

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - January 24, 2011 - 4:00 PM  
District Administration Building  
210 County Rd. 101, N, Plymouth, MN

### **AGENDA**

1.	CALL TO ORDER/ROLL CALL	3
2.	ADMINISTRATIVE	
	A. Board Policy and Regulations - 530 - "Wellness" - <i>10 Minutes</i>	4
	B. Board Policy and Regulations - 407 - "Tobacco-Free Environment" - <i>10 Minutes</i>	9
3.	TEACHING AND LEARNING	
	A. Oakwood Elementary Site Plan Overview - D. Grasmick - <i>25 Minutes</i>	13
	B. Vision 21 Program Update - G. Lofton - <i>15 Minutes</i>	46
	C. Performance Matters Update - S. Nelson , W. Phillips - <i>15 Minutes</i>	51
4.	FINANCIAL	
	A. 2011-2012 Budget Discussion - J. Westrum - <i>10 Minutes</i>	
5.	HUMAN RESOURCES	
6.	BOARD REPORTS	
7.	SCHOOL BOARD	
	A. Tentative Board Agenda for February 14, 2011 - <i>5 minutes</i>	52
8.	ADJOURN	53

# 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.

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

**Work Session – January 24 2011**

**AGENDA SECTION:** 1. CALL TO ORDER/ROLL CALL

**ITEM:** \_\_\_\_\_

**COMMENTS BY:** Board Chair Gleason

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

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

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**WELLNESS**

**POLICY: 530**

This policy is to assure a school environment that promotes and protects students' health, well being, and ability to learn by supporting healthy eating and physical activity. The School Board also supports staff and their efforts towards health and wellness activities.

The School Board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.

The school environment should promote and protect student's health, well being, and ability to learn by encouraging healthy eating and physical activity.

ADOPTED: March 13, 2006  
AMENDED: October 13, 2008  
FIRST READING: January 10, 2011

**WAYZATA PUBLIC SCHOOLS**  
**Independent School District 284**  
**Wayzata, Minnesota**

**WELLNESS**

**REGULATIONS: 530-R**

The following regulations provide guidance for the implementation of School Board policy.

**I. REGULATIONS**

- A. The School District encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing School District nutrition and physical activity policies.
- B. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- C. All students in **Early Childhood** grades ~~K-12~~ will have opportunities, support, and encouragement to be physically active on a regular basis.
- D. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- E. School food service staff, at the school and District level, will ensure compliance within the school's food service areas.
- ~~F. The School District's food service program administrator will provide an annual report to the School Board.~~

**II. FOOD AND BEVERAGES**

- A. Food service personnel will take every measure to ensure that student access to foods and beverages during meal times meet or exceed all federal, state and local laws and guidelines.
- B. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.
- C. The School District will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
- D. Guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant federal regulations.

- E. The School District will provide students access to hand cleaning before they eat meals or snacks.
- F. The School District will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
- G. ~~The School District will discourage~~ **If** tutoring, club, or organizational meeting or activities **are scheduled** during mealtimes, ~~unless students will have sufficient time to complete their meals. may eat during such activities.~~

### III. SCHOOL FOOD SERVICE PROGRAM/PERSONNEL

- A. The School District will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.
- B. The School District shall designate an appropriate person to be responsible for the School District's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.
- C. As part of the School District's responsibility to operate a food service program, the School District will provide continuing professional development for all food service personnel in schools.
- D. **The School District's food service program administrator will provide an annual report to the School Board.**

### IV. NUTRITION EDUCATION AND PROMOTION

- A. The School District will encourage and support healthy eating by students and engage in nutrition promotion that is:
  - 1. Offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
  - 2. Part of health education classes classroom instruction and includes participatory activities, such as contests, promotions, taste testing and field trips where appropriate.
- B. The School District will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte lines, vending machines, fundraising events, concession stands, and student stores.
- C. **During the student academic school day, schools may will not use appropriate foods or beverages as rewards for academic performance or**

good behavior., and **This does not prevent schools from providing food for activities during the school day such as celebrations, birthdays, holidays. Schools will not withhold food or beverages (including food served through school meals) as punishment. If an individual student's Individualized Education Plan (IEP) outlines the use of food for behavior modification, a teacher may use food as a reward for that student. But, food shall be used as a last alternative as part of an IEP, and teachers should minimize classroom use and provide health food when available. Teachers are also encouraged to use physical activity as a reward for academic performance or good behavior, as appropriate.**

#### **V. PHYSICAL ACTIVITY**

- A. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities.
- B. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate, and classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

#### **VI. COMMUNICATIONS WITH PARENTS**

- A. The School District recognizes parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well being.
- B. The School District will support parents' efforts to provide a healthy diet and daily physical activity for their children.
- C. The School District encourages parents to pack healthy lunches and snacks.
- D. The School District will provide information about physical education and other school-based physical activity opportunities.

#### **VII. DISTRICT WELLNESS COMMITTEE**

- A. **The school district will create a District wellness committee to assess the District health environment and the implementation of the wellness policy. The Wellness Committee shall include a variety of stakeholders and will meet at least annually.**

**POLICY / REGULATION TITLE  
REGULATIONS**

**CODE: EnterN  
PAGE 4**

EFFECTIVE: March 13, 2006  
MODIFIED: May 8, 2006  
MODIFIED: October 13, 2008

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**TOBACCO-FREE ENVIRONMENT**

**POLICY: 407**

The School Board shall maintain a learning and working environment that is tobacco free.

It shall be a violation of this policy for any student or employee of the School District or person to possess, use, consume or sell tobacco products, electric cigarettes or tobacco-related devices, in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a School District owns, leases, rents, contracts for, or controls. This prohibition includes all School District property and all off-campus events sponsored by the School District.

It shall be a violation of this policy for any elementary school, middle school, or secondary school student to possess any type of tobacco products or tobacco-related device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a School District owns, leases, rents, contracts for, or controls. This prohibition includes all school district property and all off-campus events sponsored by the School District.

It shall be a violation of this policy for any student, staff, administrator or other school personnel to solicit or accept any contributions, gifts, money, curricula, or materials from any tobacco products shop. This includes but is not limited to, donations, monies for scholarships, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities.

It shall be a violation of this policy for ISD 284 to allow promotion of tobacco products. This policy applies to students, staff, administration, and visitors on the school property and to students, staff, and administration at off-campus, school-sponsored events.

The School District will act to enforce this policy and to discipline or take appropriate action against any student or employee or person who is found to have violated this policy.

ADOPTED: May 11, 1987  
AMENDED: July 12, 2004  
REVIEWED: October 9, 2006  
FIRST READING: January 10, 2011

In accordance with Policy #407, Tobacco-Free Environment, the following regulation will be adhered to:

~~Exception: It shall not be a violation of Policy 407 for an Indian adult to light tobacco on School District property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law~~

## **I. DEFINITIONS**

- A. “Tobacco product” means any products containing, made or derived from tobacco that are intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product; including but not limited to, cigarettes; cigars; little cigars, cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff, snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings, and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco products exclude any tobacco products that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose.
- B. “Electric cigarette” means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other substance and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed or sold as e-cigarettes, e-cigars, e-pipes, or under any other product name or descriptor.
- C. “School property” means all facilities and property, including land, whether owned, rented, or leased by ISD 284, and all vehicles owned, rented, leased, contracted for, or controlled by ISD 284 used for transporting students, staff, or visitors.

## **II. ENFORCEMENTS**

- A. Students who violate this tobacco-free policy shall be subject to School District discipline procedures.
- B. Employees who violate this tobacco-free policy shall be subject to School District discipline procedures.
- C. All individuals on school premises shall adhere to this policy.
- D. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law and School District policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other School District supervisory personnel responsible for the area or program at which the violation occurred.
- F. School Administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

## **III. DISSEMINATION OF POLICY**

- A. Appropriate signage shall be posted throughout the district at building entrances and other highly visible locations on all school buildings, building entrances, vehicles, vehicular entrances to school grounds, and all indoor and outdoor athletic facilities that ISD 284 requires a tobacco-free environment.
- B. This policy shall appear in the student and faculty handbook.
- C. As appropriate, the school district shall make tobacco-free reminder announcements at school events.

