

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - March 17, 2015 - 4:00 PM
District Administration Office

AGENDA

1. CALL TO ORDER/ROLL CALL
2. ADMINISTRATIVE 3
 - A. Intervention and Proficiency Gap *M. McKasy & S. Strom 20 minutes* 4
 - B. Attendance Area Guiding Principles and Process Timelines *K. Tollison 20 minutes* 5
 - C. School Start Time Survey Results Presentation *S. Lackner 20 minutes* 6
 - D. School Start Time Guiding Principles *K. Tollison 20 minutes* 19
3. TEACHING AND LEARNING 20
 - A. Integration Budget Overview *J. Johnson & K. Thompson 15 minutes* 21
4. HUMAN RESOURCES
5. BUSINESS AND FINANCE
6. BOARD REPORTS 23
 - A. Legislative Update-Visit to the Capitol on 3-9-15 *C. Polzin & A. Cuene 15 minutes*
7. SCHOOL BOARD 24
 - A. Tentative Agenda for April Regular Meeting 25
8. ADJOURN

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.



**03.16.15 Work Session
District Administration Building**

ADMINISTRATIVE

Intervention and Proficiency Gap

Attendance Area Guiding Principles and Process

School Start Time Survey Results Presentation

School Start Time Guiding Principles

Wayzata School Board Work Session Presentation
Monday, March 16

Intervention and Closing “The Gaps”

Mary McKasy and Sue Strom, Gleason Lake Elementary

I. Relationship

- a. PBIS
- b. Mentoring Program
- c. Buddy Program
- d. In School and Out of School Volunteers
- e. Community Dinners

II. Exceptional Learning

- a. Professional Learning Communities
- b. John Hattie’s Highly Effective Practices
- c. Effective T.A.T. (Teacher Assistance Team)
- d. Effective Instructional Practices
- e. Emphasis on Meaningful and Culturally Relevant Text
- f. Monitoring to Make Sure Kids *Finish* High Level Text
- g. Common Strategies for Problem Solving
(Building Growth Mindset)
- g. Holistic Student Assessment of Social/Emotional Resiliencies
(Encouraging Student Self-Assessment and Reflection)

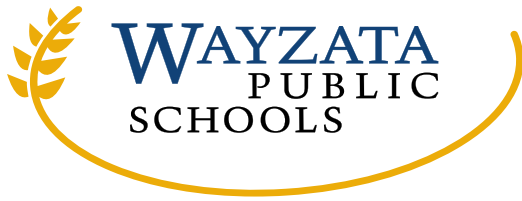
III. Exceptional Experiences

- a. Artist in Residence
- b. MyWay Initiative
- c. Young Scholar Program
- d. Camp Gleason (Two week summer programming in the mornings.)
- e. Winter and Spring Break Enrichment Days
- f. Scholarships for W.I.S.H.E.S. Classes
- g. Other Community Sponsored Events

“Increase student achievement and decrease achievement gap.”

“Excellence. For each and every child.”





Welcome Center – Student Enrollment
 305 Vicksburg Lane | Plymouth, MN 55447-3941
 763.745.5240 | Fax: 763.745.5096 | welcome@wayzata.k12.mn.us

WELCOME CENTER

DRAFT UPDATED 3/05/2015

Guiding Principles of Attendance Area Reconfiguration

The boundaries should be designed to effectively utilize our facilities to meet our growing population, and to serve families and students for years to come.

<ul style="list-style-type: none"> • Attendance areas will serve our district for at least 3-5 years with a goal of 5-7 years;
<ul style="list-style-type: none"> • Attendance areas should be largely contiguous;
<ul style="list-style-type: none"> • Maintain a walk area for each school;
<ul style="list-style-type: none"> • Allow for initially smaller school populations in schools with higher anticipated growth rates, to maximize longevity of the boundaries;
<ul style="list-style-type: none"> • Attendance areas will need to accommodate possible changes in school start times;
<ul style="list-style-type: none"> • When possible, middle school boundaries should align with elementary boundaries to allow elementary schools to feed into one or two middle schools;
<ul style="list-style-type: none"> • In order to adequately plan for and staff the new elementary, families with a student going into 5th grade in the fall of 2015 at the new school, will attend the new school; and other 5th graders will have to choice to attend their new school or remain at their current school; <ul style="list-style-type: none"> ○ OR • All 5th graders will be offered the opportunity to remain at their current school; <ul style="list-style-type: none"> ○ OR • Due to space constraints, all children all attend their new school.
<ul style="list-style-type: none"> • Transportation ride times should be kept minimal; <ul style="list-style-type: none"> ○ OR • Transportation costs should be as efficient as possible, which may result in longer ride times for some students.
<ul style="list-style-type: none"> • A proportional number of open enrolled children will move with the neighborhoods; <ul style="list-style-type: none"> ○ OR • Open enrolled students may be moved in order to balance school enrollment.

