which adults and students work collaboratively and demonstrate a commitment to continuous improvement of performance.....The concept of learning communities is founded on the belief that the core mission of public education is not simply to ensure that students are *taught* but to ensure that they *learn*.” (p. 84). Greenwood Elementary School embraces the Professional Learning Team (PLT) concept. We work collaboratively to help all students reach their potential in education, work, and life. We intently approach building and district initiatives utilizing the PLT model and diligently invest in the *power of us* concept. Our school improvement efforts focus on five primary themes:

- **Development of the “Whole Child”:** Faculty and staff demonstrate an unswerving commitment to the development of the *whole child* by establishing a solid academic foundation for all students while promoting good character. We maintain a safe and caring climate that emphasizes learning while recognizing the importance of each child’s emotional, social and intellectual self. We strive to build a positive collaborative culture that values both effort and achievement.
- **Data Driven Dialogues:** Our school uses the Collaborative Inquiry Model embedded with data driven dialogues (3D) to improve student achievement. Our team systematically reviews qualitative and quantitative data from formative and summative assessments to improve student learning. We have honed in on four guiding questions, originally posed by Richard Dufour, to focus our PLT discussions:
 - ✓ What is it we expect all kids to learn?
 - ✓ How will we know when they have learned it?
 - ✓ How will we respond when they don’t?
 - ✓ How will we respond when they already know secure skills?
- **Personalization and Differentiation:** Our team acts on the belief that all children learn and grow by providing motivating and engaging learning experiences commensurate with students’ readiness levels. We seek to understand the diverse needs and cultures represented in our school and ensure that all learners are challenged and engaged. Classroom teachers differentiate instruction, infuse technology into lessons, and implement strategic interventions/enrichment.
- **Empowering Stakeholders:** We partner with the school community and PTA to develop relationships focused on student growth and success. We are committed to regular two-way communication that increases student learning opportunities. Educators, parents, and community leaders interested in contributing to the well-established climate of excellence are supported and serve in a manner that best contributes to the vision and mission of our school. We are very fortunate to have a strong family support system comprised of students and parents/guardians that value and generously support education.
- **Responsive Professional Development:** We are committed to investing in the single greatest determinant in learning; that being instruction (Hall, 2008). Building teachers’ capacity for success is tantamount to any school’s improvement efforts. Professional development is for all faculty and staff and the ultimate goal is improved student learning. Our school is in the initial phases of redefining its professional development plan and increasing the representation of educators involved in planning meaningful and responsive professional development opportunities.

The performance of an organization or school depends more on how the parts work together than on how they work separately (Ackoff, Magidson, & Addison, 2006). The Greenwood Elementary team is engaged in a PLT journey designed to increase the cohesion of our parts through the realization of incremental progress towards shared goals. We focus improvement efforts on the aforementioned themes. It is our expectation that PLTs and the critical conversations they elicit will serve as a vehicle to continuous improvement.

Collaborative Inquiry Data Team:	Professional Development Team:	Student Leadership/Service (KICKS) Advisors:	Academic Excellence and Equity Personell:	Alt. Compensation Goal Team:
Sue Bradsher Brad Gustafson Joel Martin Amy Naleid Julie Sjeklocha	Sue Bradsher Roxie Carlson Brad Gustafson Homeroom Teachers TBD Para TBD	Tami Arvig Bridget Iliff Rima Torgerson (parent)	Sue Bradsher (Vision 21) Roxie Carlson (Literacy Specialist) Turi Hembre (Literacy Specialist) Mitzi Doshier (Math Specialist) Julie Olson (D.E.L.C.)	Sue Bradsher Brad Gustafson Joel Martin Sean Peterson Julie Sjeklocha

Section 2: Academic School Improvement Initiative

Focus Area: Q-Comp SIP Goals 2010-2011 Math:

The percentage of all students in grades 3-5 at Greenwood Elementary School who are proficient on the Math MCAII will be 91.59% or greater in 2011, and the percentage of 3-5 students who earn the achievement level of "Exceeds the Standards" will increase from 62.9% in 2010 to 64.9% in 2011.