#### IV. EXCEPTIONS

- A. It shall not be a violation of this policy for an adult Native American to use tobacco as part of a traditional Native American spiritual or cultural ceremony. A Native American is a person who is a member of a federally recognized Indian tribe.
- B. It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, lighters, or electronic cigarettes to be included in instructional activities or work related activities in ISD 284 school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

EFFECTIVE: August 15, 1987  
MODIFIED: July 12, 2004  
MODIFIED: October 9, 2006

# 2010-2013 SCHOOL IMPROVEMENT PLAN

**FOR**  
**Oakwood Elementary School**  
**Principal - Dennis Grasmick**  
**School Board Work Session**  
**January 24, 2011**



**A Model of Excellence Among  
Learning Communities**

# There are six principles that guide student achievement at Oakwood Elementary:

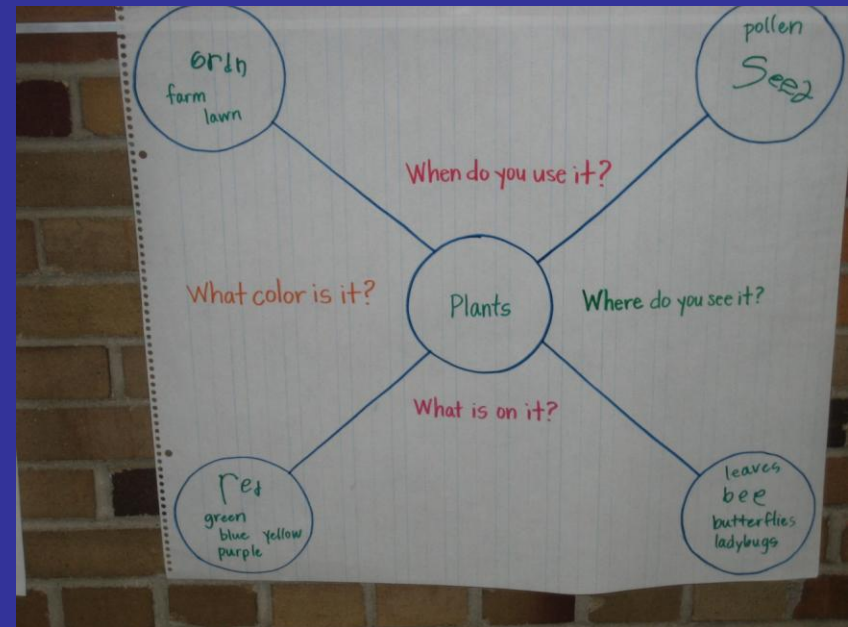
- 1.) Common Mission, Vision, Values, and Goals.
- 2.) High achievement expectations for all students.
- 3.) Collaborative teaming
- 4.) Data guided decision-making
- 5.) Soliciting active engagement from Family & Community
- 6.) Building sustainability

(HOPE Foundation 2001)

# Principle 1: Common Mission, Vision, Values, and Goals

- ★ **Community and global citizenship**
  - ★ **High Intellectual Performance**
    - ★ **Nurturing the Person**
- ★ **Fostering Critical and Creative Thinking**
- ★ **Appreciation and Respect for Diversity**

# Principle 2: High Achievement-Failure is Not an Option!



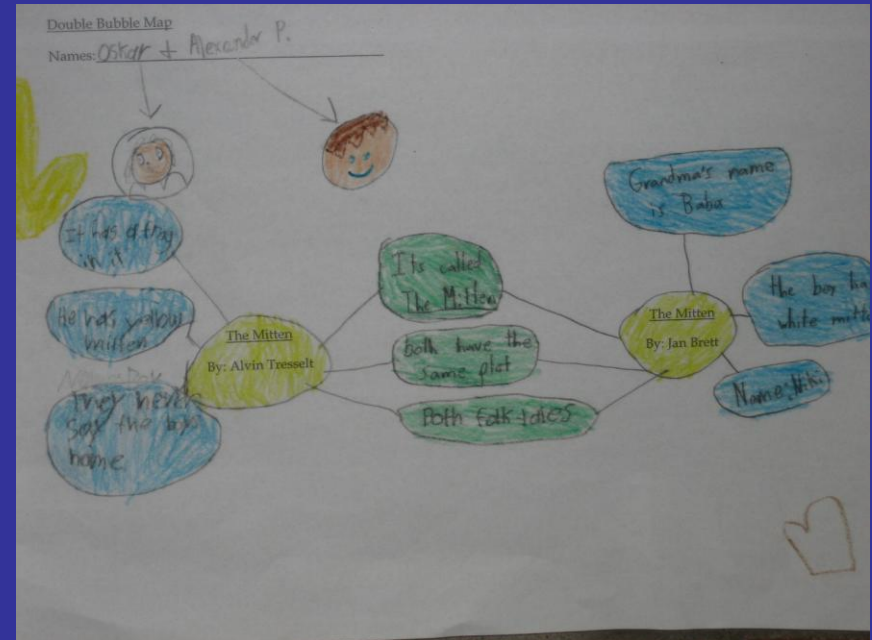
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# Principle 3: Data Guided Decision Making



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# Principle 4: Building Sustainability



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# Principle 5: Collaborative Teaming



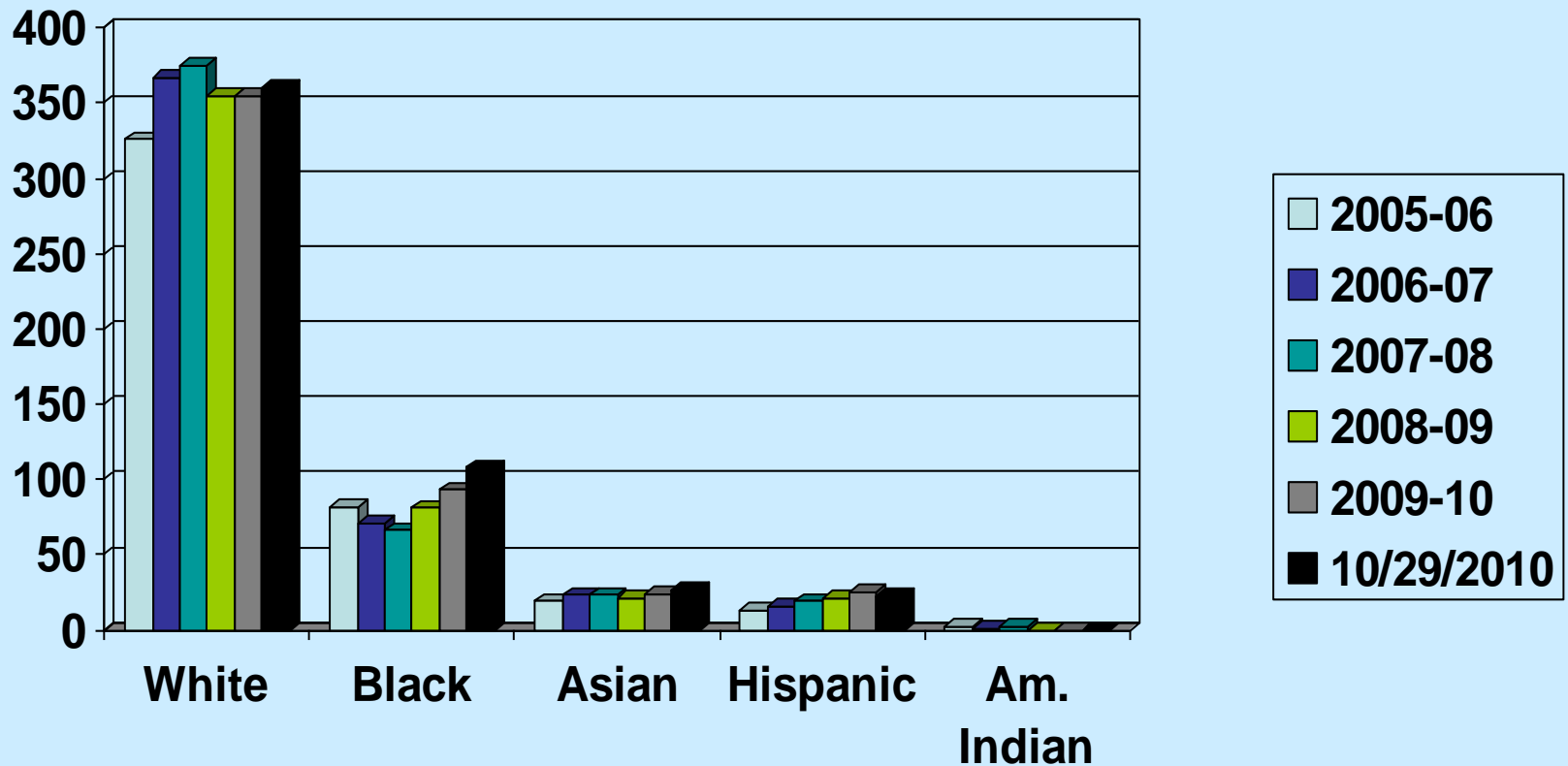
A Model of Excellence Among  
Learning Communities