Start Time Feedback Survey Results Summary and Analysis

Wayzata Public Schools
January 28, 2013

Wayzata Public Schools

Overview

Wayzata Public Schools is studying school start times in an effort to learn more about how they may impact student learning, physical well-being, extra-curricular activities and family schedules.

District leadership is reviewing options for the start time at Wayzata High School in order to create an optimum learning environment and consider the most appropriate alignment with students' biological clocks. This survey is part of an effort to inform and engage parents, students, staff and community members about this topic.

The surveys were available for participation in October 2012. All parents and teachers were invited to take the survey via email, while Wayzata High School students were given the opportunity to take the survey online.

Participation Rate

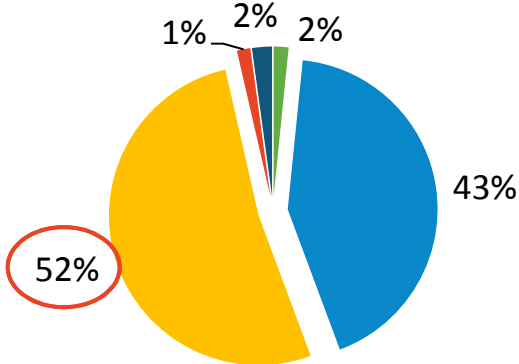
Responding Group	Number of Responses (n)	Max Possible Responses (Nmax)	Response Rate (%)
All Staff	1,010	1,402	72%
K-12 Parents	2,995	6,347	47%
High School Students	697	3,272	21%

Type of Staff Respondent	Number of Responses	Percent of Total Staff Respondents
Elementary School Staff	443	44%
Middle School Staff	205	20%
High School Staff	265	26%
Other	97	10%

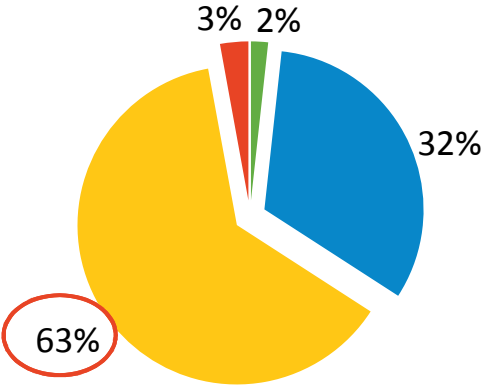


Morning Routine of High School Students

Parents of High School Students



High School Students



- Wakes up spontaneously, without an alarm, alert and ready to start the day
- Is easy to wake up and gets out of bed without much effort or delay
- Is difficult to wake up and struggles to get up and get moving
- Oversleeps and is frequently late to school
- I don't see my child before school