**An equi-percentile algorithm will be utilized by the Minnesota Department of Education (MDE) to account for unforeseen variables stemming from the MCA-II testing transitioning to online administration.*

Highlights of action plan for Math Goal

Student Activity: Students will engage in metacognitive processes and explicit instruction in problem-solving and mathematical reasoning.

Rational for Student Activity: Student achievement scores in math have plateaued over the past three years according to MCA-II data. Substrand analysis reveals that mathematical reasoning is a relative weakness for 3rd through 5th graders at Greenwood Elementary School.

Supporting Research: Research supports the connection between higher-level thinking and justifying, generalizing, and verifying the value of evidence (Bloom, 1956). In mathematics, a student's capacity to evaluate why an answer is true...and if it's always true, points to this attainment of a deeper understanding. To truly become mathematically proficient, students must learn powerful mathematical connections and ideas rather than isolated algorithms that may or may not relate (Carpenter, Franke, & Levi, 2003). Our teachers continue to observe gaps in students' abilities to compute basic facts across all grade-levels. Mathematical reasoning and a deeper understanding of how number sense pertains to the base ten system and eventually algebra will contribute to gains in student achievement scores within several math substrands. Carpenter, Franke, & Levi explain, "When students learn arithmetic with understanding, they implicitly use many of the unifying properties of number operations. Making those properties explicit can help them put structure on what they are learning and thus further their understanding" (p. 137).

Tools and processes to gauge progress during the school year: PLTs utilize common assessment data, Performance Matters, and data driven dialogues to gauge progress during the school year. A Professional Development needs assessment survey identified teachers' top priorities for learning this school year. Results indicated that top priorities for staff were differentiated strategies, guided math, and technology integration. The Teacher Assistance Team (TAT) and faculty monitor student learning and progress.

Focus Area: Equity SIP Goals 2010-2011 Math:

Greenwood Elementary School will invest in the development and support of high caliber Professional Learning Teams that gain proficiency using the Collaborative Inquiry model.

Highlights of action plan for Math Goal:

Student Activity: Greenwood Elementary students will participate in frequent progress monitoring. All students will benefit from a Collaborative Inquiry Model and data team that has clarified its relationship with other initiatives (PLTs, Performance Matters, Rounds/Walk-Throughs, Professional Development, etc.).

Rational for Student Activity: Progress monitoring and ongoing formative assessment data is required to effectively drive instruction. Formative assessment data and data driven dialogues address disparities that exist between subgroups established by the NCLB act.

Supporting Research: Research is conclusive in that underachievement does NOT rest solely on the backs of disadvantaged students or families of at-risk children. The Collaborative Inquiry Model and 2003 Using Data Project established that all kids can learn when educators are trained in cultural proficiency and frequently monitor progress linked to goals (Love, Stiles, Mundry, & DiRanna, 2008).

Tools and processes to gauge progress during the school year: PLT meetings incorporating Collaborative Inquiry, TAT meetings, PLT Rubrics and PLT Surveys.

Section 3: Other School Improvement Initiatives

Focus Area: SIP Goals 2010-2011 **Student Opportunities and School Climate:**

Greenwood Elementary School evaluates opportunities that enhance student leadership/service capacity, character education, staff camaraderie, and school spirit.

Highlights of action plan for Other Area:

Student Activity: KICKS students are leading the school-wide charge to make a difference in our school, community, and beyond. Service-learning projects are also in place outside the KICKS umbrella.

Rational for Student Activity: Relationship-building activities and leadership opportunities that promote student service are part of developing the whole child. Faculty and staff are interested in opportunities to build camaraderie and school spirit.

Supporting Research: There is a strong link between a person's desire to come to work/school and their ability to produce. Research spanning 25 years and multiple continents points to the importance of deliberately investing in building climate and team cohesion (Kouzes & Posner, 2007).

Tools and processes to gauge progress during the school year: KICKS participation data and feedback, formal entrance/exit interviews, staff surveys, community qualitative data/feedback, and discipline data will be analyzed and revisited to gauge progress towards desired outcomes.

Section 4: Professional Development Initiatives

Focus Area: Formal PD Planning and Representation **Implement Best Practices in Professional Development**

Greenwood Elementary School will compose and implement a formal Professional Development Plan in 2011.

Greenwood Elementary School will increase representation on the Professional Development team in 2011, so all staff has greater access and input to training and resource allocation.