# Principle 6: Active Engagement from Family and Community

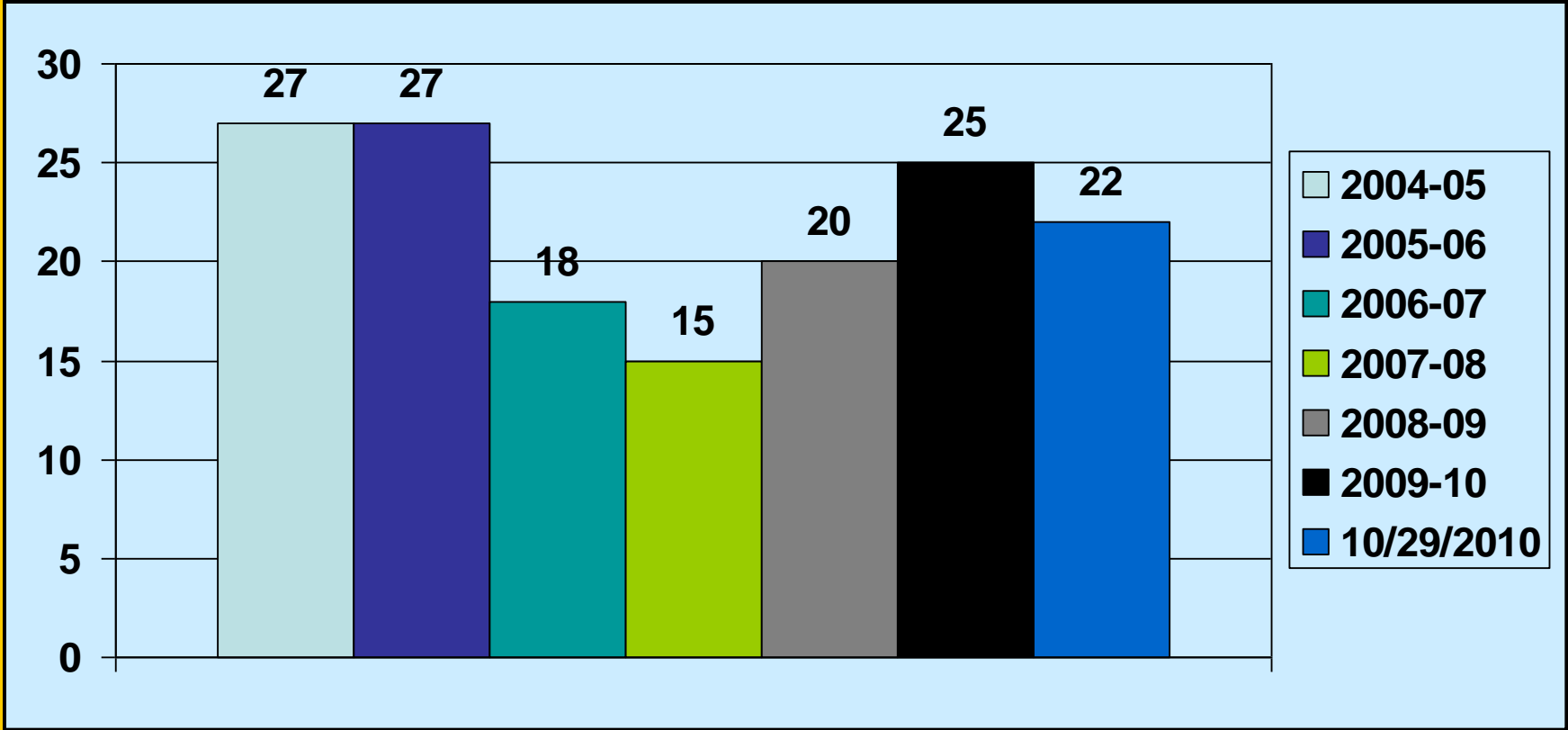


A Model of Excellence Among  
Learning Communities

# Oakwood Demographics by Ethnicity:

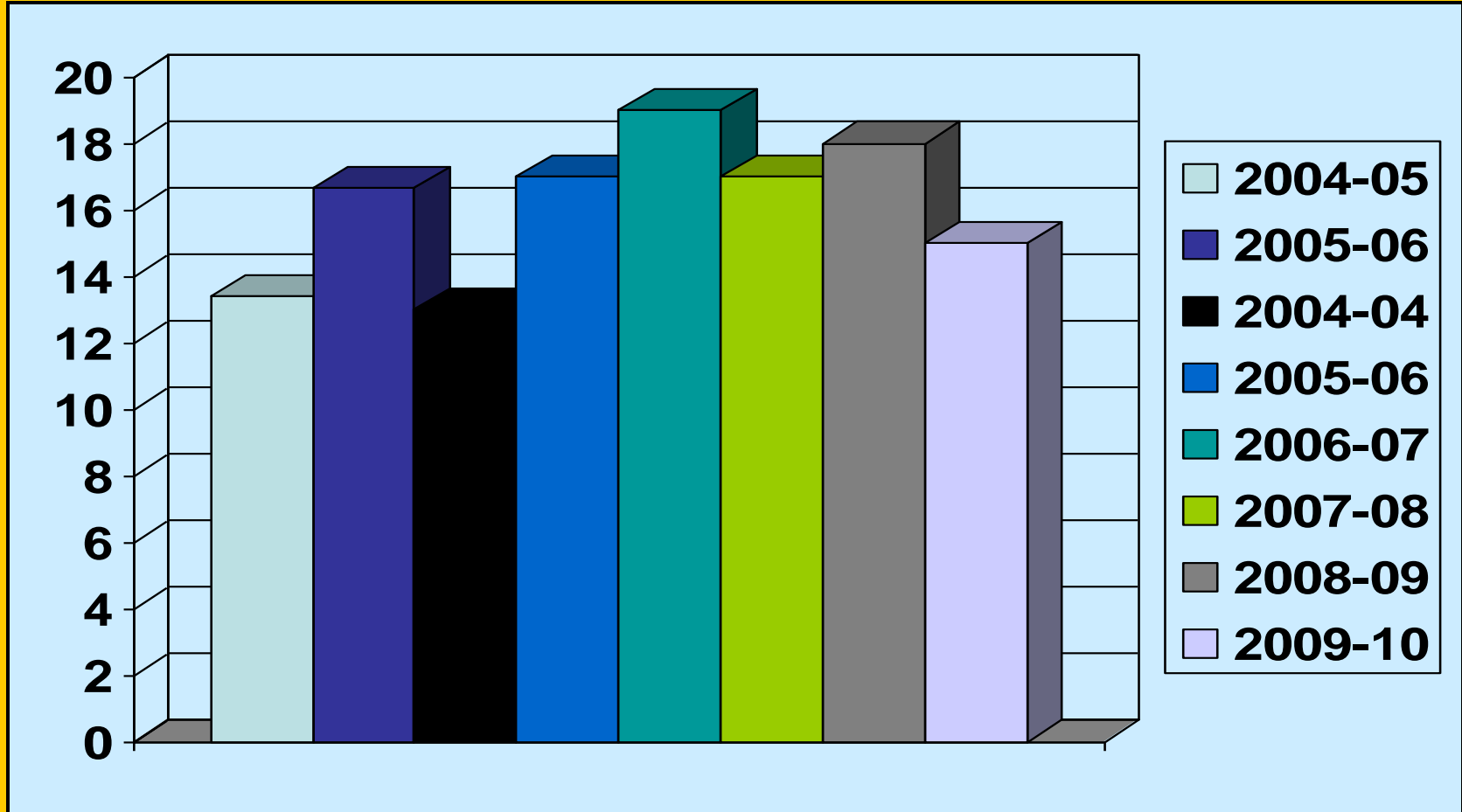


# Percent of Oakwood Students on Free/Reduced:



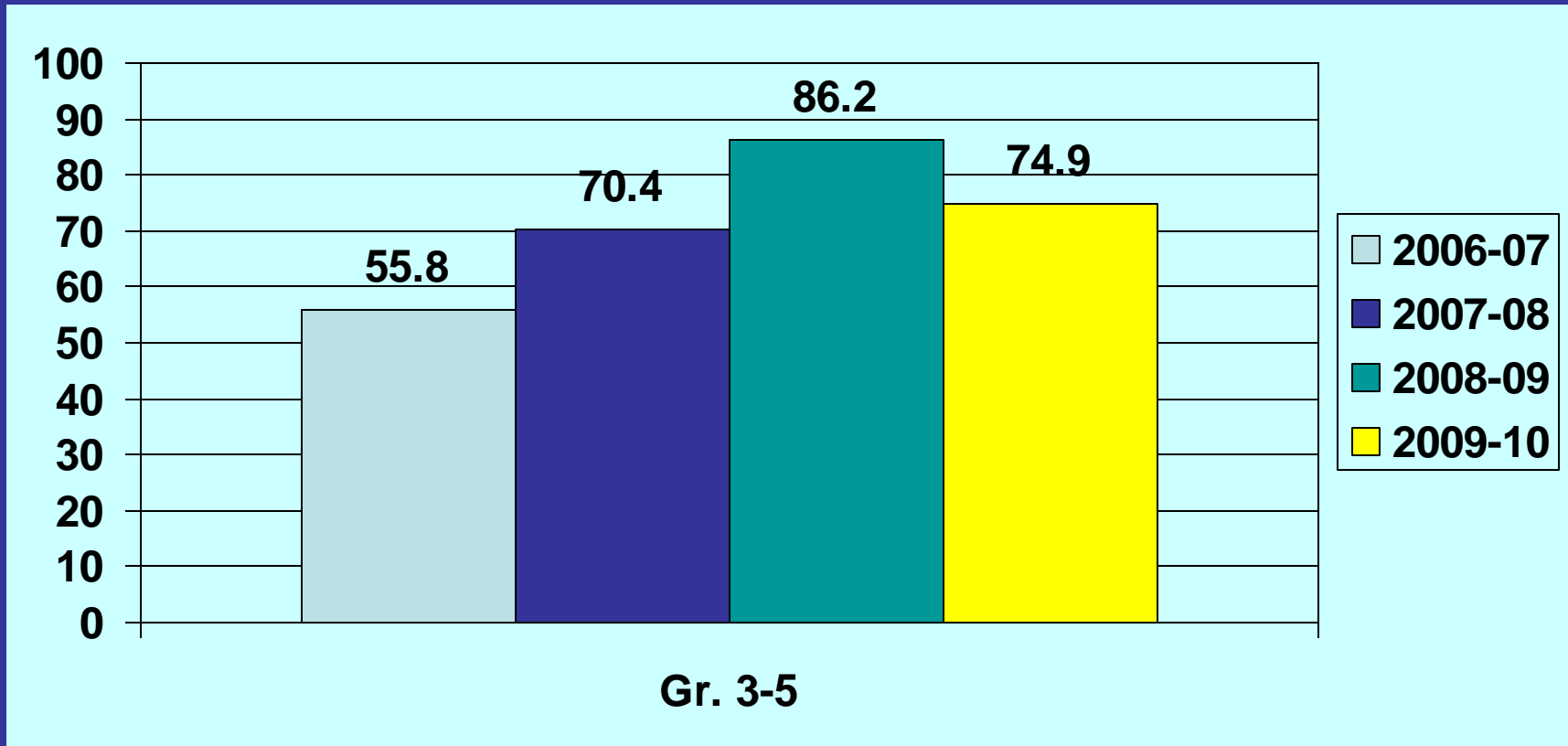
# Mobility Rate:

Number of students transferring into, between and out of school before and during the school year. Data source is the Minnesota Automated Reporting Student System for 2009 and 2009 (MARSS).