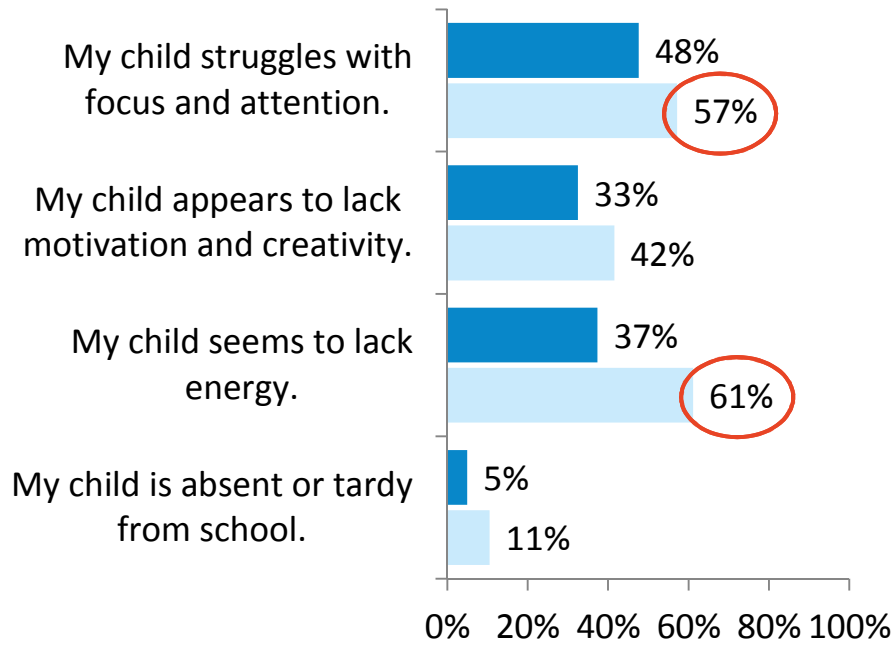
- I wake up spontaneously, without an alarm, alert and ready to start the day.
- I easily wake up with an alarm and I get out of bed without much effort or delay.
- It is difficult for me to wake up and I struggle to get up and get moving.
- I oversleep and am frequently late to school.

- Based on parent and student responses, the majority of high school students struggle to get up and get moving in the morning.



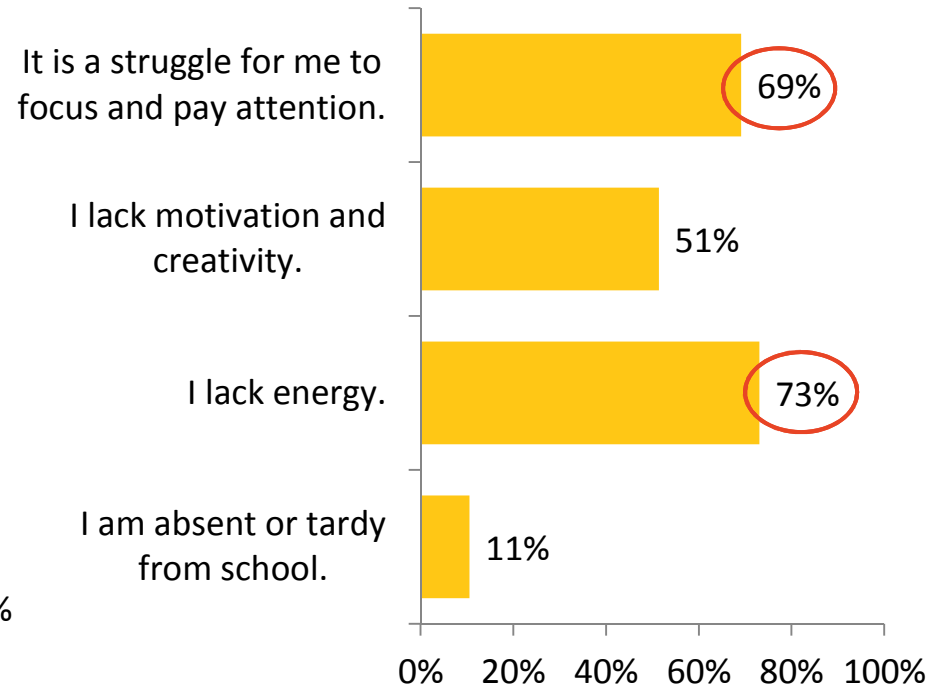
Perceptions: Learning, Behavior and Health

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Parents: "Frequently" or "Sometimes"

■ Middle School (n=1,185) ■ High School (n=1,251)



High School Students: "Frequently" or "Sometimes"

- More parents of high school students reported that their child struggles to pay attention and lacks energy than parents of middle school students.
- The majority of high school students reported difficulty with attention and energy.