Highlights of action plan for Professional Development:

Professional Development will support current district initiatives including: PLTs, Collaborative Inquiry, Performance Matters, and additional technology initiatives (Solo 6, student response systems, etc.).

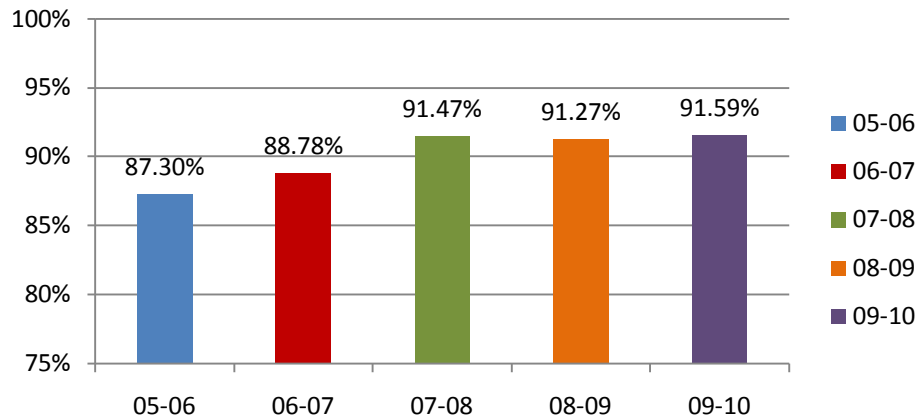
Professional Development occurs at semi-monthly staff meetings, weekly PLT meetings, district in-service days, Academy classes, and workshops.

Our school is establishing a new formal Professional Development Plan. The process, in its infancy, seeks a more representative/inclusive model. Last month, a core team met to draft guiding principles.

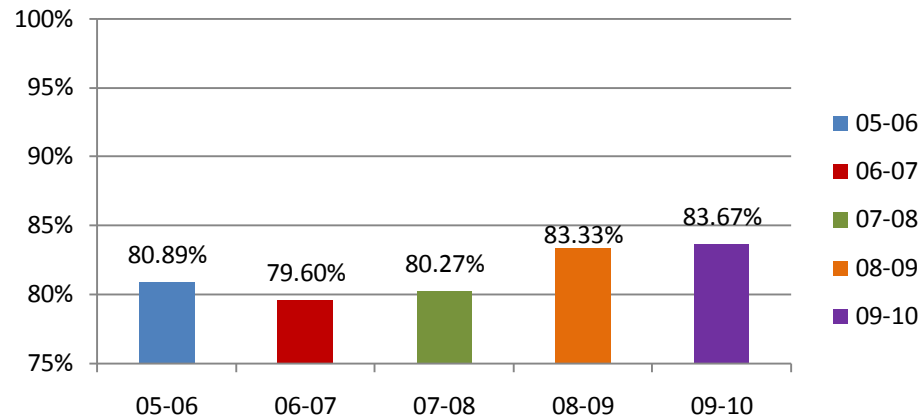
Greenwood Elementary Professional Development will:

- ✓ Lead to improved student learning.
- ✓ Include all staff.
- ✓ Respond to teacher needs.
- ✓ Be of the highest quality.
- ✓ Facilitate learning around district initiatives.
- ✓ Operate flexibly within a budget.

**Greenwood Elementary School Trend Data for:
Accountability Test Proficiency: Math**



**Wayzata School District Trend Data for:
Accountability Test Proficiency: Math**

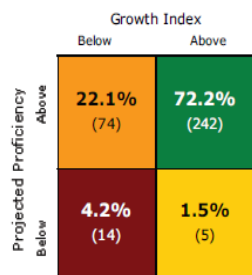


The overall proficiency in the area of Mathematics as measured by the MCAII test (grades 3-5) has increased 4.29% over the past five years. The rate of improvement has plateaued the past three years. (In 2008-2009 there was a modest decrease in proficiency.) When compared to the five-year district trend data, Greenwood Elementary School students are achieving 8.53% higher on average.