# Reading

## Oakwood MAP data-Grades 3-5 Percent meeting growth target

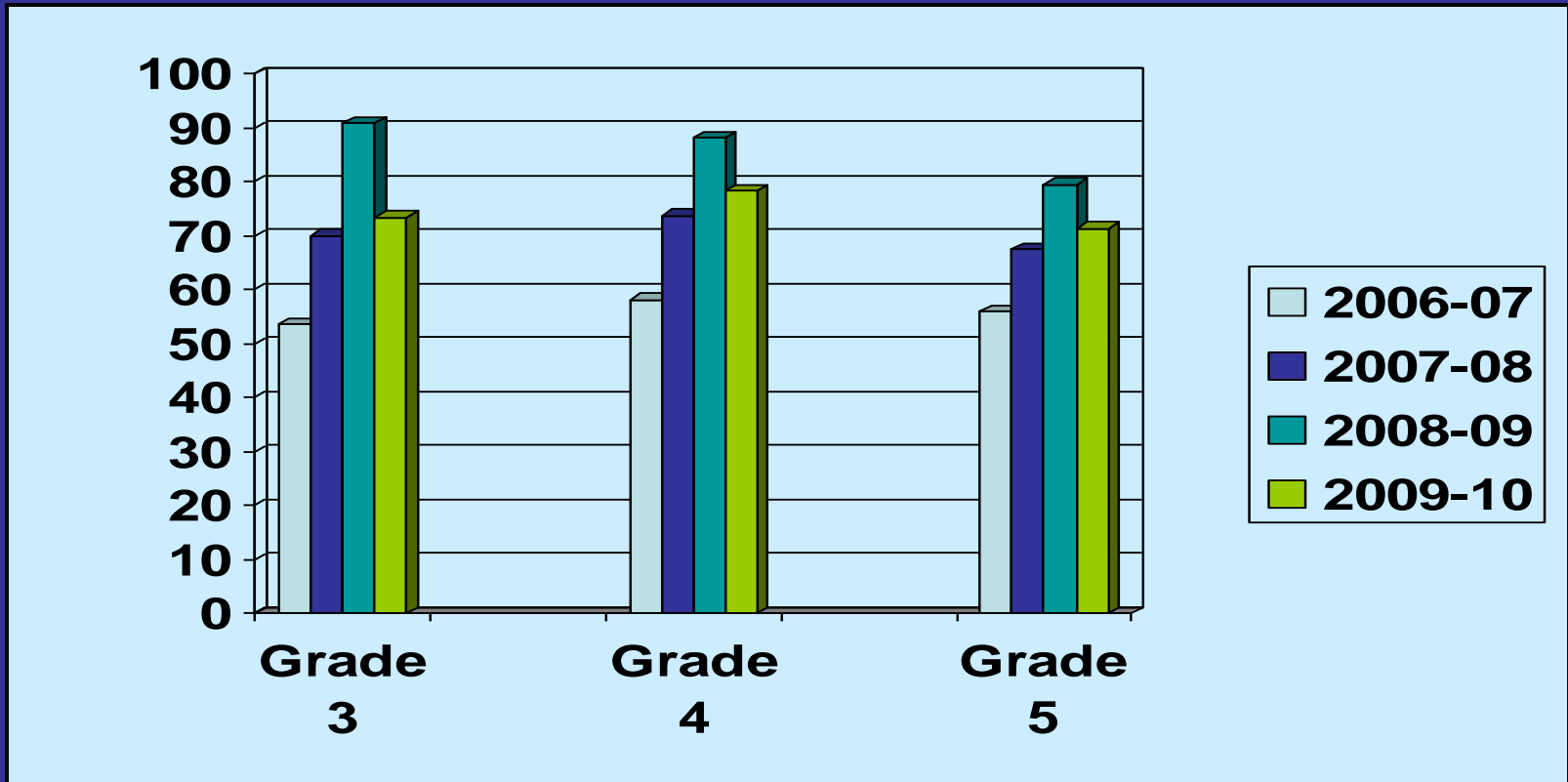


# Reading

## Oakwood MAP data-Grades 3, 4, 5-

### Percent meeting growth target

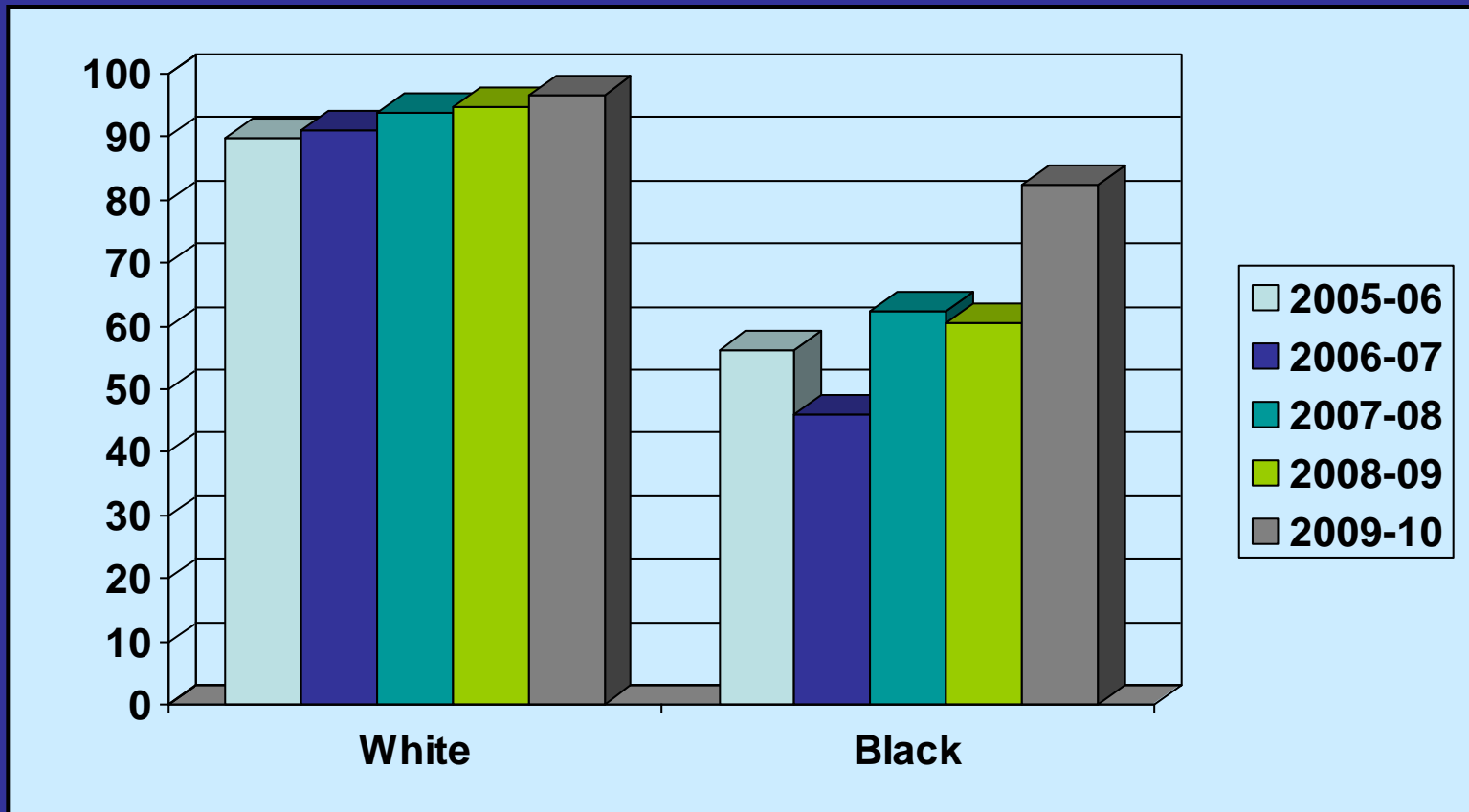
### Fall to Spring



# 2010-11 Q-Comp Goal: Reading

**Increase MAP proficiency score from 74.9% in the Spring of 2010, to 76.9% in the Spring of 2011.**

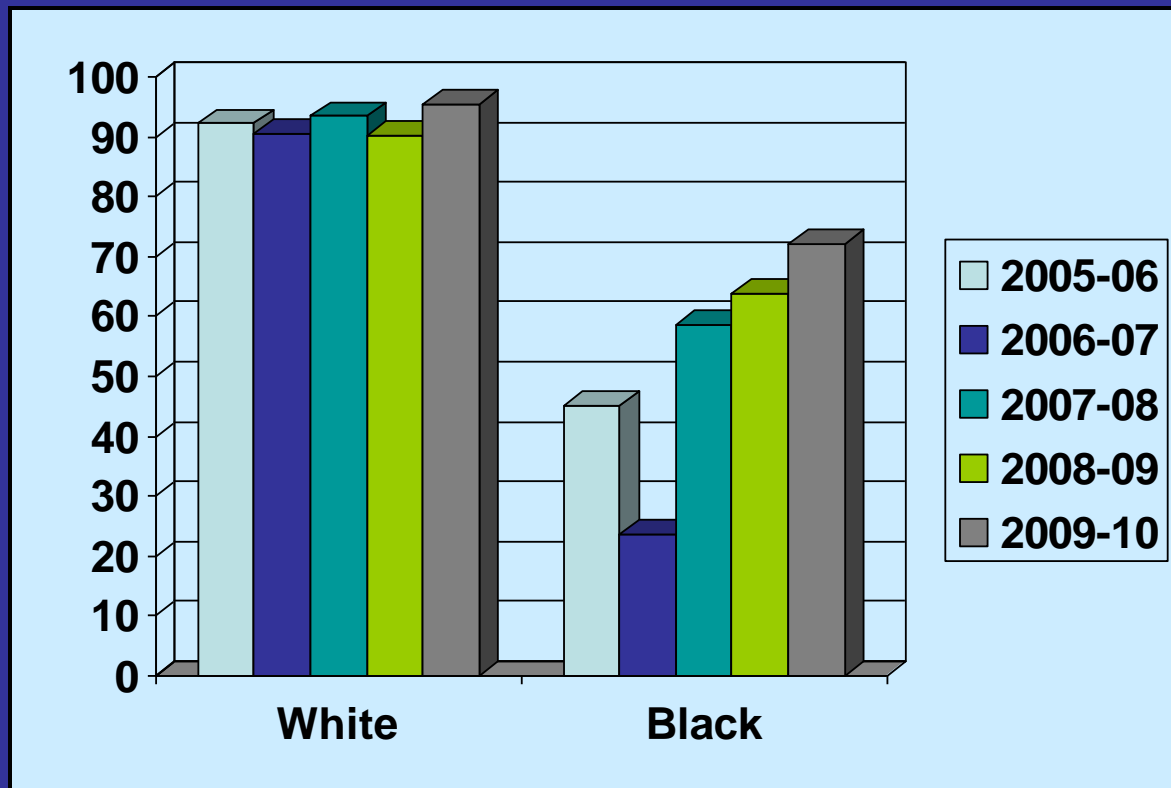
# Oakwood MCA II Reading Trend Data by Ethnicity



# 2010-11 Equity Goal: Reading

**Percent of black students that will achieve or exceed proficiency on the Spring 2011 MCAII Reading test will increase from 82.5% to 87.5%.**

# Oakwood MCA II Math Trend Data by Ethnicity



# 2010-11 Equity Goal: Math

★ **Percent of black students that will achieve or exceed proficiency on the Spring MCAII Math test will increase from 72.2% to 77.2%.**

# 2010-11 Site Council Initiative:

- ★ **Prepare all learners to be successful in a diverse world by providing programs and opportunities that will enhance understanding of differences and build stronger relationships and partnerships among the community.**

# Additional Thoughts:



A Model of Excellence Among  
Learning Communities

# School Improvement Plan

## Wayzata Oakwood Elementary School

### School Improvement Plan Subcommittees

#### Site Council

Dennis Grasmick, Principal  
Andrea Sticha-Parent  
Jackie Archibold-Parent  
Allie Fetrow-Parent  
John Herbeck-Parent  
Heather Page-Parent  
Anna Magnuson-Teacher  
Michelle Mader-Teacher  
Mark Erickson-HB  
Ann Katzmarek-Teacher

#### Q-Comp Committee

Dennis Grasmick, Principal  
Ann Katzmarek  
Paula Hassinger  
Kate Mitchell  
Alice Williams  
Carrie Carlson  
Jeff Miller

#### Staff Development

Dennis Grasmick, Principal  
Linda Dahl  
Paula Hassinger  
Bonnie Stone  
Mark Sullwold  
Alice Williams  
Angie Henry  
Jill Sklader

#### Data Coaches

Annette Korolchuk-K  
Ananda Lemon-1  
Kate Mitchell-2  
Carrie Carlson-3/4  
Bridget Erickson-4  
Mark Sullwold-5  
Dennis Grasmick, Principal

Oakwood Elementary School operates under two specific premises:

**1.Failure is not an option.**

**2.All students are capable of high intellectual performance (HIP).**

**MCA Data Comparisons:**

During the past 5 years, 2005-2010, Oakwood has experienced an increase in total student performance in both math and reading among students tested on the MCA test.

In **2005-06**, **MCA math** tests results showed that students scored 81.7% proficiency. In 2009-10, students scored 92% proficiency. This is an increase of 10.3% growth.

In **2005-06**, **MCA Reading** test results showed that students scored 83.8% proficiency. In 2009-10, students scored 93.9% proficiency.

This is an increase of 10.1% growth.

**MAP Data Comparisons:**

**Math NWEA (MAP)** scores showed an upward movement, going from 67.1% of students achieving or increasing their individual RIT scores in 2006-07, to 87% of students achieving or increasing their individual RIT scores in 2009-10.

This is an increase of 19.9%.

During this same period of time, those students identified as not meeting proficiency declined from 9.3% in 2006-07 to 2.2% in 2009-10. This is a reduction of 7.1% of students identified as not demonstrating proficiency.

**Reading NWEA (MAP)** scores have also shown an upward movement, going from 61.2% of students achieving or increasing their individual RIT scores in 2006-07, to 74.9% of students achieving or increasing their individual RIT scores in 2009-10.

This is an increase of 13.7%.

During this same period of time, students identified as not meeting proficiency, moved from 12% in 2006-07 to 2.69% in 2009-10. This is a reduction of 9.4% of students identified as not demonstrating proficiency.

## **A Narrowing of the Achievement Gap:**

In relation to closing the gap between black students and white students, from 2005-2010, there has been a yearly increase in black student performance.

