

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Work Session Meeting - February 27, 2017 - 4:15 PM  
District Administration Building

### **AGENDA**

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
  - A. Facilities Update *60 minutes*
3. **TEACHING AND LEARNING**
  - A. Integration Budget *20 minutes*
4. **HUMAN RESOURCES**
5. **BOARD REPORTS**
6. **FINANCE AND BUSINESS**
7. **SCHOOL BOARD**
  - A. MSBA Conference Summaries by Board Members *15 minutes*
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:**

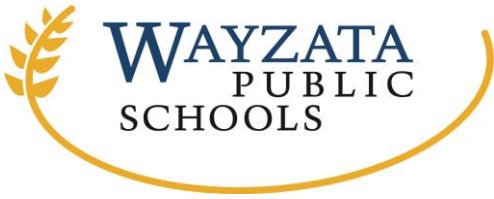
- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

### **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 engaged employees;
- Accountability by all staff for individual and collective performance;
- 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.



# Teaching and Learning

## Wayzata Public Schools Plan 2017 – 2020 Achievement and Integration Program

Jill Johnson  
Executive Director of Teaching and Learning  
February 27, 2017  
[DRAFT]

### Program Purpose

The "Achievement and Integration for Minnesota" program is established to pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools (*Minnesota Department of Education*).

### School District Participation

MDE determines which districts participate by comparing adjoining districts' percentage of enrolled protected class students. It also compares the percentage of enrolled protected class students\* between schools within a district that serve the same grade levels. Every year, the commissioner analyzes fall enrollment data from every district to look for these racial enrollment disparities between districts and between schools. When a district and one of its adjoining districts have a 20 percent or higher difference in their number of enrolled protected students, the district with the higher percentage is considered *racially isolated* (RI).

Districts that are *racially isolated* are required to be in the AI program. At least one of the RI district's adjoining districts must also participate and work with the RI district on cross-district programs for students. Once the enrollment data has been confirmed, the commissioner notifies the district that it must be in the AI program and develop a plan to increase achievement and decrease racial and economic enrollment disparities.

Wayzata is identified as a Racially Isolated district. Our adjoining districts are Orono and Delano. We fulfill the program participation requirement being a member of a collaborative (WMEP) or partnering with one or both of our adjoining districts of Orono and Delano. (*Minnesota Department of Education*).

### Achievement and Integration Revenue

Initial Revenue = \$1,755,875.00

Incentive Revenue = \$37,000

Total Revenue = \$1,793,255,00

## **Achievement and Integration Revenue Uses**

Eligible districts must use the revenue under section 124D.862 to pursue academic achievement and racial and economic integration through:

- Integrated learning environments that give students improved and equitable access to effective and more diverse teachers, prepare all students to be effective citizens, and enhance social cohesion;
- Policies and curricula and trained instructors, administrators, school counselors, and other advocates to support and enhance integrated learning environments under this section, including through magnet schools, innovative, research-based instruction, differentiated instruction, improved and equitable access to effective and diverse teachers, and targeted interventions to improve achievement; and
- Rigorous career and college readiness programs and effective and more diverse instructors for underserved student populations, consistent with section 120B.30, subdivision 1; integrated learning environments to increase student academic achievement; cultural fluency, competency, and interaction; graduation and educational attainment rates; and parent involvement.
- Consistent with paragraph (c), eligible districts may adopt policies to increase the diversity of district teachers and administrators using the revenue under section 124D.862 for recruitment, retention, and hiring incentives or additional compensation.

### **Additional Revenue Requirements**

- At least 80 percent of a district's achievement and integration revenue received under this section must be used for innovative and integrated learning environments, school enrollment choices, family engagement activities, and other approved programs providing direct services to students.
- Up to 20 percent of the revenue may be used for professional development and staff development activities and placement services
- No more than ten percent of the total amount of revenue may be spent on administrative services.

**Guidance from MDE** - AI plan **goals** should be student-centered improvement goals rather than participation or admission targets (the impact of your work is always meant to help students, not programs). Think of your district's World's Best Workforce goals. Those are the sort of broad areas of student-centered improvement you should consider for your AI plan. In fact, you could use the same goals for AI that your district has included in its WBWF plan (I believe you've already done this).

### **Goals:**

- 1. Literacy by Third Grade:** By 2020, the percentage of students who are proficient in reading as measured by the MCA III Reading assessment, will increase from \_\_\_\_\_% to \_\_\_\_\_%
- 2. On Track for HS Graduation:** By 2020, the percentage of students who are on track to graduate from high school as measured by MCA proficiency, will increase from \_\_\_\_\_% to \_\_\_\_\_%
- 3. Graduate Career and College Ready:** By 2020, the percentage of students, by subgroup, who graduate career and college ready as measured by \_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_%

### **Activities - Focused in Three Areas:**

1. Student Enrollment (Pre-School)
2. Student Support and Learning Experiences (Cultural Awareness, Academic Support, Enrichment)
2. Family Engagement
3. Professional Development (Cultural Awareness, Culturally Responsive Teaching)

**GOAL # 1: Literacy by Third Grade:** By 2020, the percentage of students who are proficient in reading as measured by the MCA III Reading assessment, will increase from \_\_\_\_\_% to \_\_\_\_\_%

**Action 1: Student Pre-K Experience:** Increase the enrollment of students from economically and racially diverse backgrounds in a pre-school program so that students are better prepared for kindergarten

**Activities:**

- (1) **Student Identification** - We will identify all pre-school age children that live in our school district and communicate pre-school learning opportunities to families
- (2) **Pre-School Enrollment** – We will collaborate with our families and community partners to enroll student from diverse economic and racial backgrounds in a pre-school experience

**Action 2: Student Academic and Social – Emotional Support:** Provide a continuum of services and learning experiences to support the academic and social and emotional needs of students so that they are prepared to meet rigorous course outcomes.