A more detailed analysis of the 2009-2010 proficiency data reveals that of the 91.59% of students that were proficient, 62.90% “exceeded” and 28.70% “met” the standard. The atypical distribution in student achievement levels shows the majority of students achieving above average which presents a unique opportunity for our PLT. Differentiated instructional strategies are used, including a math workshop, flexible grouping, and enrichment/intervention time. A focus on mathematical reasoning has been prevalent at professional development sessions. A “Golden Brain” traveling trophy helps build students’ critical thinking and reasoning skills/awareness. Individual grade-levels incorporate problem-solving and mathematical reasoning into their PLT team goals.

**Section 6: NWEA MAP Data
Spring 2010 Growth Seasons Roster for Fall 09 - Spring 10**

Reading Quadrant



Quadrant Legend:

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

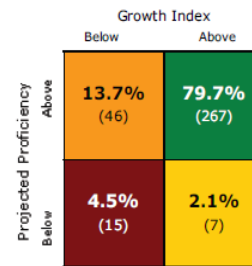
Above Growth: Student's growth index is greater than or equal to zero

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		
	Count	%		Count	% Proficient	% Median
3	102	81.4%	105	96.2%	88.6%	
4	105	80.0%	106	95.3%	88.7%	
5	128	62.5%	130	91.5%	82.3%	

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	
	Count	%		Count	% Proficient
3	102	88.2%	105	99.0%	
4	105	89.5%	106	93.4%	
5	128	70.3%	130	88.5%	

94.3% of students are projected to be above the state standard in Reading.
93.4% of students are projected to be above the state standard in Mathematics.

To maximize the number of students realizing a growth index greater than or equal to zero, we focus on several district initiatives:

- 1.) PLTs
- 2.) Collaborative Inquiry and data-driven dialogues
- 3.) Common formative assessments and Performance Matters data
- 4.) Caring by walking around (CBWA) Administrative Rounds
- 5.) Turning Technology and Solo 6

Section 7: Parent Conference Information	Fall 2010		
	Total # of Students	# of Student Body	% of Families Attending
Overall	610	100%	100%
Black	7	1.1%	100%
Hispanic	13	2.1%	100%
White	505	82.7%	100%
Asian	85	13.9%	100%
Low Income	24	3.9%	100%
IEP	65	10.6%	100%
LEP	6	<1%	100%

Conference attendance has been reported to be 100%. Greenwood utilizes a flexible conference schedule working with families to schedule conferences around vacations and evening sporting events. This level of responsiveness has been effective and feedback has been overwhelmingly positive.

Section 8: Discipline

The Greenwood Elementary School discipline philosophy encourages caring adults to help students learn from their mistakes. We utilize natural consequences and proactive interventions.

When there is a discipline issue, staff and administration work with parents to reach a successful resolution. We work through problems so that the impact on classroom learning is minimal. There are a limited number of office referrals, the majority stemming from school bus conflict.

At the conclusion of the school year, MDE requires schools to file a disciplinary report. As of February, 2011, Greenwood has zero (0) full and zero (0) half-day suspensions to report.

Section 9: Basic Demographic Information	School Year 2003-2004	School Year 2004-2005	School Year 2005-2006	School Year 2006-2007	School Year 2007-2008	School Year 2008-2009	School Year 2009-2010	Current School Year
Attendance rate (%)	96.99	97	96.96	96.85	97.16	96.98	TBD	TBD
Truancy rate (%)	0	0	0	0	0	0	0	0
Mobility rate : (%)	6.0	3.6	NA	2.6	3.4	4.4	NA	NA
Expulsion rate, if applicable (%)	NA	NA	NA	NA	NA	NA	NA	NA
Retention Rate, if applicable (%)	NA	NA	NA	NA	NA	NA	NA	<1
Student Population (#)	647	637	638	630	624	631	660	610
Free and Reduced Price Lunch (%)	5.0	3.0	2.0	2.0	3.0	4.0	5.3	4.0
Limited English Proficient (LEP) (%)	0.0	0.0	0.0	2.0	2.0	1.0	1.0	<1
Special Education (%)	7.0	6.0	6.0	7.0	6.0	7.0	8.0	10.6
White, Non-Hispanic (%)	84.7	89.0	88.7	87.0	86.7	86.2	85.0	83.0
Black Non-Hispanic (%)	0.5	2.5	2.4	2.5	2.1	0.6	0.5	1.1
Hispanic (%)	2.2	1.4	2.0	1.4	1.6	2.1	2.1	4.0
Native American or Alaskan Native (%)	0.2	0.0	0.0	0.0	0.0	0.0	0.0	<1
Asian/Pacific Islander (%)	12.5	7.1	6.9	9.1	9.6	11.1	12.0	13.9
Multi-racial/ethnic (%)								

Student demographics have remained relatively stable when comparing data over the past seven years. One noteworthy increase is in the Special Education subgroup. We have welcomed open-enrollment and intra-district transfers and this partially contributes to the increase.

