

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - December 16, 2013 - 4:00 PM
District Administration Building, 210 County Rd. 101 N., Plymouth, MN

AGENDA

| | |
|--|----|
| 1. CALL TO ORDER/ROLL CALL | 3 |
| 2. ADMINISTRATIVE | |
| 3. FINANCIAL | |
| A. Strategic Check-In for Business Services - J. Westrum - <i>10 minutes</i> | 4 |
| B. Strategic Check-In for Buildings and Grounds - J. Deutsch - <i>10 minutes</i> | 7 |
| C. Strategic Check-In for Transportation - J. Deutsch - <i>10 minutes</i> | 9 |
| 4. HUMAN RESOURCES | |
| 5. TEACHING AND LEARNING | |
| A. World's Greatest Workforce - J. Johnson - <i>30 minutes</i> | 15 |
| 6. BOARD REPORTS | |
| A. LAC Platform Discussion - S. Droegemueller, LAC Representatives - <i>20 minutes</i> | 30 |
| B. WMEP Update - S. Droegemueller - <i>20 Minutes</i> | 33 |
| 7. SCHOOL BOARD | |
| A. Tentative Board Agenda for January 13, 2014 - <i>5 minutes</i> | 43 |
| 8. ADJOURN | 45 |

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose;

The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience;

The Vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student – no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and valued employees;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – December 16, 2013

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Cohen

John Moroz, Board Clerk, will call the roll:

| | <u>PRESENT</u> | <u>ABSENT</u> |
|-----------------------------------|-----------------------|----------------------|
| Ms. Linda A. Cohen | _____ | _____ |
| Ms. Sue Droegemueller | _____ | _____ |
| Ms. Susan Gaither | _____ | _____ |
| Mr. Jay A. Hesby | _____ | _____ |
| Mr. John A. Moroz | _____ | _____ |
| Ms. Carter G. Peterson | _____ | _____ |
| Ms. Cheryl Polzin | _____ | _____ |
| Dr. Chace B. Anderson, Ex Officio | _____ | _____ |

5-Oct-13

Blue Card



School Year: 2013-2014

Portfolio: Administrative Services/Business Office

Owner: Jill Schwint/Jim Westrum

 = Lead Indicator Information

| Lead Indicators | Lead Indicator Scorecard (Specific Metrics) | Date Target Set | 2012 Previous Score | 2013 | 2014 | Actual Score on Target Date | Difference Target vs. Actual | |
|---|---|-----------------|---------------------|---------------|--------------|-----------------------------|------------------------------|-------|
| | | | | Current Score | Target Score | | | |
| Key Lead Indicators: Administrative Services/Business Office | | | | | | | | |
| Metric Reference | Efficiency | | | | | | | |
| ASBO-PR1-EFF1 | electronic time sheets--FAQ and feedback | 1/1/2014 | | 3.3 | 3.8 | 3.3 | -0.50 | |
| ASBO-PR1-EFF2 | electronic forms for payroll and business office | 10/1/2013 | | 3.3 | 3.8 | 3.3 | -0.50 | |
| ASBO-PR1-EFF3 | assist in the transition of purchase orders to p cards | 5/1/2014 | | 3.3 | 3.8 | 3.3 | -0.50 | |
| Metric Reference | Encouraging | | | | | | | |
| ASBO-PR1-EC1 | celebrate the small stuff | 5/1/2014 | | 3.3 | 3.8 | 3.3 | -0.50 | |
| Metric Reference | Educational | | | | | | | |
| ASBO-PR2-EDU1 | analytical--monthly and thru payroll | 11/1/2013 | | 3.3 | 3.8 | 3.3 | -0.50 | |
| ASBO-PR2-EDU2 | budget builders | 1/1/2014 | | 3.3 | 3.8 | 3.3 | -0.50 | |
| ASBO-PR2-EDU3 | training in the buildings | 12/1/2013 | | 3.3 | 3.8 | 3.3 | -0.50 | |
| ASBO-PR2-EDU4 | all team members to at least one training | | | | | | | |
| Metric Reference | Engagement | | | | | | | |
| ASBO-PR3-ENC1 | teamwork beyond the department | 4/1/2014 | | 3.3 | 3.8 | 3.3 | -0.50 | |
| ASBO-PR3-ENC2 | feedback- survey buildings for areas could use assistance | 8/1/2014 | | 3.3 | 3.8 | 3.3 | -0.50 | |
| ASBO-PR3-ENC3 | board reports | 6/1/2014 | | 3.3 | 3.8 | 3.3 | -0.50 | |
| Summary Score of Key Lead Indicators for this Portfolio | | | | 0.00 | 2.75 | 3.17 | 2.75 | -0.42 |

4

Truetime--implement in January thru next school year
payroll to use custom forms....business office update under ERMA

5

transition to new individuals and use new forms at start of New Year

10-Oct-13

Gold Card



School Year: 2013-2014

Portfolio: Administrative Services/Business Office

Owner: Jill Schwint/Jim Westrum

= Lag Indicator Information

| Lag Indicators | Lag Indicator Scorecard (Specific Metrics) | Date Target Set | 2012 Previous Score | 2013 | 2014 | Actual Score on Target Date | Difference Target vs. Actual |
|--|---|-----------------|---------------------|---------------|--------------|-----------------------------|------------------------------|
| | | | | Current Score | Target Score | | |
| Key Lag Indicators: Administrative Services/Business Office | | | | | | | |
| Metric Reference | Lag Indicator Metrics | | | | | | |
| TBD | Business Office is a place to look for information and help | 5/1/2015 | 3.3 | 3.3 | 3.8 | 3.3 | -0.50 |
| TBD | Survey building secretaries to see where we can assist them | 5/1/2014 | 3.3 | 3.3 | 3.8 | 3.3 | -0.50 |
| TBD | Provide training in purchase orders and TrueTime | | | | | | |
| TBD | Prepare training manuals for key areas | | | | | | |
| TBD | Model behavior for the building | | | | | | |
| Summary Score of Key Lag Indicators for this Portfolio | | | 1.32 | 1.32 | 1.52 | 1.32 | -0.20 |

ISD 284 Wayzata Public Schools
VisionCard: Operational Excellence in Buildings & Grounds

| Measures | WT (%) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Score | Trend line |
|--|------------|--|--|--|---|---|-------|------------|
| | | Intervene (1.0 – 1.9) | Concern (2.0 – 2.9) | Baseline (3.0 – 3.9) | Progress (4.0-4.9) | Vision (5.0 +) | | |
| Utility Cost | 30% | Greater than 10% more than baseline utility costs | 5-10% more than baseline utility costs | 0-5% more than baseline utility costs | 0-4.9% less than baseline utility costs | 5-10% less than baseline utility costs | | |
| Work Order Completion | 15% | <50% of work orders are completed within 10 working days. | 50-75% of work orders are completed within 10 working days | >75% of work orders are completed within 10 working days | <50% of work orders are completed within 5 working days | >50% of work orders are completed within 5 working days | | |
| First Report of Injury Notification | 25% | > 50% of First Reports of Injury completed and to HR within 48 hrs | < 50% of First Reports of Injury completed and to HR within 48 hrs | < 50% of First Reports of Injury completed and to HR within 24 hrs | 50-95% of First Reports of Injury completed and to HR within 24 hrs | >95% of First Reports of Injury completed and to HR within 24 hrs | | |
| PROFESSIONAL DEVELOPMENT: Percentage of employees attending two or more learning opportunities. | 10% | Less than 64% of full time staff attend two sessions | 65% to 74% of full time staff attend two sessions | 75% to 80% of full time staff attend two sessions | 81% to 99% of full time staff attend two sessions | 100% of full time staff attend two sessions | | |
| Safety Reports per site per year | 20% | >7 safety reports per site per year have been filed | 6-7 safety reports per site per year have been filed | 5-6 safety reports per site per year have been filed | 4-5 safety reports per site per year have been filed | <4 safety reports per site per year have been filed | | |
| VisionCard Score | | | | | | | | |