**\*\*MCA Reading** shows a 5 year average increase in proficiency of 5.25% growth per year for black students, and a 1.3% increase in proficiency for white students.

In 2005-06, 56.25% of black students showed growth while 82.5% showed growth in 2009-10. This is an increase of 26.25% over that 5 year period.

Despite the gains by black students, a gap of 13.99% still exists between white students and black students in reading. It is Oakwood's mission to dissolve this gap.

**\*\*MCA Math** data shows an average yearly increase in proficiency of 5.4% growth for black student and .632% increase in proficiency for white students.

In 2005-06, 45% of black students showed growth, while 72.22% showed growth in 2009-10. This is an increase of 27.22% over that 5 year period.

Despite the gains by black students, a gap of 23.10% still exists between white students and black students in math. It is Oakwood's mission to dissolve this gap.

This trend data (**MAP & MCAII**) is readily available for predicting and determining future student progress. While this data is substantial in nature, there are many other variables that impact student achievement, and they should not be overlooked. These include the relationships between the classroom teacher and the students, formal and informal assessments, and the student's daily work. These variables are still fundamentally the best indicators for measuring the depth and scope of student learning. It is equally apparent that the formal test data and the daily classroom work show some very similar comparative trends in how much success students are experiencing. The relationship between the classroom teacher and students, and the daily student work, still continue to be important factors in determining student success over time.

The faculty and staff of Oakwood Elementary school will continue to work hard at dissolving the gap between any and all student sub-groups, while at the same time showing continued improvement among the total student population.

**Focus Area: Q-Comp SIP Goals 2010-2011 : Reading**

**The percentage of all students in grades 3-5 at Oakwood Elementary who achieve or exceed their individual RIT score growth target on the reading NWEA MAP will increase from 74.9 percent in the Spring of 2010, to 76.9 percent in the Spring of 2011, with growth being measured from Fall 2010 to Spring 2011. This is an increase of 2 %.**

**Rational for Student Activity:**

This goal was set by reviewing the percentage of all students in grades 3-5 at Oakwood Elementary who achieved or exceeded their individual RIT score growth target in the reading NWEA (MAP) test in the spring of 2010, and increasing by two percent the number of students who will achieve or exceed their individual RIT growth target in the reading NWEA (MAP) test in the spring of 2011. Of the 231 students who had MAP growth scores (those students who were enrolled and tested in the fall of 2009 and spring of 2010) 173 achieved or exceeded their individual RIT score growth target in reading NWEA (MAP) test. Previous achievement  $173/231=74.9\%$ .

**Tools and processes to gauge progress during the school year:**

Students in grades 3, 4, 5 will be tested using the MAP test in the Fall of 2010 as a means of gathering baseline data on the students. Some students selected by the classroom teacher, will be tested on the MAP during the Winter season to determine growth and again gather baseline data to determine appropriate strategies and interventions. The criteria used in identifying these students will include below average scores on the Fall MAP test, daily teacher observation, feedback through formal and informal assessments, and a trend of showing little or no growth in daily work as compared to the other students in the class. All students will take the Spring MAP.