Section 11: Perception Survey Data Summary

Staff Survey Results: An electronic PLT survey was completed by individual teachers in early October (2010). The survey was designed to gauge the support/training offered to learning teams, and to measure perceptions about communication throughout the building. Data and open responses in the anonymous survey served as a road map in moving forward with the PLT initiative and broader continuous improvement efforts. A similar survey was re-administered in late January (2011) to document progress and identify areas of concern. Highlights and results from both surveys are below. Perception data reveals that the percentage of staff members that feel “good or great” about their PLT increased by 11.3%. The percentage of teachers that feel they are lacking direction and cohesiveness was nearly cut in half. Casual conversations with our team reveal that Specialists continue to seek purpose and a framework for meeting that lends itself to their unique schedules. More than 60% of teachers completed the survey, and 50% of survey respondents identified PLT time as the highest priority. As a testament to the professionalism and candor of our faculty, open item survey responses were detailed and specific. It should be noted that individuals and/or teams expressing the need for more direction and cohesion have taken the first step towards that end, and this is viewed as a significant and positive step in our journey together.

October 2010 Responses:

Is your PLT meeting regularly and feeling supported?

- 47.6% - Rocking and rolling and feeling great. Organized and meeting regularly with a purpose.
- 28.6% - Off to a good start and looking for continued direction and support.
- 23.8% - Lacking direction and not feeling as cohesive as we want to be.

January 2011 Responses:

Is your PLT meeting regularly and feeling supported?

- 41.7% - Rocking and rolling and feeling great. Organized and meeting regularly with a purpose.
- 45.8% - Off to a good start and looking for continued direction and support.
- 12.5% - Lacking direction and not feeling as cohesive as we want to be.

How are you using PLT time to inform instruction? (Open-ended response sampling below.)

“Our dialogue and feedback to each other allows us each to individually re-evaluate our instruction and learn from each other.”

“We are using our meetings to talk about what skills we are teaching, strategies with teaching those skills, and enrichment opportunities with the content we’re teaching.”

“Use PLT time to reevaluate where we have been, take a look at where we are going and discuss how to keep moving in the right direction.”

“We share lesson ideas, discuss shared students, look at data and assessments (formative and summative), and set or adjust pacing.”

“We are observing each other teaching lessons. This allows us to discuss teaching methods and brainstorm other methods to help struggling readers. We are also looking at work samples and testing data to determine if our students are improving.”

“I don’t feel like it has really focused on changing or informing instruction, more about how to work with and within the teams in the building.”

“After formal evaluations, looking at the data to determine the best support and instruction, minutes of service, etc.”

“Data driven decisions – data to help us reteach and extend.”

Section 11: Glossary of Terms

AYP: Adequate Yearly Progress.

Character Education: A term used to describe how schools teach students to be honest, trustworthy, kind, respectful, and responsible. It promotes positive student decision-making and is marked by civic, moral, healthy, mannered, and socially-acceptable traits.

Collaborative Inquiry: A data analysis model that features data driven dialogue as a vehicle to productive professional discourse with the goal of improved student achievement.

IEP: Individual Education Plan. An IEP is developed by a team to meet the needs of our special education students.

KICKS: Kids in Community Kare and Service. Led by 5th graders, KICKS is increasing service-learning opportunities on a school-wide level.

MCAII: The Minnesota Comprehensive Assessments II (MCAsII) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of NCLB. The reading and mathematics tests are used to determine whether schools and districts have made adequate yearly progress (AYP) toward all students being proficient in 2014. Reading and mathematics tests are given in grades 3-8, 10 and 11. Science tests are given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum.