7

ISD 284 Wayzata Public Schools
VisionCard : Operational Excellence in Transportation

| Measures | WT (%) | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Score | Trend line |
|--|--------|---|--|--|--|--|-------|------------|
| | | Intervene | Concern | Baseline | Progress | Vision | | |
| | | (1.0 – 1.9) | (2.0 – 2.9) | (3.0 – 3.9) | (4.0-4.9) | (5.0 +) | | |
| Bus Arrival at School in Morning | 20% | More than 5 buses arrive late (agreed upon drop time) per day | 5 or fewer buses arrive late (agreed upon drop time) per day | 4 or fewer buses arrive late (agreed upon drop time) per day | 3 or fewer buses arrive late (agreed upon drop time) per day | 2 or fewer buses arrive late (agreed upon drop time) per day | | |
| Bus Arrival at Home in Afternoon | 20% | Less than 75% of students arrive home w/in published drop time +/- 5min | 75-79% of students arrive home w/in published drop time +/- 5 min | 80-85% of students arrive home w/in published drop time +/- 5min | 86-90% of students arrive home w/in published drop time +/- 5min | >90% of students arrive home w/in published drop time +/- 5min | | |
| Student Conduct Report Processing | 20% | Less than 75% of conduct reports processed to school site before next shift | 75-79% of conduct reports processed to school site before next shift | 80-85% of conduct reports processed to school site before next shift | 86-90% of conduct reports processed to school site before next shift | >90% of conduct reports processed to school site before next shift | | |
| Customer Concerns Addressed | 30% | Less than 80% of customer concerns addressed within 24hr | 80-84% of customer concerns addressed within 24hr | 85-89% of customer concerns addressed within 24hr | 90-95% of customer concerns addressed within 24hr | >95% of customer concerns addressed within 24hr | | |
| New Students Routed | 10% | <80% of new students have been routed within 48 hours | 80-90% of new students have been routed within 48 hours | >90% of new students have been routed within 48 hours | <80% of new students have been routed within 24 hours | >80% of new students have been routed within 24 hours | | |
| VisionCard Score | | | | | | | | |



Jim Westrum, Executive Director of Finance & Business Services
210 County Road 101 North, P.O. Box 660 | Wayzata, MN 55391-0660
763.745.5023 | Fax: 763.745.5091 | www.wayzata.k12.mn.us

To: Dr. Chace Anderson
From: Jim Westrum
Date: December 12, 2013
Re: Various Street Projects 2014-2017

The City of Plymouth is planning a number of significant transportation upgrades in the northern part of the City. Currently under construction but not expected to be open to traffic until 2015 is the extension of **Cheshire Lane** from north of Schmidt Lake Road to County Road 47. The area immediately surrounding this improvement is being developed as a senior lifestyle facility. When finished, the roadway will be 4 lanes with a center median much like what is already in place. The City is working with Hennepin County to determine the need for a traffic signal at the intersection with County Road 47. This is one block east of the Wayzata School District border.

The City is also planning on constructing **Dunkirk Lane** from just north of Schmidt Lake Road to County Road 47 early in 2014. Parts of the area north of Schmidt Lake Road are already developed and the northern end is under development or soon to be developing as residential property. This project should be complete well before the start of the Wayzata school year.

Peony Lane is planned for construction in 2014 as well from north of Wayzata High School to Maple Grove north of County Road 47. The new road will intersect County Road 47 at Lawndale two construction seasons to complete. The intersection of County Road 47 will be closed for a period of time for construction first in 2014 with the remainder of the project to follow. The area immediately surrounding this improvement is expected to be developed as residential. When finished, the roadway will be 4 lanes much like what is already in place north of Wayzata High School but will only be striped for 3 lanes with a wide shoulder for bicycles. The City is working with Hennepin County to install a traffic signal at the intersection with County Road 47.

All three of these projects should be complete by the time the City begins construction on **Vicksburg Lane** from Old Rockford Road to Maple Grove in 2015. This roadway will be completely closed during construction and will include a bridge over the Canadian Pacific Railroad. This project could take up to 3 seasons but will be broken down into two phases. The north phase from Schmidt Lake Road to Maple Grove will be constructed in 2015 and 2016 while the south phase will be constructed in 2016 and 2017. The other improvements noted above will act as alternates to this roadway during construction and all of them avoid crossing the railroad tracks. The roadway, when complete, will be of the same design as Peony Lane with 4 lanes initially striped as 3.

Excellence. For each and every student.

494 Reconstruction: Repair and reconstruct the concrete pavement on I-494 between I-394 and the I-94/494/694 interchange (Fish Lake Interchange).

- Maintenance repairs on bridges and ramps spanning I-494 including:
 - Bridges to and from I-94 and I-694
 - East Fish Lake Road Bass Lake Road County Road 47
 - Canadian Pacific Railway
 - Schmidt Lake Road
 - Rockford Road
 - Highway 55
 - County Road 6
 - Carlson Parkway
 - Cheshire Lane
- Widen the right shoulders between Hwy 55 and East Fish Lake Road to facilitate a right-side dynamic shoulder.
- Construct storm water ponds and noise barriers

Project schedule

- August 2013: Geometric layout
- January 2014: Environmental documentation
- February 2014: Final plans and specifications
- June 2014: Project letting
- July 2014 - November 2016: Project construction

Construction schedule

Phase I

Late July 2014- November 2014

- Reconstruct and widen the shoulders on southbound I-494. Widen the southbound I-494 bridges spanning Schmidt Lake Road, the Canadian Pacific Rail, and County Road 47
- Night and weekend lane closures are expected
- There will not be any lane restrictions during the 2014 and 2015 winter months

Phase II

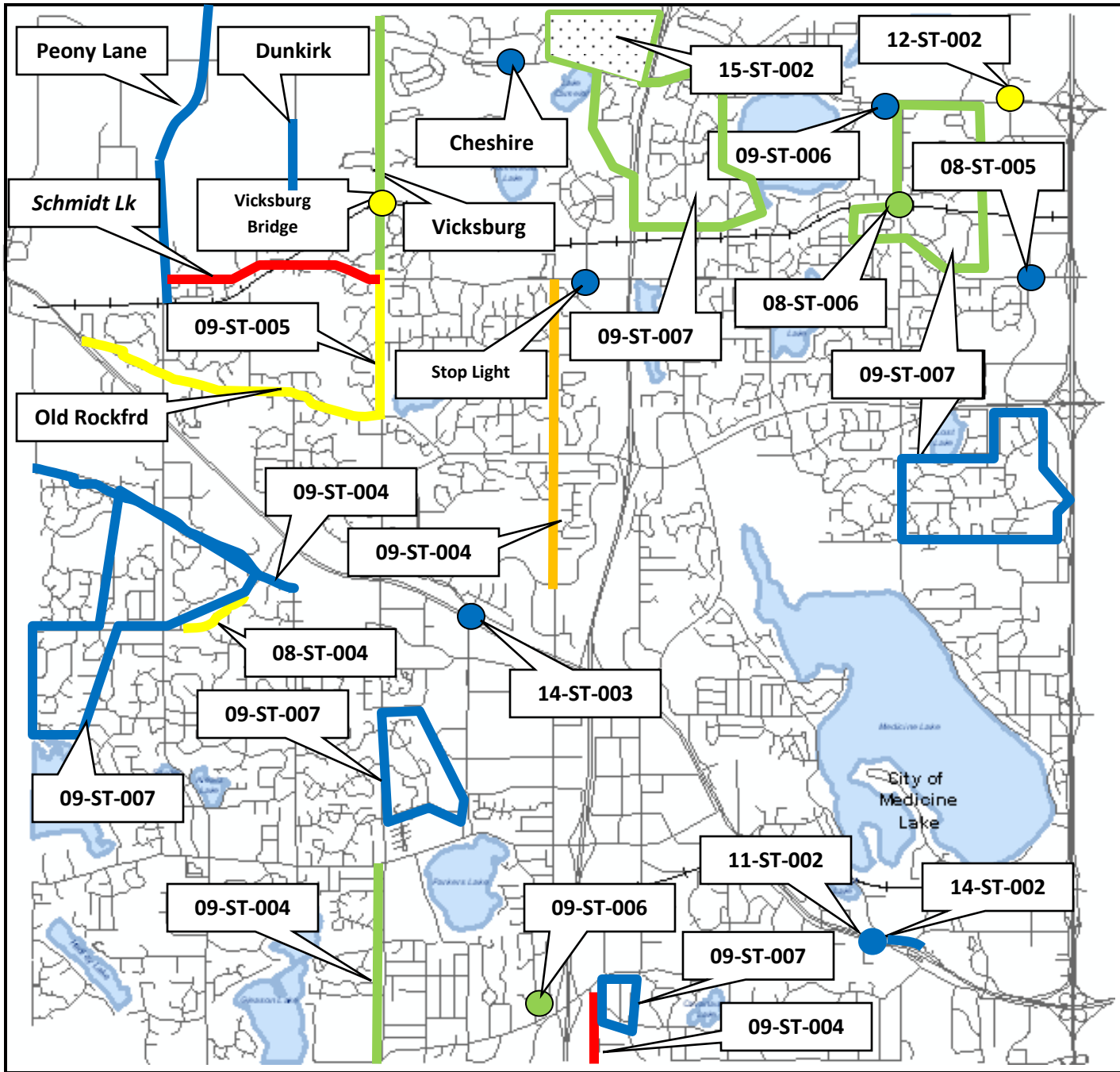
Spring 2015- November 2015

- Traffic will be shifted to the southbound side of I-494 while crews reconstruct the northbound side of the interstate
- Three lanes of traffic will be maintained on I-494 between Highway 55 and I-94
- Four lanes of traffic will be maintained on I-494 between Highway 55 and I-394

Phase III

Spring 2016- November 2016

- Traffic will be shifted to the northbound side of I-494
- Three lanes of traffic will be maintained on I-494 between Highway 55 and I-94
- Four lanes of traffic will be maintained on I-494 between Highway 55 and I-394



2014-2018 Capital Improvement Program

Street Projects

- 2014
- 2015
- 2016
- 2017
- 2018

Note: Not all CIP projects shown on map.