Staff Perceptions: Student Alertness

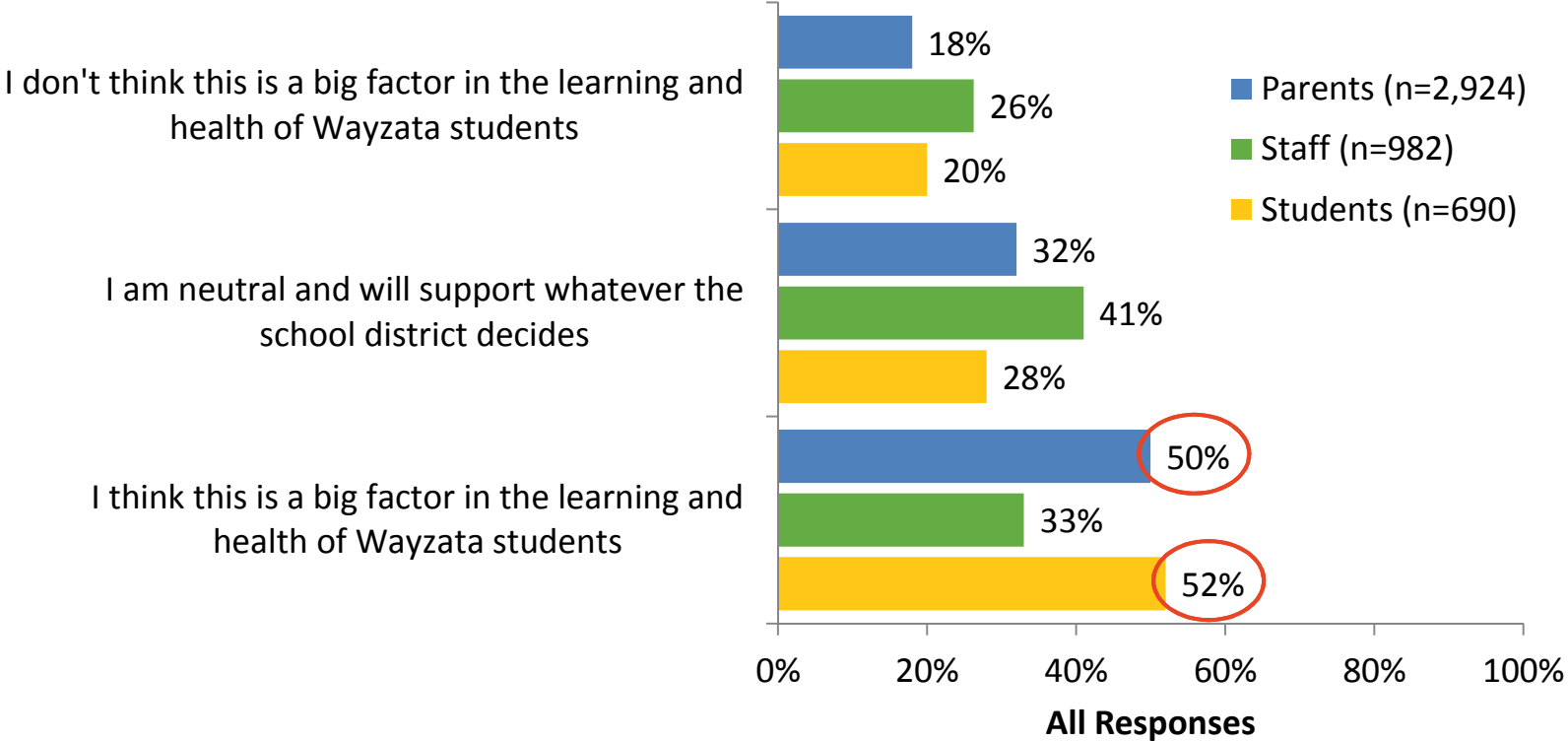
	Elementary School	Middle School	High School
"Frequently" or "Sometimes"			
Most of my students struggle with focus and attention.	55%	61%	64%
Most of my students appear to lack motivation and creativity.	29%	42%	49%
Most of my students seem to lack energy.	26%	40%	57%
"Strongly Agree" or "Agree"			
Students at the beginning of the day are alert and ready to learn.	93%	70%	58%
Students mid-day are generally more alert and ready to learn than they are at the beginning of the day.	19%	57%	65%
Students generally seem alert and ready to learn throughout the day regardless of the time of day.	39%	54%	53%

- More elementary staff agreed that their students are alert and ready to learn in the morning. More high school staff agreed that their students are alert and ready to learn in the afternoon.



Overall Opinion

“My overall opinion about school start times and scheduling, and their alignment with the biological clocks and students, is:”



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- About half of parents and students responded that alignment of school start times and scheduling with students’ biological clocks is a big factor in student learning and health. One third of all respondents are neutral.