MCAII Scale Scores: A student's performance, or achievement level, on a Minnesota Comprehensive Assessment – Series II (MCAII) falls into one of four achievement levels – Does Not Meet Standards, Partially Meets Standards, Meets Standards and Exceeds Standards. Students who are in the Meets Standards and Exceeds Standards are considered “proficient” and each contributes one index point in the calculation of Adequate Yearly Progress (AYP) for their school and district. Students who are in the Partially Meets Standards achievement level contribute a half index point (education.state.mn.us).

MCA-Modified: An alternate assessment, based on modified achievement standards, is for a small group of students whose disability precludes them from achieving grade-level proficiency. The first operational administration of the MCA-Modified is spring 2011.

MTAS: The Minnesota Test of Academic Skills (MTAS), an alternate assessment based on alternate achievement standards, is for students with the most significant cognitive disabilities.

NAESP: National Association of Elementary School Principals serves all elementary and middle-level principals.

NCLB: The No Child Left Behind Act of 2001 (NCLB) is federal legislation that promotes student achievement through school and district reform. NCLB requires each state to develop and implement a system for holding all districts and schools accountable for the education of all students. Reform efforts focus on: accountability for results; an emphasis on scientific research; expanded parental options; and expanded local control. Title I is the major program under NCLB. This program promotes academic excellence, enhances educational opportunities, and ensures equity for all of America's children and families.

NWEA (MAP): Northwest Evaluation Association – Measures of Academic Progress test creators.

Performance Matters: A comprehensive assessment and data management platform that supports the information needs of educators.

RIT score: The student's overall scale score on the NWEA (MAP) assessment. **Rasch Unit**, honoring George Rasch, the Danish mathematician who developed the underlying theory for this type of measurement. The RIT Scale is a curriculum scale developed by NWEA that uses the individual item difficulty values to estimate student achievement. Advantages to the RIT Scale are that it can relate the numbers on the scale directly to the difficulty of items on the tests and it is equal interval.

Subgroup(s): No Child Left Behind defines ten student groups: All Students, American Indian, Asian, Hispanic, Black, White, Limited English Proficient, Special Education, Migrant Status, and Free and Reduced Priced Lunch. Only the scores of subgroups with 20 or more students are used to calculate AYP with exception of Special Education and Limited English Proficiency, which must have at least 40 students (parentsunited.org, 2011).

Targeted Growth: The NWEA individual growth targets are the average amount of RIT growth for students in the grade who began at the same RIT level. NWEA last normed their data in 2008.

TAT: The Greenwood Teacher Assistance Team that addresses student concerns and provides a systematic framework and response of interventions.

Section 12: References

Ackoff, R., Magidson, J. & Addison, H. (2006). *Idealized design: Creating an organization's future*. Philadelphia, PA: Wharton School Publishing.

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Carpenter, T., Loef-Franke, M., & Levi, L. (2003). *Thinking mathematically*. Portsmouth, NH: Heinemann.

Hall, P. & Simeral, A. (2008). *Building teachers' capacity for success: A collaborative approach for coaches and school leaders*. Alexandria, VA: ASCD.

Kouzes, J. & Posner, B. (2007). *The leadership challenge*. San Francisco, CA: Jossey-Bass.

Love, N., Stiles, K., Mundry, S., & DiRanna, K. (2008). *The data coach's guide to improving learning for all students*. Thousand Oaks, CA: Corwin Press.

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WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - March 14, 2011 - 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. Organizational/Regular Meeting - January 10, 2011
 2. Regular Meeting - February 14, 2011
 - B. Finance and Business Recommendations
 - C. Human Resource Recommendations
 - D. Addition to School Board Meeting Schedule
 1. Establish Closed Board Meetings for Negotiation Purposes
3. **STUDENT CURRICULUM PRESENTATION**
 - A. Greenwood Student Presentation
4. **RECOGNITIONS**
 - A. March Employee of the Month -
 - B. WPS 2010-2011 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
 - B. Curriculum and Instruction
 1. Approval of Greenwood Elementary Site Plan
 - 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**
10. **NEW BUSINESS**
11. **ADJOURN**

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – February 28, 2011

AGENDA SECTION: 8. ADJOURN

ITEM: _____

COMMENTS BY: Board Chair Gleason

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