The Center for Efficient School Operations

"Partnering with School Districts to help keep educational dollars in the classroom."

2852 Anthony Lane South
 St. Anthony, MN 55418
 Phone: (651) 605-5107
 Fax: (651) 429-8869
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November 13, 2013

RE: Wayzata Transportation Cost Analysis

Dear Mr. Westrum,

As per our discussion, the Wayzata school district has come to the end of its current transportation contract. We have begun the process of looking at your current specifications to see if any updates would be appropriate, and have also done a cost analysis of where the Wayzata school district stands compared to other districts of similar size and enrollment. I am happy to say that the current price that Wayzata pays per student is below the average of similar school districts. Specifically, the following are costs of school districts for FY2012 sorted by cost per student:

| FY 2012 PUPIL TRANSPORTATION DATA | | | | | |
|-----------------------------------|---------------------------------------|------------------------------|---|--|------------------------------------|
| DISTRICT NUMBER | DISTRICT NAME | AREA OF DISTRICT IN SQ MILES | TOTAL REGULAR AND EXCESS STUDENTS TRANSPORTED | REGULAR EXPENDITURE AND DEPRECIATION EXPENSE | COST PER STUDENT WITH DEPRECIATION |
| 270 | HOPKINS PUBLIC SCHOOL DISTRICT | 29.48 | 7,323 | 1,780,903.54 | 243.19 |
| 885 | ST. MICHAEL-ALBERTVILLE SCHOOL | 40.25 | 5,173 | 1,392,473.57 | 269.18 |
| 284 | WAYZATA PUBLIC SCHOOL DISTRICT | 43.50 | 11,065 | 3,067,667.60 | 277.24 |
| 276 | MINNETONKA PUBLIC SCHOOL | 31.60 | 4,140 | 1,148,675.20 | 277.46 |
| 12 | CENTENNIAL PUBLIC SCHOOL | 28.27 | 5,690 | 1,656,283.51 | 291.09 |
| 272 | EDEN PRAIRIE PUBLIC SCHOOL | 34.10 | 9,697 | 2,843,846.77 | 293.27 |
| 622 | NORTH ST PAUL-MAPLEWOOD | 36.71 | 8,710 | 2,560,730.68 | 294.00 |
| 279 | OSSEO PUBLIC SCHOOL DISTRICT | 65.11 | 15,420 | 5,176,389.48 | 335.69 |
| 191 | BURNSVILLE PUBLIC SCHOOL | 36.45 | 6,509 | 2,192,553.40 | 336.85 |
| 624 | WHITE BEAR LAKE SCHOOL DISTRICT | 46.10 | 6,411 | 2,159,928.22 | 336.91 |
| 271 | BLOOMINGTON PUBLIC SCHOOL | 38.21 | 7,233 | 2,450,770.81 | 338.83 |
| 621 | MOUNDS VIEW PUBLIC SCHOOL | 42.59 | 4,813 | 1,700,494.48 | 353.31 |
| 720 | SHAKOPEE PUBLIC SCHOOL DISTRICT | 50.91 | 7,235 | 2,564,849.58 | 354.51 |
| 281 | ROBBINSDALE PUBLIC SCHOOL | 29.56 | 9,895 | 3,763,613.11 | 380.36 |

When looking at costs, you normally see a high correlation between the square miles of a school district, and the cost per student for transportation. Looking at the school districts listed, you will notice that the average size of district shown is very similar to Wayzata (average is 39.49, Wayzata is 43.5), but the Wayzata school district still had a cost that was \$35.75 less than average (average was \$312.99 per student Wayzata was \$277.24 per student). I believe that this shows that the school district has done a good job in both the routing of school buses, and the negotiations of its transportation contract.

From a RFP perspective, the best analysis that we currently have are the proposals that were received in the Burnsville and Robbinsdale school districts. Both of these districts were bid in the past 2 years, and both have some similarities to the Wayzata school district. The following is what the costs were for each of these districts:

| <u>DISTRICT</u> | <u>SQ MILES</u> | <u>STUDENTS</u> | <u>AM/PM ROUTE</u> |
|-----------------|-----------------|-----------------|--------------------|
| Wayzata | 43.5 | 11,065 | \$253.91 |
| Robbinsdale | 29.56 | 9,895 | \$251.18 |
| Burnsville | 36.45 | 6,509 | \$271.99 |

As always, there are provisions in each contract that are not in other contracts, so you can't just look at AM and PM route cost as a total cost. However, route cost is still is one way to compare districts with each other. As you can see in this comparison, the cost you are getting in Wayzata are very similar to what was bid in Robbinsdale, even though the mileage for the Wayzata school district is significantly more. Furthermore, the Burnsville school district has a lower number of square miles, and the cost for regular route service was bid significantly higher. Without looking at every price in every category and the detail within each bid specification, it would appear that compared to the two most similar school districts that have gone to bid recently, Wayzata is getting a very good deal on their transportation pricing from First Student.

In Minnesota, the school district has an option to go out for bid, do an RFP process, or enter direct negotiations for school transportation contracts. At this time it appears that the district is getting a good value from First Student. Unless we hear otherwise, our process will be to update the specification to what would be considered "best practice" for the Wayzata transportation specification, and meet with First Student to discuss both the potential of negotiating the existing contract, and going through the RFP process. Based on what First Student comes back with, we can then decide what changes we want to the specification, and wither or not we think it would be in the best interest of the district to go out for bid.

If you have any questions, please feel free to give me a call.

Sincerely,

Chuck Corliss

Education Act of 2013

Brief

December 16, 2013

Background Information:

The Education Act of 2013, referred to as the World's Best Work Force, creates a new accountability system for Minnesota schools.

Providing an education to Minnesota youth that leads to creating the world's best workforce is a goal that must be addressed early on in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; and graduate from high school career and college ready. The Education Act of 2013 creates and framework and defines outcomes for achieving these goals.

What is the World's Best Workforce?

The World's Best Work Force is defined as striving to:

- Have all student meet school readiness goals
- Have all third grade students achieve grade-level literacy
- Close the academic achievement gap among racial, ethnic and economic student categories (must reduce the achievement gaps by 50% by 2017)
- Have all students graduate from high school
- Have all students attain career and college preparedness

How will progress be measured? Success in reaching the World's Best Work Force goals will rest on the following performance measures:

- Student performance on the NAEP (National Association of Education Progress)
- Reduction of the academic achievement gap by student subgroup
- Student performance on the MCAs (Minnesota Comprehensive Assessment)
- College and career readiness as described in section 120B.30, subdivision 1

What are the new requirements for school districts?

- Every school board must adopt at, a public meeting, a comprehensive long-term plan and annual budget that will create the world's best workforce.
- The school board is required to publish a school performance report and provide a summary of its report to the commissioner.
- School boards must hold an annual public meeting to review and revise goals, assessment outcomes, strategies and practices for improving curriculum and instruction and to review school district success in realizing goals, benchmarks and improvement plans leading to the world's best workforce.
- School districts are required to periodically survey affected constituencies about school satisfaction and connectedness and to publish a summary of the report.

World's Best Workforce District Plan:

School district's must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning with the goal of creating the World's Best Workforce. The annually adopted budget must support the implementation of the long-term plan.

The district's strategic plan must include:

1. Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups
2. A process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce
3. A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations and teacher evaluations
4. Strategies for improving instruction, curriculum and student achievement
5. Effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance and effectiveness
6. An annual budget for continuing to implement the district plan

Wayzata Implementation Plan:

This fall the Teaching and Learning Leadership Team (TLLT) has been engaged in an intensive strategic planning process to develop our district plan.