Teachers in K-2 will understand the Q-Comp focus on reading and apply their knowledge to reinforce and assess student's progress in the area of reading to assure that students are on track and making good progress as they enter the 3<sup>rd</sup> grade. All classes will use PLC's as a strategy to plan for and initiate appropriate strategies and interventions to bring all students to a higher level of academic challenge and success.

**Focus Area: Equity SIP Goal 2010-2011: Reading**

**The percentage of black students in grades 3-5 who achieve or exceed proficiency on the Spring 2011 MCAII reading test will increase from 82.5% proficiency to 87.5% proficiency. This is an increase of 5%.**

**Rational for Reading Goal:**

**The goal of 5% was arrived at by calculating the 5-year average percentage of growth from 2005-2010. 2005-06-56.25% and 2009-10-82.5%=AYI of 5.25%.**

**Focus Area: Equity SIP Goal 2010-2011: Math**

**The percentage of black students in grades 3-5 who achieve or exceed proficiency on the Spring 2011 MCA II math test will increase from 72.2% to 77.2. This is an increase of 5%.**

**Rational for Math Goal:**

**The goal of 5% was arrived at by calculating the 5-year average percentage of growth from 2005-2010. 2005-06 – 45% and 2009-10 – 72.2% = AYPI of 5.44%**

**Activities, tools and processes to gauge progress on both the Q-Comp Goal and the Equity Goals during the school year:**

**MAP tests will be administered in January for grades 3-5. This test will target those students that are showing lower proficiency in reading based on common classroom assessments.**

**MCA II's administered to grades 3-5 will be used at the end of the academic year as a measurement tool for evidence of attainment of OW's goal.**

**Students in K-2 will be monitored throughout the 2010-11 school year using the DRA/ISEL test data and formal and informal classroom assessment data.**

**After-School learning clubs in Math and Reading for students in grades 3,4,5. These after school sessions will begin in January and continue through April. Students will be identified for these programs through formal and informal assessments and daily student work.**

**Book Clubs for all students in grades 4 & 5 (We currently have over 70 students involved in after-school book clubs at this time).**

**Literacy Volunteer Reading Club - selected and trained volunteers work one on one with 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> grade students after school and into the summer.**

**Homework Help Club at Club Connect in Lakeview Commons neighborhood.**

**Focus Area: SIP Goals 2010-2011:**

**Oakwood's Site Council has developed the following building initiative to further the culture and climate of Oakwood school:**

*Prepare all learners to be successful in a diverse world by providing school & family initiatives, programs, and activities that will enhance the understanding of differences and build stronger relationships among the Oakwood learning community.*

**Strategies and Activities to accomplish this initiative:**

- **International Night in January-**A true celebration of OW's diversity and cultural focus.
- **"Doing Good Together"** a family service night where families participate to benefit people in need and teach children the value of serving others.
- **Family Focus Nights-** An opportunity for families to discuss issues, form partnerships, and network together.
- **Graft's Wooden Spoon-** A 5<sup>th</sup> grade endeavor that includes economics/business applications, and a focus on outreach into our community.
- **Club House Meetings and Homework Help-**Community volunteers assist students with homework and other school related school projects 2 nights a week at Lakeview Commons throughout the school year.
- **Youth Frontiers-"Kindness Retreat"** A one day program for all 5<sup>th</sup> graders that leads them through the skills and qualities that make someone a contributing, productive citizen and a socially accepted member of a group.

**Teachers will receive ongoing Professional Development training in the following areas:**

- **Teachers will engage in Cultural Proficiency studies and discussions. The reference book used for the studies will include:**

**“Black American Students in an Affluent Suburb” by John U. Ogbu and “Using Data to Close the Achievement Gap” by Ruth S. Johnson.**

- **Identified NUA strategies will be reviewed, modified and implemented on a needs basis. Specific building led cohorts will teach the strategies to the new staff members and act as a review for others.**

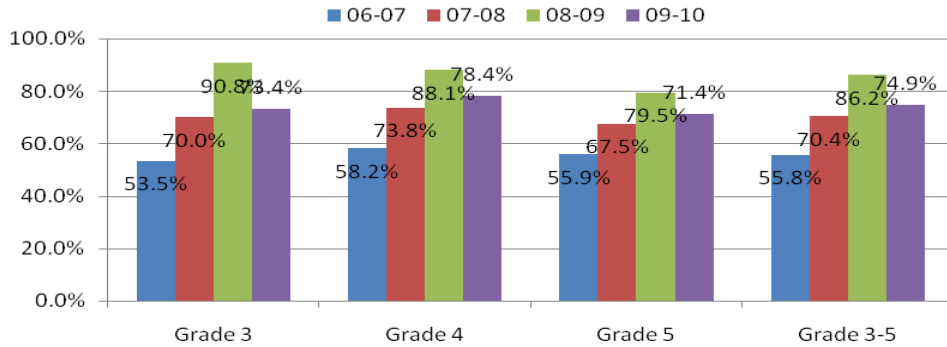
**The following strategies have been identified as most effective in ensuring high academic performance in all students: Defining Format, Taxonomy, Metacognition, keyword notes, sentence stretchers, list/group/Label, Read/Talk/Write, Dancing Definitions, Thinking Maps.**

**Text references will include: “Writing as Learning” by Rothstein, Rothstein and Lauber,  
“Thinking strategies for Student Achievement” by Nessel and Graham.  
“Thinking Maps-Tools for Learning” by David Hyerle**

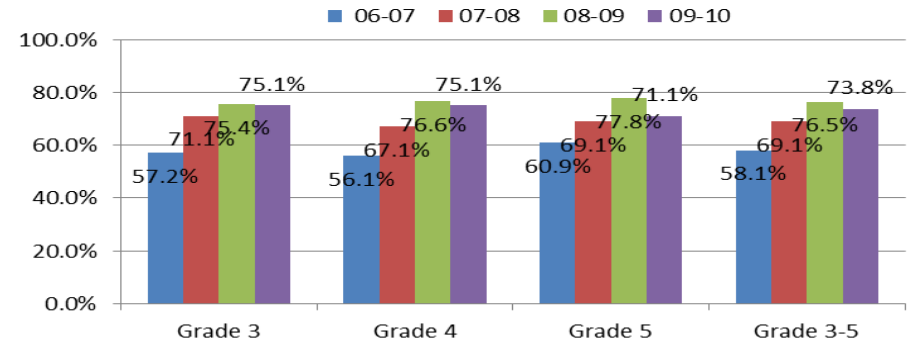
- **A six week book study for Oakwood staff, led by Oakwood staff focusing on Reading skills and strategies. The two texts that will be used for this study include:  
“The Next Steps in Guided Reading” by Jan Richardson  
“Strategies That Work” by Stephanie Harvey & Anne Goudvis**
- **PLC discussions utilizing Performance Matters and formal and informal assessments and student work samples. These discussions will include the need to identify those students that are not making adequate progress and plan interventions to interrupt this pattern through the use of formative and summative assessments and benchmark tests.**
- **On a yearly basis, all recently hired teachers and those wishing to review NUA strategies will be involved in an Oakwood NUA cohort, led by teachers proficient in NUA strategy implementation.**
- **Oakwood teaching staff will continue to attend and review PLC strategies and implementation of such strategies by attending Solution Tree Workshops, district led workshops, and additional data and collaboration training.**

## Section 5: Q-Comp Action Plan Data

**Oakwood Elementary School Trend Data for:  
Percent of students meeting growth target: NWEA MAP Reading Test  
Spring to Spring Growth Norms**



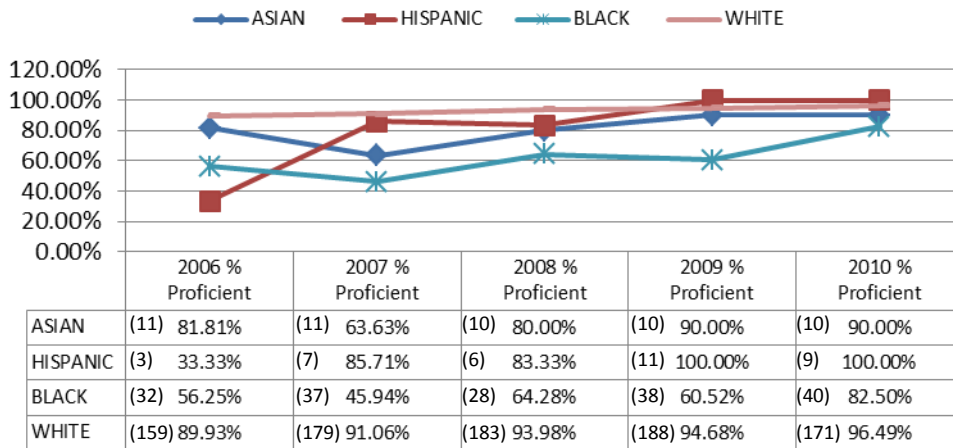
**Wayzata School District Trend Data for:  
Percent of students meeting growth target: NWEA MAP Reading Test  
Spring to Spring Growth Norms**