**Activities:**

- (1) **In-School Intervention Services** (Intervention Teachers, Achievement Specialists)
- (2) **Extended Day and School Year Learning** (e.g. Before/After School Programming, Summer School)
- (3) **Enrichment** (e.g. Young Scholars)
- (4) **Cultural Understanding and Awareness**
- (5) **Homework Help** (e.g. IOCP)
- (6) **Communication** (e.g. newsletters, email, etc.)

**Action 3: Family Engagement:** Create opportunities for staff and families to collaborate so that families can be actively engaged in their child’s learning experience.

**Activities:**

- (1) Parent – Teacher Conferences
- (2) Family Night Events
- (3) Other School Activities (e.g. concerts, play, sporting events)

**Action 4: Professional Development:** Provide professional development for teachers in cultural awareness and culturally responsive practices so that they are better able to meet student learning needs

**Activities:**

- (1) Cultural Competency
- (2) Culturally Responsive Instruction
- (3) Peer Coaching program

**GOAL # 2: On Track for HS Graduation:** By 2020, the percentage of students who are on track to graduate from high school as measured by MCA proficiency, will increase from \_\_\_\_\_% to \_\_\_\_\_%

**Action 1: Student Support and Learning Experiences:** We will provide a continuum of support services and learning experiences to support the academic and social and emotional needs of students so that they are prepared to meet rigorous course outcomes.

**Activities**

- (1) In-School Intervention Services** – We will provide intervention teachers to provide additional support for students identified as being at-risk of not achieving academic outcomes;
- (2) Extended Day and School Year Learning** – We will expand before/after school program and summer school program to provided extended day and extended school year learning opportunities for students identified as needing for more time for learning;
- (3) Enrichment Opportunities** – We will expand enrichment program (e.g. pathway programs – Young Scholars, mentors, guest speakers, field trips)so that students are better prepared for rigorous course work;
- (4) Student Cultural Awareness** – We will provide experiences (curriculum, learning experiences, guest speakers, field trips) to deepen the students cultural awareness and understanding;
- (5) Community Partners** – We will use our community partners to provide evening homework support for students

**Action 2: Family Engagement:** Create opportunities for staff and families to collaborate so that families can be actively engaged in their child’s learning experience.

**Activities**

- (1) Parent – Teacher Conferences
- (2) Family Night Events
- (3) Parent University Program
- (4) Other School Activities (e.g. concerts, plays, sporting events)
- (5) Communication (e.g. newsletters, email, etc.)

**Action3: Professional Development:** Provide professional development for teachers in cultural awareness and culturally responsive practices so that they are better able to meet student learning needs

**Activities:**

- (1) Cultural Competency (e.g. WMEP Opportunities, Other Providers)
- (2) Culturally Responsive Instruction (e.g. WMEP Opportunities, Other Providers)
- (3) Peer Coaching program

**GOAL # 3: Graduate Career and College Ready:** By 2020, the percentage of students, by subgroup, who graduate career and college ready as measured by \_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_%

**Action 1: Student Support and Learning Experiences:** We will provide a continuum of support services and learning experiences to support the academic and social and emotional needs of students so that they are prepared to meet rigorous course outcomes.

**Activities**

- (1) Student Support Workers (Achievement Specialists)
- (2) Family Outreach Workers (Achievement Specialists)
- (3) Academic Support ((Achievement Specialists), Tutoring)
- (4) Experiences and Opportunities (Field Trips, Mentors, Middle College Program)
- (5) Student Cultural Awareness
- (6) College Prep Support (ACT Prep)
- (7) Collaborative Partnership (College Prep program with Orono)

**Action 2: Family Engagement:** Create opportunities for staff and families to collaborate so that families can be actively engaged in their child’s learning experience.

**Activities:**

- (1) Parent – Teacher Conferences
- (2) Family Night Events
- (3) Parent University Program
- (4) Other School Activities (e.g. concerts, plays, sporting events)
- (5) Communication (e.g. newsletters, email, etc.)

**Action3: Professional Development:** Provide professional development for teachers in cultural awareness and culturally responsive practices so that they are better able to meet student learning needs

**Activities:**

- (1) Cultural Competency (e.g. WMEP Opportunities, Other Providers)
- (2) Culturally Responsive Instruction (e.g. WMEP Opportunities, Other Providers)
- (3) Peer Coaching program

**BUDGET INFORMATION**

<b>Total Initial Revenue</b>	= \$1,755,891.21
<b>Total Incentive Revenue</b>	= \$35,000 (Eligible for \$127,000)
<b>Total AI Revenue</b>	= \$1,790,891.21
	Direct Services to Student (80%) = \$1,576,360.14 (88.01%)
	Professional Development (20%) = \$163,034.00 (9.10%)
	Administrative/Indirect (10% = \$51,659.00 (2.88%)