Our work to-date:

- Compiled a list of possible performance outcomes
- T&L is in the process of identifying, clarifying and aligning our strategic priorities
- Developing operational plans for priorities
- T&L and sites are in the process personalizing the KSI's
- Strategic planning sessions have conducted with T&L, High School, Middle Schools and Elementary Schools.

**Information for this report was compiled from several documents provided by the Minnesota Department of Education (MDE) and the Minnesota School Board Association (MSBA)*

Overview and Expanded Checklist for District Strategic Plan to Support Teaching and Learning Aligned with Creating the World's Best Workforce

Effective Date: Effective for the 2013-2014 school year and later.

In accordance with Minnesota Statutes 2013, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce.

Minnesota schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the world's best workforce is a goal that must be addressed early on in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and college readiness. In order to create the world's best workforce, it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as for English language learners and non-English language learners and for students who receive or do not receive special education. The comprehensive strategic plan that districts create is intended to serve as a foundational document to align educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation. Districts should consider and use existing plans, documents and strategies that may already be in place and/or are required by the Minnesota Department of Education (MDE), such as the Title I Plan, School Improvement Plans; School Readiness Program Plan; Local Literacy Plan; Student Transition Plan to College and Career Readiness; Plan for Educator Effectiveness, Q Comp, Alternative Delivery of Specialized Instructional Services, Continuous Improvement Monitoring Progress Plan, Integration Plan. This district level strategic plan should illustrate how the various existing district plans fit together and serve as a blueprint to create a quality workforce equipped with necessary skills for the 21st century.

World's Best Workforce District Plan

As written in Minnesota Statutes 2013, section 120B.11, (from here forward referred to as the "World's Best Workforce Plan" or "WBWF Plan") the district's strategic plan must include:

- (1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);
- (2) a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

- (3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations and teacher evaluations;
- (4) strategies for improving instruction, curriculum, and student achievement;
- (5) education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
- (6) an annual budget for continuing to implement the district plan.

World's Best Workforce District Report

The school board must hold an annual public meeting to review, and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review district success in realizing the previously adopted student achievement goals and related benchmarks in the *comprehensive district wide strategic plan leading to the World's Best Workforce*.

In addition, the school board must publish a *public report* in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website. The school board must also transmit an *electronic summary of its report* to the MDE Commissioner of Education in the form and manner the commissioner determines.

MDE Annual Evaluation

The MDE Commissioner of Education must collaborate with districts to identify effective targeted strategies, practices, and use of resources by districts and school sites in striving for the world's best workforce. The commissioner must assist districts and sites throughout the state in implementing these effective strategies, practices, and use of resources. The commissioner must identify those districts in any consecutive three-year period not making sufficient progress on goals toward improving teaching and learning and striving for the world's best workforce.

World's Best Workforce Checklist

The checklist included in this document is a tool for Minnesota school districts to use when preparing to develop public local strategic plans that strive to create the world's best workforce.

Part I: Provides an overview of minimum requirements of the World's Best Workforce plan components for easy reference.

Part II: Lists plan components specified in Minnesota Statutes, section 120B.11, with examples and suggestions that reflect best practice. This section includes suggested *Existing District Resources or Plans* that may already include relevant information, and bulleted *questions and quality practices* that may be of assistance in developing the WBWF Plan.

For more information, or if you have questions about this requirement, contact Steve Dibb at steve.dibb@state.mn.us.

PART I: OVERVIEW OF LOCAL WORLD'S BEST WORKFORCE PLAN REQUIREMENTS

The district public strategic plan referred to as “the World’s Best Workforce Plan” includes, at a minimum, the following items consistent with Minnesota Statutes, section 120B.11:

Performance Measures

_____ Measures to determine school district and school site progress in striving to create the world's best workforce; specifically progress towards:

_____ closing the identified achievement gap(s) in the district

_____ all students ready for kindergarten

_____ all students in third grade achieving grade level literacy

_____ all students attaining career and college readiness before graduating from high school

_____ all students graduating from high school

_____ Measures to assess progress must include at least:

(1) student performance on the National Association of Education Progress;

(2) the size of the academic achievement gap by student subgroup;

(3) student performance on the Minnesota Comprehensive Assessments;

(4) high school graduation rates; and

(5) career and college readiness under section 120B.30, subdivision 1.

Note: Other relevant local standardized assessments may be used to supplement measures listed above (e.g., assessments used to determine kindergarten readiness or achievement in grades K-2).

District Plan Components and Activities

_____ Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);

_____ Specific information on a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

_____ Description of a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations and teacher evaluations;

- _____ Specific information on strategies for improving instruction, curriculum, and student achievement;
- _____ Description of education effectiveness practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
- _____ An annual budget for sustaining implementation of the district plan.

District Reporting Requirements

- _____ The school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website.

Public report to be titled: District Number, District Name Local World’s Best Workforce Plan will be prominently displayed on the district’s official Web page and contain all required elements listed consistent with Minnesota Statutes, section 120B.11, in a manner that is accessible and relevant.

- _____ The school board shall hold an annual public meeting to:
 - _____ review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction.

- _____ review district success in achieving the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world’s best workforce.

- _____ The school board must transmit an electronic summary of its report to the Commissioner of the Minnesota Department of Education each fall.

Summary report to be titled: District Number, *District Name* Local World’s Best Workforce Summary Report, submitted in a manner that is accessible and relevant by October 1, 2014.

- _____ Each school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The district shall include the results of these surveys in the summary report.

Committees and Roles (District Advisory Committee and School Site Teams)

- _____ Each school board shall establish a District Advisory Committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards.

- _____ The district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include teachers, parents, support staff, students, and other community residents.

- _____ Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

_____ The district advisory committee shall provide recommendations to the school board regarding rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.022, subdivision 1, paragraphs (b) and (c), and 120B.35, district assessments, program evaluations.

_____ The district may establish school site teams as subcommittees of the district advisory committee.

_____ A school may establish a school site team to develop and implement strategies and evidence-based practices to improve instruction, curriculum, and student achievement at the school site.

_____ The school site team may advise the board and the district advisory committee about developing the annual budget and revising the school site improvement plan that aligns curriculum, assessment of student progress and growth in meeting state and local academic standards and instruction.

PART II: PLAN COMPONENTS SPECIFIED IN MINNESOTA STATUTES, SECTION 120B.11, WITH SUGGESTIONS AND EXAMPLES THAT REFLECT BEST PRACTICE

Part II outlines plan components specified in Minnesota Statutes, section 120B.11, aligned with examples and suggestions that reflect best practice. This section includes suggested *Existing District Resources or Plans* that may already include relevant information, and bulleted questions and quality practices that may be of assistance in developing the WBWF plan. Districts are not required to respond to the questions and statements, but are encouraged to use this section as a guide to provide helpful direction as needed.

District Plan Components and Activities

_____ Provide clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups.

Existing District Resources and Plans may include: Q Comp Plan; Alternative Delivery of Specialized Instructional Services (ADSIS); School Improvement Plan (SIP), Integration Plan, Educator Effectiveness Plan, District integration Plan, District Staff Development Plan, Continuous Improvement Monitoring Process (CIMP) Plan

Statement may be informed by the following questions and use of the following quality practices:

- Question: How are district and school site student achievement goals determined and defined?
- A needs assessment is conducted that includes gathering, documenting, reviewing and synthesizing data, to provide a basis and rationale for the district and school goals and benchmarks for instruction and achievement that are selected for the WBWF Plan.
- District and school goals and benchmarks are derived after analyzing disaggregated student achievement results and growth data for all grade levels served within the district.
- Data is disaggregated by student groups including White, Hispanic, Black, Asian/Pacific Islander, American Indian/Alaskan Native, Free/Reduced Price Lunch, Special Education, and Limited English Proficiency.
- Goals are written in SMART goal format (specific, measurable, attainable, results-focused, and time-bound) goals.
- Goals and benchmarks are focused on progress from pre-K to postsecondary including:
 - closing the achievement gap
 - all students ready for kindergarten
 - all students in third grade achieving grade level literacy
 - all students attaining career and college readiness before graduating from high school

- all students graduating from high school
- Current practices including effectiveness of core instruction for all student groups are analyzed, and especially for those students who are not meeting grade level objectives.
- Current practices and supports that have demonstrated success/data leading to improved results for groups of students are analyzed.

Provide specific information on a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce.

Existing District Resources and Plans may include: Standards-Based Education Plan or Documents; Plan for Student's Successful Transition and Assessments; Read Well By Third Grade Literacy Plan; Title I Plan; School Improvement Plan, Student Advisory or Career Counseling Plan, Advanced Course Offerings (e.g., IB, PSEO, AP), Student Support Programming (e.g., Alternative Learning Programs, Targeted Services), Continuous Improvement Progress Monitoring (CIMP) Plan; Plan for Educator Effectiveness.