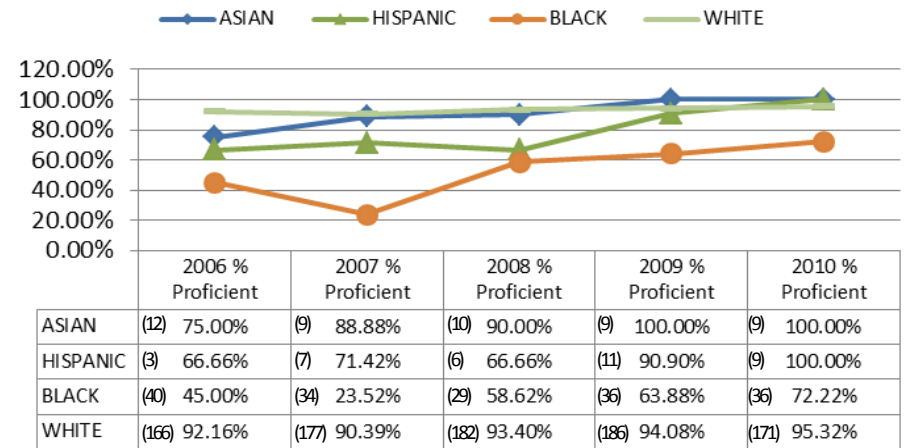
Insert narrative here

## Section 6: Equity Action Plan Data

**Oakwood Elementary School  
MCA II Reading Trend Data by Ethnicity**



**Oakwood Elementary School  
MCA II Math Trend Data by Ethnicity**



Insert narrative here

## Section 7: Basic Demographic Information

	School Year 2004-2005	School Year 2005-2006	School Year 2006-2007	School Year 2007-2008	School Year 2008-2009	School Year 2009-2010	Current School Year As of 10/29/2010
AYP Attendance rate (%)	96.0%	96.19%	96.67%	97.06%	97.25%	97.07%	
Mobility Rate	13.4%	16.7%	18.6%	21%	10%	15%	5%
Student Population (#)	455	442	478	485	478	497	516
Free & Reduced Price Lunch (%)	27.0%	27.0%	18.0%	15.0%	20.0%	25.0%	21.71%
	N=121	N=120	N=84	N=71	N=97	N=122	N=112
Limited English Proficient (LEP) (%)	9.0%	5.0%	4.0%	1.0%	4.0%	5.0%	4.46%
	N=39	N=23	N=18	N=7	N=21	N=27	N=23
Special Education (%)	14.0%	13%	10.0%	11.0%	13.0%	14.0%	13.95%
	N=63	N=59	N=47	N=53	N=62	N=68	N=72
White, Non-Hispanic (%)	71.7%	73.8%	76.8%	77.3%	74.3%	71.4%	69.77%
	N=326	N=326	N=367	N=375	355	N=355	N=360
Black Non-Hispanic (%)	17.4%	18.6%	14.9%	13.6%	16.9%	18.7%	20.93%
	N=79	N=82	N=71	N=66	N=81	N=93	N=108
Hispanic (%)	3.7%	2.9%	3.4%	3.9%	4.4%	5.0%	4.26%
	N=17	N=13	N=16	N=19	N=21	N=25	N=22
Native American or Alaskan Native (%)	0.7%	0.5%	0.2%	0.4%	0.0%	0.0%	0.0%
	N=3	N=2	N=1	N=2	N=0	N=0	N=0
Asian/Pacific Islander (%)	6.6%	4.3%	4.8%	4.7%	4.4%	4.8%	5.04%
	N=30	N=19	N=23	N=23	N=21	N=24	N=26

**Insert narrative here**

**Attendance remains stable from 2004-2010.**

**Mobility rate shows some signs of fluctuation without any variables.**

**Enrollment has increased by 60- students from 2004-2010.**

**Free&Reduced Lunch numbers dipped somewhat between 2006-2008, but has shown and increase to pre-2006-07 levels during the last three years.**

**LEP numbers dipped somewhat between 2006-2008 but has shown an increase during the last three years.**

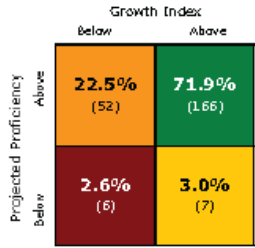
**Special Ed. Numbers have risen during the last three years by 10 students**

**Black student numbers have increase by over 40 students in the last four years.**

**Hispanic students have risen slightly**

## Section 8: NWEA MAP Data Roster: Spring 2010; Growth Seasons: Fall 2009 - Spring 2010

### Reading Quadrant

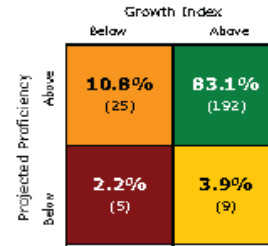


#### Quadrant Legend:

Below Growth: Student's growth index is less than zero  
 Above Growth: Student's growth index is greater than or equal to zero  
 Above Proficiency: Student's performance is projected to be above the state standard  
 Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count		% Growth	Student Count		% Proficient	% Median
	for Growth	% Growth		for Season	% Proficient		
3	64	73.4%	65	96.9%	84.6%		
4	97	78.4%	99	94.9%	87.9%		
5	70	71.4%	70	90.0%	87.1%		

### Mathematics Quadrant

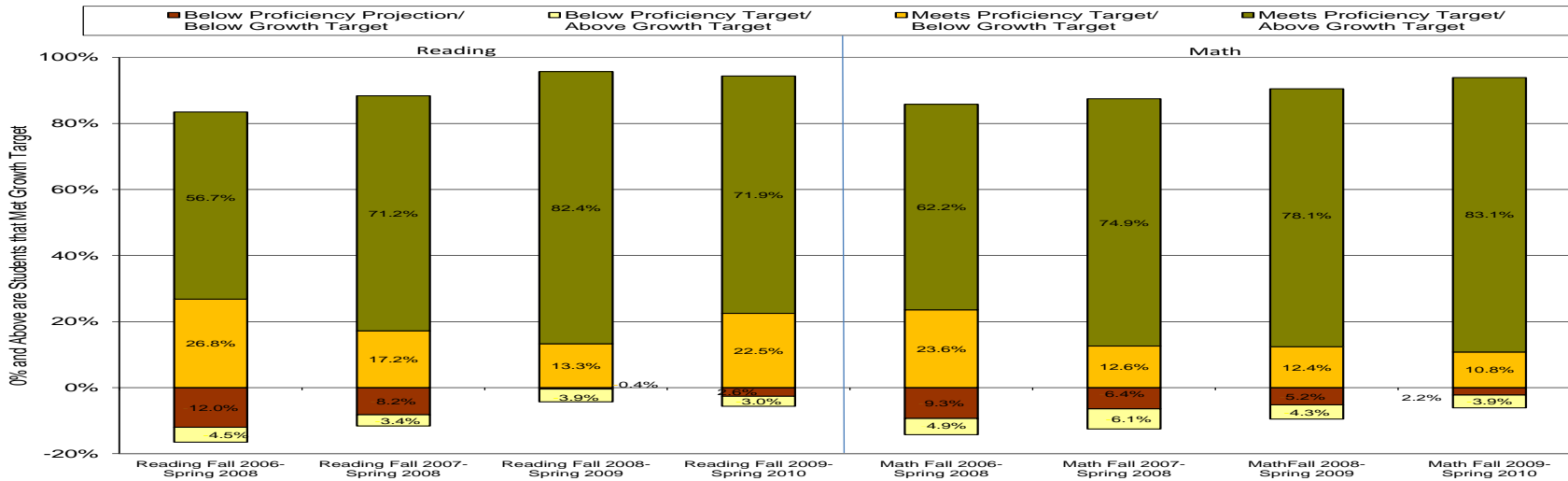


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Below Growth: Student's growth index is less than zero  
 Above Growth: Student's growth index is greater than or equal to zero  
 Above Proficiency: Student's performance is projected to be above the state standard  
 Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count		% Growth	Student Count		% Proficient	% Median
	for Growth	% Growth		for Season	% Proficient		
3	64	87.5%	65	96.9%	95.4%		
4	97	82.5%	99	94.9%	90.9%		
5	70	92.9%	70	88.6%	88.6%		

### Oakwood School Overview Students Meeting MAP Growth Target and/or Meeting Expected Proficiency Levels



Section 9: Parent Conference Info	Fall 2010			Spring 2011		
	Total # of Families	# of Families in Attendance	% of Families in Attendance	Total # of Families	# of Families in Attendance	% of Families in Attendance
Overall	357	353	99%			
Black	64	61	95%			
Hispanic	16	16	100%			
White	257	256	99.6%			
Asian	18	18	100%			
Low Income	55	52	95%			
IEP	66	66	100%			
LEP	13	13	100%			
Insert narrative here						

**Section 10: Discipline  
as of 06-6-30-10**

**Elementary School is a place where students can make mistakes, learn from those mistakes, and apply those experiences to their future lives. The focus on behavior interventions lies more solidly upon remediation and proactive interventions than on penalizing students. Students work with staff to evaluate issues and actions and build upon the experience to make those students better citizens and learners.**

**Activities, tools and processes:**  
**HERO wristband initiative**  
**Pro-active energy vs. reactive energy**  
**Teaming between principal/ social worker/classroom teachers/parents.**