Overall Opinion of Staff by Grade Level

“My overall opinion about school start times and scheduling, and their alignment with the biological clocks and students, is:”

	Elementary School	Middle School	High School	Non-School Staff
Responses Received				
I don't think this is a big factor in the learning and health of Wayzata students	17%	25%	48%	12%
I am neutral and will support whatever the school district decides	43%	42%	27%	64%
I think this is a big factor in the learning and health of Wayzata students	40%	33%	25%	24%

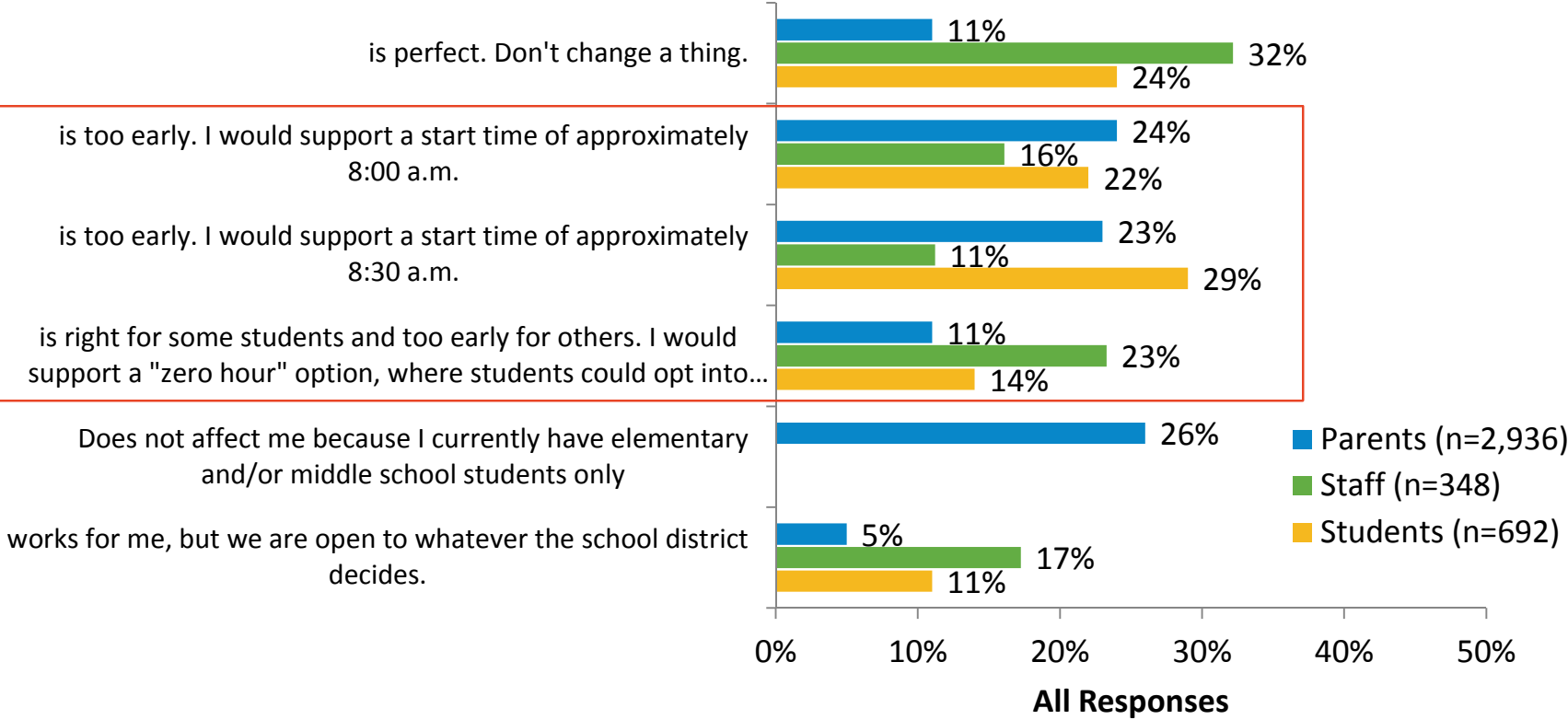
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- More elementary and middle school staff, than high school staff responded that alignment of school start times and scheduling with students’ biological clocks is a big factor in student learning and health. About half of high school staff responded that they do not think it is a big factor.