Statement may be best informed by the following questions and use of the following quality practices.

- Question: What process is used for assessing and evaluating student progress towards meeting state and local academic standards?
- Question: How are strengths and weaknesses of instruction assessed with respect to students' progress and growth towards career and college readiness?
- A system ensuring curriculum, instruction and assessment is aligned with state and local academic standards is documented and professional development is in place to ensure all educators utilize a standards-based education system to ensure ALL students meet or exceed career- and college-ready standards.
- Measures used to assess and evaluate student progress toward state and local academic standards are described, along with timelines, process for reviewing data, and identifying strengths and weaknesses in each of the following areas.
 - all students ready for kindergarten
 - closing the achievement gap
 - all students in third grade achieving grade level literacy
 - all students attaining career and college readiness before graduating from high school
 - all students graduating from high school
- Information gathered via the assessments is disaggregated by student groups to determine the extent to which the district is closing the achievement gap.

- Strengths and weaknesses of instruction are regularly assessed through a student progress monitoring process and staff is skilled in adjusting instruction as needed to promote student and school success.

_____ **Describe the system in place to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, building principal evaluations and teacher evaluations.**

Existing District Resources and Plans may include: Effective Principal Evaluation Plan; Plan for Educator Effectiveness; Professional Development Plans, Q Comp Plan, Curriculum Alignment to State and Academic Standards

Statement may be best informed by the following questions and use of the following quality practices.

- Question: How are strategies and best practices used to evaluate the effectiveness of instruction and alignment to the curriculum?
- Question: How is curriculum aligned to state and local academic standards and how is it ensured that instruction reflects that alignment?
- Question: How are student outcomes used to periodically review and evaluate the effectiveness of instruction and curriculum?
- Question: How are principal and educator evaluation systems linked to effectiveness of instruction and curriculum?
- Question: How are results of evaluations used to inform professional development and ongoing coaching?
- Effective forms of teacher collaboration are in place such as Professional Learning Teams (PLTs) that are effective and use data to regularly review and evaluate the effectiveness of instruction and curriculum and alignment with the state academic standards at all grade levels.
- A teacher evaluation system is in place (as evidenced by an established agreement between local union and school board) that includes a rubric defining effective instruction and the professional standards the district used to develop the system.
- A system is in place where feedback on instruction from trained summative evaluators is provided on a regular basis to reflect on and improve teacher strategies and practices tied to student outcomes.
- A system of continuous improvement is in place to review and evaluate effectiveness of instruction and curriculum taking into account implementation of an instructional program using well-defined practices and strategies.

_____ **Provide specific information on strategies for improving instruction, curriculum, and student achievement.**

Existing District Resources may include: Effective Principal Evaluation Plan; Plan for Educator Effectiveness; Professional Development Plans, K-12 Curriculum Articulation Plan, District Integration Plan, Q Comp Plan.

Statement may be best informed by the following questions and use of the following quality practices.

- Question: What are the targeted strategies for improving instruction, curriculum and student achievement?
- Question: How are plans for professional development informed by student outcome data and implementation data (assessments of effort and quality)?
- A comprehensive professional development plan for all educators is in place that clearly outlines selection criteria and essential functions expected of staff along with the goal of educating ALL of Minnesota's students to graduate from high school career and college ready in order to create the world's best workforce.
- A comprehensive professional development plan that reflects best practice is in place to ensure professional growth opportunities are specific to the content required in order to meet the goals and benchmarks outlined in the WBWF Plan.
- A comprehensive professional development plan that reflects best practice is in place that clearly outlines opportunities for ongoing coaching to continue to ensure effective implementation of instructional practices and curriculum aligned to state academic standards.
- A comprehensive plan for professional development is in place to ensure that staff are effective in providing instruction that ensures:
 - all students ready for kindergarten
 - closing the achievement gap
 - all students in third grade achieving grade level literacy
 - all students attaining career and college readiness before graduating from high school
 - all students graduating from high school

Description of education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance and effectiveness

Existing District Resources and Plans may include: Effective Principal Evaluation Plan; Plan for Educator Effectiveness; Professional Development Plans, District Integration Plan, Q Comp Plan.

Statement may be best informed by the following questions and use of the following quality practices.

- A system that aligns curriculum, instruction and assessment to state academic standards is documented and professional development is in place so all educators

utilize a standards-based education system to ensure students meet or exceed career- and college-ready standards.

- Question: What processes are in place for review of instructional practices in the classroom?
- Question: How does the district ensure that instructional technology is utilized effectively to develop students' skills?
- Question: What forms of educator collaboration are in place to ensure teachers and principals engage in professional reflective practice?

_____ **Each school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The district shall include the results of this evaluation in the summary report.**

- Constituencies may include students, parents, community members, school staff and others relevant to the school community.
- Assessments of satisfaction are geared specifically to the intended audience and modified as needed (e.g., language translated, accessible format).
- A procedure for constituents to review survey items for relevance and clarity prior to distribution of the survey is in place.
- Intentional efforts to gather input from representative stakeholders (including those who may be difficult to contact) are made.
- Results of satisfaction surveys are disseminated broadly and used to inform celebration of strengths, challenges and resulting actions including educational improvements.

Committees and Roles (District Advisory Committee and School Site Teams)

_____ **Each school board shall establish a district advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state academic standards**

_____ **The district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include teachers, parents, support staff, students and other community residents.**

_____ **Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.**

Statement may be best informed by the following questions and use of the following quality practices.

- Committee members are engaged in reciprocal feedback loops regarding planning and improving the instruction and curriculum affecting state academic standards.
- Committee members understand the role they play on the committee and their perspective is actively encouraged and participation is reinforced.
- Agendas are determined ahead of time, meetings are scheduled at times that are conducive to good attendance, notes are taken and distributed at each district advisory committee meeting, and sufficient time is allotted to meeting agendas.

- A communication plan is established to convey relevant updates and solicit feedback from key stakeholders.
- Content of meetings consists of reviewing reports, outcome and implementation data, existing district plans, stakeholder feedback and other information that can effectively inform the work of the committee—that is to participate in the planning and improving instruction and curriculum affecting state standards with the intended outcome of closing the achievement gap, and creating the world’s best workforce.

_____ **The district advisory committee shall make recommendations to the school board regarding rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.022, subdivision 1, paragraphs (b) and (c), and 120B.35, district assessments, program evaluations.**

Statement may be best informed by the following questions and use of the following quality practices:

- Recommendations are transparent and understood by all members of the district advisory committee.

_____ **The district may establish school site teams as subcommittees of the district advisory committee.**

_____ A school may establish a school site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum and student achievement at the school site.

_____ The school site team may advise the board and the district advisory committee about developing the annual budget and revising an instruction and curriculum improvement plan that aligns curriculum, assessment of student progress and growth in meeting state academic standards and instruction.

Statement may be best informed by the following questions and use of the following quality practices.

- Question: How do site student achievement goals; professional development, structures and activities; classroom instruction; program and course offerings and articulation of the academic standards with the curriculum align with the district’s plan?
- Question: How is the district plan communicated to the school site team?
- Question: What communication and feedback loops are in place so that practices are enhanced by district policy, and so that district policy is informed by practice at the site or classroom level?
- Members on the site team understand the role they play on the committee and their perspective is actively encouraged and participation is reinforced.
- Agendas are determined ahead of time, meetings are scheduled at times that are conducive to good attendance, notes are taken and distributed at each site meeting, and sufficient time is allotted to meeting agendas.
- A communication plan is established to convey relevant updates and solicit feedback from key stakeholders.

- Content of meetings consists of reviewing reports, outcome and implementation data, existing district plans, feedback and other information that can effectively inform the work of the committee—that is to participate in the planning and improving instruction and curriculum affecting state standards with the intended outcome of closing the achievement gap and creating the world’s best workforce.

District Reporting Requirements

_____ **The school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website.**

Statement may be best informed by the following questions and use of the following quality practices.

- Public report to be titled: District Number, *District Name* Local World’s Best Workforce Plan will be prominently displayed on the district’s official Web page and contain all required elements listed consistent with Minnesota Statutes, section 120B.11 in a manner that is accessible and relevant.
- The World’s Best Workforce plan and report is approved by the district school board prior to posting and updates are provided at predetermined intervals throughout the year as needed.
- Accessibility needs of your community stakeholders such as language/translation, readability, visual content usage, clarity and language usage are considered and incorporated into the published report.