Current Start Time

The current 7:30 a.m. start time at Wayzata High School...



- Based on the combined results of the three choices in the red box above, 58% of parents, 50% of staff and 65% of students responded that the current high school start time is too early for at least some students.



Busing Schedule Preferences: First and Second Choices

	Staff's First Choice Tie	Staff's First Choice Tie	Parent's First Choice	Parent's Second Choice	Student's First Choice	Student's Second Choice
	Option A	Option E	Option E	Option A	Option A	Option B
Total Points*	1352	1352	3782	3776	1083	1067
Rank 1	225	343	942	597	165	138
Rank 2	244	81	244	678	213	249
Rank 3	189	161	468	629	162	155

*Preference ranks were converted to points. Rank 1=3 points, Rank 2=2 points, and Rank 3=1 point.

Option A: 5 Elementary Schools; High School and 2 Elementary Schools; Middle Schools

Option B: Middle Schools; High School and 2 Elementary Schools; 5 Elementary Schools

Option C: 5 Elementary Schools; Middle Schools, High School and 2 Elementary Schools

Option D: Middle Schools; 5 Elementary Schools; High School and 2 Elementary Schools

Option E: Leave it as it is now.

- The busing preferences question resulted in a statistical tie between the first and second choices for each respondent group.



Top Three Concerns about Changing Start Time

Respondents	Concern	"Strongly Agree" or "Agree"
Parents	I don't have any concerns about a later start time.	57%
	I am concerned that there may be a negative impact on middle school start and end times.	38%
	I am concerned that there may be a negative impact on elementary school start and end times.	37%
Staff	I am concerned that my childcare will be affected.	50%
	I am concerned that there may be a negative impact on middle school start and end times.	50%
	I am concerned that there may be a negative impact on elementary school start and end times.	48%
Students	I am concerned that I may not have enough time to maintain a part-time job.	52%
	I am concerned that I may not have enough time to participate in after-school activities.	51%
	I am concerned that I may not have enough time to complete schoolwork.	51%

- The top concern for parents, was “no concerns”. Staff were equally concerned about their childcare and the effect on elementary and middle school start times. High school students were equally concerned about after-school jobs, activities and time to complete schoolwork.



Conclusions

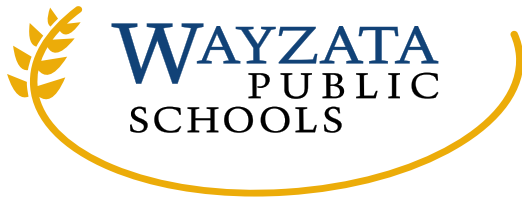
- Waking up and getting moving in the morning is a struggle for more than half of Wayzata high school students.
- Concerns about student attention and energy are higher for high school parents than middle school parents.
- More elementary staff agreed that their students are alert in the morning. More high school staff agreed that their students are alert in the afternoon.
- Responses from Wayzata parents, staff and students mirror findings from medical research on adolescent sleep patterns.



Conclusions

- Half of parent and student respondents believe that alignment of school start times and scheduling with students' biological clocks is a big factor in student learning and health.
- 58% of parents, 50% of staff, and 65% of students responded that the current high school start time is too early for at least some students.





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WELCOME CENTER

DRAFT UPDATED 3/05/2015

Guiding Principles of School Start Times

At this time, the discussion should focus on whether changing school start times is in the best interest of the school district as a whole, taking into account input from staff, parents, and students.

If the school start times were to change we believe the following guidelines should be used:

- No elementary student should be picked up before 6:45 am;
- High school should ideally start between 7:50 and 8:20;
- All students should be delivered home by 4:45;
- Maintain a similar budget to current school times from the General Fund;
- If the elementary schools go on 2 separate tiers, we should attempt to run the current “early” schools on the earlier tier;
- If elementary schools or middle schools are on 2 tiers, they should not be on 1st and 3rd (should be closer together)



**03.16.15 Work Session
District Administration Building**

TEACHING AND LEARNING

Integration Budget Overview

INTEGRATION REVENUE

Goal, Plan and Budget
2015 – 2016
March 16, 2015

Achievement Goal #1: The proficiency gap between White students enrolled the full academic year for all Grades tested within Wayzata on all state MCAs (Reading) will decrease by increasing the proficiency of Black, Hispanic and FRP student groups.

Student Group	Baseline Data	Year 1 2014 - 2015	Year 2 2015 - 2016	Year 3 2016 - 2017	Total Increase
All Students	78%	82.5%	85.5%	88.5%	+10.5%
Asian	88%	91%	92%	93%	+5%
Hispanic	61%	66.5%	72%	76.5%	+15.5%
Black	46%	55%	62%	67.5%	+21.5%
White	81%	84%	87%	90%	+9%
FRP	52%	59%	66%	71.5%	+19.5%

Activity #1: Family Engagement – Programs designed to increase student achievement

Each Wayzata school will implement additional strategies designed to increase parent involvement. Specifically, increase participation in parent/teacher conference, family nights, parent academy.

Activity #2: Training for Teachers and Administrator – Programs designed to increase student achievement

We will provide racial equity training for teachers, staff and administrators through the Wayzata Academy, building level professional development and WMEP course offerings.
(Beyond Diversity, Racial Justice)

Activity 3: College and Career Readiness – Programs designed to increase student achievement

Implement a variety of strategies to increase the enrollment (and success) of under-represented students in our AP program and college testing program.

Activity 4: Implement research-based interventions that include formative assessment practices.

Per the K-3 Literacy Plan, we will implement Reading Recovery, Reciprocal Teaching, and Read 180

INTEGRATION REVENUE

Integration Revenue: \$1,572,744.17
Incentive Revenue: \$122,586.00
TOTAL REVENUE: \$1,695,360.17

ASSUMPTIONS

3% increase in all teacher salaries (Paras reflect their 2015 - 2016 Salary)
7% health benefit increase
Increase in transportation budget

BUDGET DETAIL

Direct Student Services: Minimum of 80%

State Allocation: \$1,356,288

Budgeted: \$1,288,821.64

Professional Development – 10%

State Allocation: \$169,356

Budgeted: \$169,356

Administration – 10%

State Allocation: \$169,356

Budgeted: \$169,356

[Includes: Program Director 1.0 FTE; Secretary .5 FTE; Literacy Volunteer Coordinator .31 FTE]

Tuition Payment to WMEP: \$212,400.00

Scholarships and Outreach: \$5,000.00

Materials, Supplies: \$1,500.00

Family Engagement: \$2,000.00

Interpreters

Transportation

Food

Supplies

Young Scholars Program: \$9,500.00

Travel

Supplies

Food

Summer School

Academy Classes: \$35,000

Workshop/Conferences: \$48,876.00

Young Scholars

NUA

Transportation: \$50,000.00

Staffing Allotment:

Elementary Intervention Teacher - 2.62 FTE [BV, SSH, OW, GL]

Middle School Intervention Teachers – 2.333FTE [CMS, EMS, WMS]

High School Intervention Teachers- 1.17 FTE

High School Liaison/Outreach - .50 FTE

Achievement Interventionists – 4.30 FTE [BV, GL, GW, OW, SSH]

High School Achievement Specialist – 2.00

Paraprofessionals – 2.3929 FTE [GL, GW, PC, SSH, EMS]

Administration – Program Director – 1.00 FTE

Administration – Clerical - .50 FTE

Administration – Volunteer Coordinator/Para - .31FTE



**03.16.15 Work Session
District Administration Building**

BOARD REPORTS

Legislative Update – Visit to the Capitol



**03.16.15 Work Session
District Administration Building**

SCHOOL BOARD

Tentative Agenda for April 13 Regular Meeting

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - April 13, 2015 - 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
 - B. Finance and Business Recommendations
 1. Monthly Reports
 - C. Human Resource Recommendations
 1. Monthly Recommendations
3. **RECOGNITIONS**
 - A. Retiree Recognition
 - B. Sabbatical Leaves
 - C. Girls Nordic Ski
 - D. Perfect ACT
 - E. April Employee of the Month
4. **REPORTS FROM ORGANIZATIONS**
 - A. Wayzata High School Student Council Representative
5. **STUDENT CURRICULUM PRESENTATION**
 - A. Greenwood Elementary School
6. **SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS**
 - A. Superintendent
 - B. Teaching and Learning
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
7. **OTHER BOARD ACTION**
8. **BOARD REPORTS**
9. **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.
10. **ADJOURN**