_____ **The school board shall hold an annual public meeting to:**

_____ **review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction.**

_____ **review district success in achieving the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce.**

Statement may be best informed by the following questions and use of the following quality practices.

- Accessibility needs of your community stakeholders such as language/translation, readability, visual content usage, clarity and language usage are considered and incorporated into the plan and report.
- Key messages are prioritized, highlighted and tailored to the relevant audiences.
- Feedback from key constituents is gathered before posting the report.
- A functional ongoing mechanism for gathering stakeholder feedback and providing updates publicly throughout the year is established so that the report is not the only source of information.

_____ **The school board must transmit an electronic summary of its report to the commissioner of the Minnesota Department of Education.**

- Summary report to be titled: District Number, *District Name* Local World's Best Workforce Summary Report, submitted in a manner that is accessible and relevant by October 1, 2014.

Note: More specific information on submitting the summary report will be distributed to superintendents during the 2013 – 2014 school year.

Statement may be best informed by the following questions and use of the following quality practices.

- Summary report includes a summary of progress toward improving teaching and learning and striving for the world's best workforce; specifically progress towards closing the achievement gap, all students ready for kindergarten, all students in third grade achieving grade level literacy, all students attaining career and college readiness before graduating from high school, all students graduating from high school.
- Summary report highlights information about best practice strategies that are being implemented and that are showing evidence of impacting closing the achievement gaps and working towards creating the world's best workforce in Minnesota.

District Vision

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships

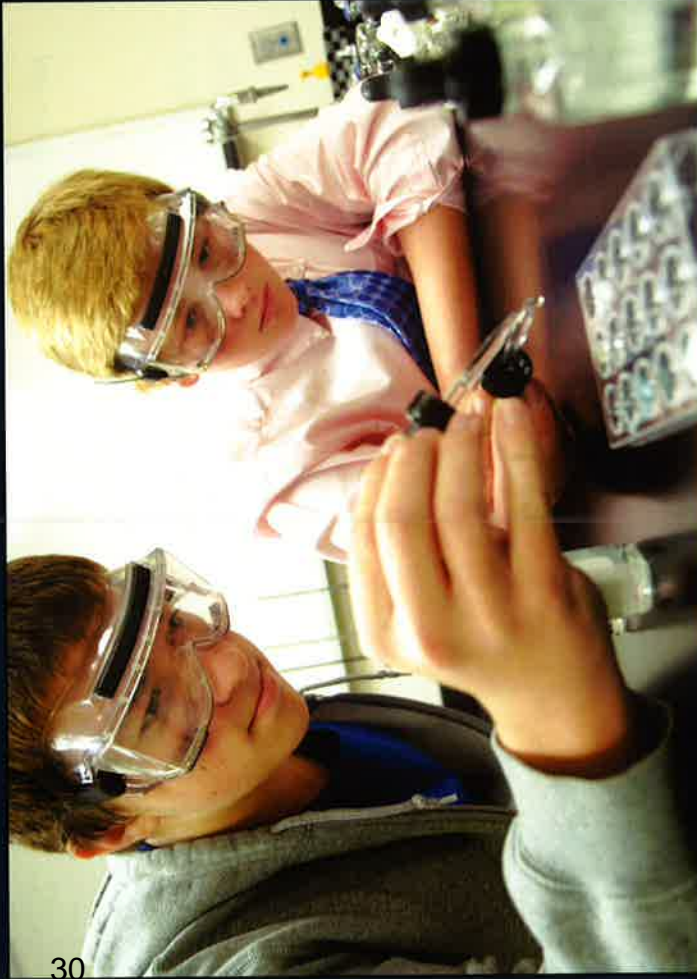
High achievement by each and every student

Community Trust, Confidence and Partnership

Comprehensive learning opportunities meeting diverse learner needs and community aspirations

Operational Excellence

Effective and efficient use of time and human, financial and physical resources



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Wayzata Public Schools

2013 Legislative Platform

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society

For more information visit the LAC page at www.wayzata.k12.mn.us under 'Involvement'. The 2013 Legislative Platform was approved by the Wayzata Public Schools Board and its Legislative Action Committee (LAC).



Action Items

For the 2013 Legislative Session, we urge the Legislature and Governor to:

- **Maintain or replace the current levels of Integration funding to ensure high achievement for each and every student.**
- **Replace or make permanent Wayzata Public Schools' current level of Compensatory Aid.**
- **Protect Wayzata Public Schools' current funding levels to support operational excellence and exceptional student learning.**
- **Maintain or expand opportunities for local control to allow flexibility to respond to community needs. For example: establishing the school calendar, alternative teacher compensation (QComp), the timing of school board and local levy elections, and increased flexibility in the use of revenue streams.**

Moving Forward

Policy makers must think critically and act boldly to stabilize education funding and promote innovation and excellence in education for each and every student. We believe that legislative work in the following areas will position Minnesota to deliver world class education to our youngest citizens; now and in the future.

- **Strengthen the general funding formula to keep pace with inflation and ensure adequate, reliable and stable funding for basic education services.**
- **Advocate for legislation that will simplify the funding mechanism to provide a more predictable and accountable system for funding education in Minnesota.**
- **Reform and fully fund the state special education funding formula.**
- **Maintain or expand funding for programs that will support increased student achievement, including but not limited to targeted math and literacy aid, gifted and talented programs, voluntary extended-day kindergarten, and early childhood and school readiness programs that are designed to align with district and state K-12 standards.**
- **Provide a stable source of funding to allow the opportunity to invest in new technology and prepare students for the future.**

**2014 LAC Platform
Wayzata Public Schools
Preliminary Discussions**

For the 2014 legislative session, we are considering addressing the following topics in the “Action Items” (page 2) section of the legislative platform:

1. Maintain funding for Q Comp;
2. Public Employee Insurance Program (“PEIP”) – Maintain local control for health insurance options;
3. Address the proposed Safe and Supportive Schools Act; and
4. Increase lease levy authority, in particular to address new needs with all day kindergarten.

We are reviewing the “Moving Forward” section (page 3) of the 2013 platform, and anticipate that this section may remain at least substantially similar for 2014. We look forward to receiving input and direction from the School Board regarding these and other possible topics for the 2014 Platform.

GP:3559529 v1

At the July 2013 Joint Powers Board (JPB) meeting the JPB requested District Administration to form a Professional Development Task Force. The State Legislature had revised the Integration Law to focus on student learning, realigned how dollars should be spent for students and adults, as well as the JPB had written the new WMEP 2.0 Strategic Plan. They felt it was an appropriate time to study the purpose, expectations, and future directions for professional development and student programs provided by WMEP via the Cultural Collaborative. The board adopted a charge to the Task Force at the August 14, 2013 JPB meeting which follows.

In view of the changing requirements of the Achievement and Integration law, the JPB requests the Professional Development Task Force to review and recommend Staff Development programs for Adult Staff and Student services for our member districts and WMEP staff and students that will:

- Transform the racial predictability of student achievement, post-secondary readiness, discipline, gifted and talented programs and special education.
- Transform the cultural competence of adults and the interactions with students, thus eliminating the racial predictability in student achievement.
- Provide a wide range of programs to transform adult's instructional skills, curriculum developed, strategies used, and thus increase and accelerate learning to close the achievement gap.
- Provide a wide range of options for students to gain knowledge and pride in their racial, cultural, and ethnic heritage, which provides a strong sense of identity and desire to achieve their personal potential.
- Provide systemic transformation, to create authentic relationships and accelerate learning, and equity.
- Strengthen the intra & inter district collaboration for a shared vision of equity & academic achievement.

The charge was later discussed and reviewed for its consistency with the WMEP 2.0 strategic plan's mission and vision.

Background:

The Task Force was to be composed of two representatives from the eleven member districts. The composition was to include JPB members, teachers, staff development, curriculum, equity advisors, and administrative personnel. However, so much interest was shown that ultimately all representatives from each district who volunteered were accepted. It was felt that their roles were critical to the change process for equity and learning within their districts. Brooklyn Center District did not participate. The list of attendees and their respective role is provided in appendix I.

There were five meetings held on September 6th and 20th, October 4th and 16th and November 1st, 2013. At the final meeting there was discussion as to whether we should schedule an additional meeting(s) to assure consensus and that all voices were being heard. The discussion was that the Task Force thought we had consensus, and should write a report, to be reviewed by all task force members.

Throughout the Task Force all minutes were forwarded to the JPB, member district Superintendents, as well as any other parties who were recommended by Task Force members, in addition to the Task Force. Each time all documents provided to the Task Force were included.

The Task Force began its work with a review of the JPB charge, the WMEP 2.0 Strategic Plan's Mission and the Vision for staff development and the student programs provided through the Cultural Collaborative.

The Mission is: West Metro Education Program's Mission is to build our collective capacity to achieve educational excellence and racial equity. We will serve our 100,000 + students and staff through regional leadership, collaboration, commitment and mutual support.

Vision:

Staff Development that is

1. Valued and utilized resources for member district staff in professional development around issues of race and equity integrated with member district professional development.
2. Provided at the individual and network levels including teacher cohorts and principals, and in variety of formats and modes.

Student Programs that are

1. Valued and utilized resource for students across member districts which is proven effective around student learning and engagement in equity in learning, living, athletics, and activities.

The task force reviewed the Professional Development focus and specific visions and goals for both the Professional Development and Student Programs as written in the WMEP 2.0 Plan developed by the JPB in 2012.

Vision:

Professional Development:

Focus Areas:

- Value and utilization
- Delivery

Vision:

- WMEP Professional Development is fully integrated
- 85-100% of participants become more effective in their roles
- WMEP provides a range of professional Development opportunities
- WMEP provides entry to master level professional development: online, video, library, live group, etc...

Student Programs:

Focus Areas:

- Value and utilization

Vision:

- All of WMEP student programs have equity focus
- WMEP frequently and proactively develops new student programs to meet needs

Current perceptions of the Cultural Collaborative professional development and student programs in comparison to the vision expressed for each area of focus are shown in the following “vision cards” for accountability taken from the WMEP 2.0 plan. These outcomes were reported for the 2012-13 school year.

Vision Card 3: Professional Development

Measure 1: Value & Utilization

A. Integration; B. Quality & Effectiveness

| Measures: | Wt. | 1 < Current | 2 Baseline | 3 Progressing | 4 Vision |
|---|-----|---|--------------------------|---|--|
| Integration with Member Districts' staff development programs | 20% | None | Not currently integrated | Partial integration with Race & Equity PD of some interested member districts | WMEP PD is fully integrated with of all interested member districts. |
| Quality and Effectiveness | 40% | Less than current % of respondents report that the WMEP PD assisted them in becoming more effective in their role as an educator. | Not Currently Documented | More than the current % of respondents report that the WMEP PD assisted them in becoming more effective in their role as an educator. | 85 - 100% of respondents report that the WMEP PD received assisted them in becoming more effective in their role as an educator. |

Measure 2: Delivery

A. Levels; B. Formats/Modes

| Measures: | Wt. | 1 < Current | 2 Baseline | 3 Progressing | 4 Vision |
|-----------------------------|-----|--|---|--|---|
| Individual & Network Levels | 20% | WMEP provides few PD opportunities for cross-district groups | WMEP provides a variety of PD opportunities for cross-district groups | WMEP provides a variety of PD for cross-district groups and some individual opportunities | WMEP provides a range of PD opportunities at the individual and group levels within and among member districts |
| Delivery: Formats and Modes | 20% | WMEP does not provide PD | WMEP provides PD in a live, large group format | WMEP provides PD in a live, large group format and adds one or more of: online, video, library, coaching | WMEP provides entry to master level PD offerings in various formats such as: online, video, library, live group sessions, coaching, cohorts |

Vision Card 4: **Student Programs**

Measure 1: Value & Utilization

A. Equity Focus; B. Member District Needs

| Measures: | Wt. | 1 < Current | 2 Baseline | 3 Progressing | 4 Vision |
|------------------------------------|-----|---|---|---|--|
| Equity Objectives & Focus | 50% | None of WMEP Student Programs have equity objectives | Some of WMEP Student Programs have equity objectives | All of WMEP Student Programs have equity objectives, some have equity focus | All of WMEP Student Programs have equity focus |
| Member District Needs or Interests | 50% | WMEP does not develop new student programs despite member district needs or interests | WMEP occasionally develops new student programs in response to member district needs or interests | WMEP consistently develops new student programs in response to member district needs or interests | WMEP frequently and proactively develops new student programs to meet member district needs or interests |

As background information, Jill Scholtz and Anthony Galloway presented the range of offerings which have been available for students and adult professional development through the collaborative. Dr. Jett shared the funding sources for integration and specifically the collaborative as well as the expenditure budget.

To begin aligning the Cultural Collaborative efforts with those of the member districts, each district briefly shared their staff development plans and then reviewed the common elements among the districts plans as well as suggesting what may or may not be the work to be provided through the collaborative. The common themes included, equity, QComp and its role in supporting staff development work, use of PLC's, NUA, AVID, data analysis, technology integration, and the efforts to provide what teachers need without teachers having to be out of their classrooms. Discussion followed on the importance of the collaborative work in equity being transformational for systemic change to eliminate the racial predictability of student achievement and opportunity outcomes. In addition, equity leadership within the districts is needed and the collaborative could provide it at several levels; support for those within districts leading transformational change for equity, bringing people together to share their successes and challenges, development of coaches, etc.. If more leadership was available in districts, people could work to prepare staff before attending transformational workshops and to support them as they return to their district and move forward in their work/teaching and self-reflection.

Courageous Conversations and Conclusions:

The Task Force had multiple conversations on the purpose of transformational change and the values around which it should be centered. The discussion included: race, critical race theory, cultural competence, equity, protocols of conditions and agreements, and what each meant. The discussion reflected personal perspectives and organizational viewpoints. At the final meeting conclusions were reached as reflected in the goals adopted for the Cultural Collaborative to use as

the measures of success in transformational change and the collaborative support to member districts individual staff development and student programming. A visual was also created to show the connections and learning which precedes transformational change to achieve racial equity in student achievement and opportunities. The visual is attached in appendix 2. Below are the set of goals adopted by the task force.

The Preamble and Goals read:

The Cultural Collaborative Regional Professional Development Program of the West Metro Education Program is intended to provide timely and effective high impact training and development programs for leaders and staff of its member districts. This training targets the improvement of their cultural competence and effectiveness that will assist in closing opportunity and learning gaps among groups of students. In so doing, the predictability of student achievement will be eliminated.

Under the overarching statement above, a protocol for courageous conversations is offered to form the vocabulary and framework for understanding and discussing the variability of learning outcomes for students, by race, as a result of history and institutional practices. Further, we recognize that it is valuable and a larger number of participants will be engaged if multiple perspectives are offered about how to improve achievement for all students while simultaneously closing any learning gaps.

In the end, it is the result of this work that is important, not the exact path that gets to the result. Improvement is likely to occur as a result of a variety of approaches that are tested, modified, and tried again and again if necessary. WMEP intends to offer many “on ramps” for quality equity and excellence work and will support its member districts in a variety of ways toward the outcomes stated in the goals below.

Specifically, WMEP’s Cultural Collaborative Regional Professional Development Program will promote strategies and the necessary system transformation tools to eliminate racial predictability in student achievement and provide authentic engagement with students and families of all races.

- A. Participation in the Cultural Collaborative will increase cultural competence and racial equity consciousness in all member district employees. It will also assist in authenticating relationships and increase personal racial and cultural identity development for students and district employees of all races.
- B. The Cultural Collaborative will provide equity leadership training and student programming, as well as provide a forum for shared wisdom, collaboration and accountability.
- C. Through the Cultural Collaborative, districts will sustain and accelerate racial equity work as well as disrupt institutional racism and predictable patterns of resistance.

It was important to the task force that people begin or continue their evolution in belief and action based on a common protocol of language for interracial discourse around equity for themselves, their districts and the school buildings. There exist a couple of approaches to this

common protocol of language and districts may choose their theoretical framework. Currently six of the member districts require either teaching staff or all employees to attend “Beyond Diversity” a workshop provided through the Pacific Education Group (PEG). This workshop trains educators to have the courageous conversations needed about race by using a common protocol.

While multiple protocols are available to districts and individuals there is a pathway through development of cultural competency, development of Equity Leadership, and creation of district, school, and classroom policy, practice, and outreach strategies to be traveled if individuals are to meet the common commitment to the outcomes of racial equity in achievement and opportunity.

While there are multiple “on ramps” for quality equity work, which the collaborative offers, the staff will continue to work with others and review research for effective equity transformational theories which can be shared.

The next step in the Task Force process was to develop a survey that nine of the ten participating districts had at least one person respond to on their behalf. Topics evaluated were satisfaction with past and current offerings, and the perceived value of offerings, what could be added (expanded) and the interest in new options or ways of accessing training. The analysis in full can be found in appendix 3.

Satisfaction:

- Satisfaction with past offerings 7 of 10 responders satisfied or very satisfied.
- Satisfaction with current offerings 6 of 10 responders satisfied or very satisfied.

Value of Offerings:

The perceived value of individual offerings, reported here are those offerings rated as valued or highly valued only.

- Coaching for Racial Equity Leadership 80%
- Cultural Responsiveness 90%
- NUA 80%
- Science House 78%
- Heather Hackman 75%
- Beyond Diversity 70%

Programs recommended to offer or expand at the highest valued and highly valued were.

- Data workshop 90%
- Equity 80%
- PLC support 80%
- NUA 75%

After discussion about the outcomes for future offerings and the mission/vision of WMEP's Cultural Collaborative it was recommended that the collaborative focus on equity for transformational change and the NUA option. The state and other resources provide data workshops and PLC staff development. The collaborative could support these two efforts with concepts of equity for PLC participants to further their work and for metric measurements that relate to effectiveness of student's learning or development of cultural competence through an equity lens.

Additional options of high interest were:

- | | |
|---------------------------|-----|
| • Regional equity support | 95% |
| • Cross-district PLC | 95% |
| • Site training | 80% |
| • Clearing House | 75% |

The cross-district PLC interest was to have the collaborative be a conveyor of cross-district PLCs to share successful strategies with in their districts. The on-site training is a request to have greater impact by reaching more individuals with in the districts.

After discussion the following areas of consensus emerged:

- All WMEP professional development will support the adopted goals, vision and mission.
- It is necessary to have both belief reflection work and strategies training to contribute to closing the racial achievement gap.
- Sustaining equity work takes persistence and regional support.
- Leadership is key for success especially school board and superintendent.
- There is no entity currently known that provides the comprehensive framework for systemic equity transformation offered through PEG. The collaborative will continue to pursue additional options and provide alternative workshops and consultants.

The districts also requested that a calendar of offerings be prepared in the spring each year for the next school year so that districts can better plan for individuals and in regards to their resources. They determined that it would be beneficial for the leadership/coordinator of the collaborative to meet with each district individually each year, and that multiple avenues of communication be utilized to share the numerous offerings on a wider basis.

The role of the PAG was reviewed and strengthening their role as the member districts liaison to the cultural collaborative and as a voice for district needs was agreed upon.

The following chart was an attempt to follow the dialogue about whom PD should address, what sessions are desired, and what the role of PAG should be. It also incorporates previous conversations about delivery and regional collaboration. This is a WORKING item yet.

| People | Equity Professional Development Strands (Specify Positional Levels) | PAG Role | Delivery | Regional Support |
|--|--|---|---|---|
| <ul style="list-style-type: none"> • School Boards • JPB Board • Superintendents • Leadership • Principals • Teachers • General staff • Students | <ul style="list-style-type: none"> • Racial Awareness, Beliefs, individual growth <ul style="list-style-type: none"> ○ Heather Hackman ○ Beyond Diversity • Equity Leadership Development <ul style="list-style-type: none"> ○ Beyond Diversity ○ E Team Training ○ Coaching for Racial Equity • Classroom Strategies <ul style="list-style-type: none"> ○ NUA ○ Culturally Responsive Classroom ○ CARE • Student Programming <ul style="list-style-type: none"> ○ Dare 2 Be Real | <ul style="list-style-type: none"> • Represent Individual District needs • Assess all offering through the Approved PD goals • Suggest Development | <ul style="list-style-type: none"> • PIC • Small Sessions • In districts • Online • Summer In service days | <ul style="list-style-type: none"> • Pre and Post workshop convening's • Data Teams • Site based teacher PLCs • Superintendents meetings • Regional Board member connections |

In Summary:

- Courageous Conversations were held regarding beliefs, needs, and expected outcomes.
- A preamble and goals were accepted which support the mission and vision set forth by the JPB in the WMEP 2.0 plan.
- A commitment was made to evaluate the Professional Development workshops against the goals, with rubrics to be developed.
- It was agreed to offer the most valued Professional Development activities and to expand options after further work with either providers or our PAG to determine resource allocation.
- It was agreed that PAG was the logical liaison to member districts to work with the collaborative leadership to assure the desired services are provided and evaluate effectiveness and integration with in the member district's staff development plans.
- The impact on students and the elimination of racially predictable performance is critical for Professional Development as well as well as providing strategies to teaching staff that will eliminate the racial predictability within the student programs.

While the task force came to a number of guiding conclusions and specific recommendations for the collaborative work, the following need to be further addressed and/or resolved. It was thought that the Partners Advisory Group (PAG) could do this as a group or with the help of additional volunteers from the member districts.

The areas to be addressed are:

1. National Urban Alliance (NUA)

This was highly valued in the survey and had been more widely available through the collaborative in the past. There is a desire to provide this again and yet the cost and how it can be expanded in cooperation with member districts was unresolved.

2. Advancement via Individual Determination (AVID)

AVID is offered in many of the member district. The costs and locations for staff training are inhibitors to greater expansion. The collaborative will explore with AVID leadership if there could be local opportunities developed for the training.

3. Metrics to measure success:

Rubrics for Professional Development evaluation need to be developed related to the goals and to support the vision cards in WMEP 2.0 Strategic Plan.

4. Equity leadership Development for member districts.

In order to institutionalize change there must be leadership from the Superintendent, Board and all other professionals. It was suggested that the JPB model this leadership by participating in Beyond Diversity. Equity leadership development and support for those who would work with all employees is critical for change to be ubiquitous in an organization. Trained personnel are needed to support staff before and after training as well as support curriculum and social/emotional needs of students with in systems. In addition, they need to be brought together for their support in this work. The PAG will collect and respond to feedback from member districts on how this need may be addressed by the collaborative.

5. Common definitions understanding of terms:

Some of the terms, their meanings and our commitment to terms were explored when we discussed "cultural competence". There was a sense that the collaborative may need to develop a glossary of terms and meanings.

6. Student Programs

Student programs offered during 2011-2013 was presented to the task force. There was input on need to provide student programs. It was suggested that we expand to provide support to districts for the Civil Rights Research Tour. Participants also requested that the collaborative review the Summer Scholars Program regarding its purpose, its fit with the mission of the Collaborative and changing needs.

We want to thank participants for their commitment to meeting as a member of the task force. It was not the usual type of task force and everyone was called upon to participate in courageous conversations and then hard work to reach consensus. We believe the outcomes expressed in this document will allow member districts to use the collaborative in an effective manner to further their individual work on racial diversity. Thank you.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Organizational/Regular Board Meeting - January 13, 2014 - 7:00 PM
Wayzata City Hall
600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL
2. OATH OF OFFICE TO NEWLY ELECTED/RE-ELECTED SCHOOL BOARD MEMBERS
3. ELECTION OF SCHOOL BOARD OFFICERS
4. APPROVAL OF AGENDA AND CONSENT AGENDA
 - A. Approval of Minutes
 1. Regular Board Meeting - November 12, 2013
 2. Regular Board Meeting - December 9, 2013
 - B. Approve Election Judge Salaries for the February 25, 2014 Special Election
 - C. District Election Administration for the February 25, 2014 Special Election
 - D. Finance and Business Recommendations
 - E. Resolution for Machine-Signed Signatures
 - F. Designation of Official Cash Depositories
 - G. Designation of Official Investment Brokers
 - H. Designation of Authorized Personnel
 - I. Human Resource Recommendations
 - J. Approve Board Standard Operating Procedures for 2014
 - K. Reaffirm All Current School Board Policies
 - L. School Board Member Compensation 2014
5. STUDENT CURRICULUM PRESENTATION
 - A. Gleason Lake Elementary - Technology Presentation
6. RECOGNITIONS
 - A. Employee of the Month - January -
 - B. Paraprofessional Recognition Week - 2014
7. REPORTS FROM ORGANIZATIONS
 - A. Student Council
8. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 - B. Teaching and Learning
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
9. OTHER BOARD ACTION
 - A. RESOLUTION APPOINTING ABSENTEE BALLOT BOARD ELECTION JUDGES FOR THE FEBRUARY 25, 2014 SPECIAL ELECTION.
 - B. RESOLUTION RELATING TO THE APPOINTMENT OF ELECTION JUDGES FOR THE FEBRUARY 25, 2014 SCHOOL DISTRICT SPECIAL ELECTION
 - C. Approve Board Committee Structure for 2014
 - D. Approve Board Appointments for 2014
10. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
11. BOARD REPORTS
12. ADJOURN

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – December 16, 2013

AGENDA ITEM: 8. ADJOURN

COMMENTS BY: Board Chair Droegemueller

If there is no additional business before the School Board, the Chair will call for a motion to adjourn the meeting.

Motion by: _____ Yes _____ Passed _____

Second by: _____ No _____ Failed _____

Abstentions _____