**At the end of each school year, the state requires us to file a disciplinary report. The total number of one-day suspensions for the 09-10 school year was 2.**

**The pro-active up-front energy expended is making a difference in our daily disciplinary referrals.**

**More effort will be place in this area to collect more pertinent data for evaluation and summary beginning this year.**

Section 11 Extra/Co- Curricular Activities	Total # of Students	Running Club Grades 3-5		5th Grade Choir		Book Club Grades 4 & 5		Chess Club Grades 4 & 5		Sports Club Grade 5		Math/Reading Skills		Family Service Night	
		Total # of Student Participants	Total # of Students	Total # of Student Participants	% of Students	Total # of Student Participants	# of Students	Total # of Student Participants	# of Students	Total # of Student Participants	# of Students	Total # of Student Participants	# of Students	Total # of Participants	# of Students
Overall	518	82	247	41	42%	67	176	29	176	21	98			300	
Black	110	11	93	3	3%	10	29	2	29	3	70				
Hispanic	22	1	10	3	3%	2	8	2	8	1	15				
White	360	69	195	34	35%	51	131	25	131	17	98				
Asian	26	1	15	1	1%	4	8	0	8	0	5				
Low Income	81	6	46	2	2%	7	27	1	27	3	14				
IEP	72	5	39	3	3%	3	26	4	26	1	14				
LEP	21	2	12	1	1%	2	6	1	6	0	4				
Insert narrative here															

## Section 12: Glossary of Terms

**NWEA (MAP):** Northwest Evaluation Association – Measures of Academic Progress

**Dissolve:** To terminate or fade away.

**Mission:** An assignment or task to **be carried out.**

**HERO:** Helping Encouraging and Reminding Others

**RIT score:** The student's overall scale score on the NWEA MAP assessment. **Rasch Unit**, honoring George Rasch, the Danish mathematician who developed the underlying theory for this type of measurement. The RIT Scale is a curriculum scale developed by NWEA that uses the individual item difficulty values to estimate student achievement. Advantages to the RIT Scale are that it can relate the numbers on the scale directly to the difficulty of items on the tests and it is equal interval. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom or middle of the RIT Scale, and it has the same meaning regardless of grade level.

**Targeted Growth:** The individual growth targets are defined as the average amount of RIT growth observed for students in the latest NWEA norming study who started the year with the same RIT score as the individual student. The NWEA last normed their data in 2008.

**MCA II:** The Minnesota Comprehensive Assessments (MCAs) are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. The reading and mathematics tests are used to determine whether schools and districts have made adequate yearly progress (AYP) toward all students being proficient in 2014. Reading and mathematics tests are given in grades 3-8, 10 and 11. Science tests are given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum.

**AYP:** Annual Yearly Progress

**AYPI:** Average Yearly Percent of Improvement

**HIP:** High Intellectual Performance

**IEP:** Individual Education Plan- An IEP is developed to meet the needs of our special education students.

**MTAS:** The Minnesota Test of Academic Skills (MTAS), an alternate assessment based on alternate achievement standards, is for students with the most significant cognitive disabilities. The MCA-Modified, an alternate assessment, based on modified achievement standards, is for a small group of students whose disability precludes them from achieving grade-level proficiency. The first operational administration of the MCA-Modified is spring 2011.

**NUA:** National Urban Alliance

**LEP:** Limited English Proficiency

# Wayzata School District Program Review Proposal

Submitted By

Karen B. Rogers, Ph.D.

Karen L. Westberg, Ph.D.

University of St. Thomas, Minneapolis

College of Applied Professional Studies

Department of Special Education & Gifted Education

## Program Review Design

The Renzulli & Smith *Diagnostic and Evaluative Scales for Differential Education for the Gifted* model (DESDEG), Rutherford & Hall's *Concerns-Based Assessment Model* (CBAM), and Stufflebeam's *Context-Input-Process-Product* model (CIPP) will be used to accomplish the three evaluation purposes. CIPP will be employed to systematically collect on-site observational and interview/focus group data about service quality; DESDEG will be used to systematically collect data on 15 key features of gifted/talented educational services:

Component One:	Philosophy and Objectives
Feature 1:	Existence, Adequacy of Services Document and Materials
Feature 2:	Application of Services Document
Component Two:	Student Identification and Placement
Feature 3:	Validity of Conception, Adequacy of Procedures
Feature 4:	Appropriateness of Relationship between Match of Student Needs and GT Services
Component Three:	Curriculum and Instruction
Feature 5:	Relevance of Conception
Feature 6:	Comprehensiveness
Feature 7:	Articulation
Feature 8:	Adequacy of Instructional Facilities
Component Four:	Teaching Staff
Feature 9:	Selection
Feature 10:	Training
Component Five:	Organization and Operation of Services

Feature 11:	General Staff Orientation
Feature 12:	Administrative Responsibilities, Leadership
Feature 13:	Functional Adequacy of Organization
Feature 14:	Financial Allocations
Feature 15:	Provision for Evaluation

The quality of program services will be assessed through use of 12 criteria suggested in the research of Dr. Karen Rogers, based on her synthesis of all “best practices” in gifted education (2008). These criteria will be used to make judgments about the quality of GT educational services K-12. The criteria include:

Criterion One:	Daily talent development K-12
Criterion Two:	Consistent challenge in all academic core areas
Criterion Three:	Opportunities for independent learning
Criterion Four:	Conceptual organization of differentiated curriculum
Criterion Five:	Pacing and subject acceleration in math, science, foreign language
Criterion Six:	Differentiated instructional delivery generally
Criterion Seven:	Subject acceleration options K-12 in all academics
Criterion Eight:	Grade-based acceleration options K-12
Criterion Nine:	Grouping options for learning and socializing
Criterion Ten:	Credit for Prior Learning
Criterion Eleven:	Attention to the developmental affective needs of GT learners
Criterion Twelve:	Consistent extension of regular school curriculum

The program review being conducted will be considered a formative evaluation with the intent to aid in revising or improving the quality and scope of services the district provides. Recommendations made by the program review team will be based on the *Gifted Program Guidelines* published by the National Association for Gifted Children (2010), a well-developed set of 6 program standards that can be implemented by any district in the process of restructuring their service provisions. As cost is always at issue in GT program services, care will be taken not to consider “pie in the sky” recommendations that no district could afford!

### **Data Collection Procedures**

## 1. Instrumentation Design

Five instruments will be developed/adapted by the external program review team to answer specific questions underlying each program component/feature to be evaluated. In general, questionnaire data will be followed by observations, interviews. Focus group interviews will be the final step in data collection. Each source of data will triangulate (corroborate) other data sources, so that the program review will be comprehensive, systematic, and objective in nature.

1. Teacher Stages of Concern (TSOC). This instrument, based on the *Concerns-Based Assessment Model (CBAM)*, developed by Rutherford and Hall (1982), will be adapted to assess classroom and GT resource teachers' concerns with and reactions to the current GT educational services. Most items on this questionnaire use a Likert Scale response approach to measure teachers' degree of agreement or disagreement with the given statements. Some provision will also be made for open-ended responses from both GT teachers and regular classroom teachers. If possible, we would like to administer this instrument on-line using the survey system the district currently has in place so that expedient descriptive data can be simultaneously collected, analyzed, and interpreted.

2. Site Observation Checklist (SOC). This instrument will describe and assess actual classroom implementations of GT educational options. The on-site observer will collect observational data, using Stuffelbeam's CIPP structure for data collection, about the context (setting, instructional facilities, types and levels of experiences observed), input (instructor backgrounds and behaviors), process (classroom atmosphere, student responses), and product (how academic, aesthetic/cultural, and social/emotional needs of GT students were met through GT services). Included within this checklist will be Van Tassel-Baska's (2007) well-validated and reliable *Classroom Practices Scales-Revised*. The review team will also make judgments about the degree to which each school level's program services meet the 12 "criteria of quality" (Rogers, 2008), listed in the previous section of this proposal. An interview schedule for collecting information from the on-site GT coordinator/contact person and principal about the "key features" of GT education services (DESDEG) will also be included in this instrument. Both members of the team will visit those sites selected by Wayzata administration as exemplars of services the district currently provides.

3. Student GT Services Evaluation (SSE) This instrument will be developed in three separate forms: (1) elementary service; (2) middle school services; and (3) high school services. The questionnaires will measure GT students' responses to the GT service options in which they were involved in their respective school levels. Most items on these questionnaires will utilize a Likert Scale response approach to measure the degree of students' agreement or

disagreement with the given statements, but open-ended responses will also be used to encourage students to list perceived strengths, weaknesses, and recommendations for change or maintenance. All students receiving GT program will be surveyed. If possible, we would like to administer this instrument on-line using the survey system the district currently has in place so that expedient descriptive data can be simultaneously collected, analyzed, and interpreted. Once data from the students are collected, it may also be necessary to follow-up on response through conducting up to one focus group of students at each building level, representing all schools at each of these levels.

4. Parent GT Services Evaluation (PSE). This instrument will measure the parents' (GT students only) responses to the GT services provided by the respective schools selected for this evaluation. Most items on this questionnaire will be structured as Likert Scale response choices to measure the degree of agreement or disagreement with the given statements, but provisions will also be made for open-ended responses about the strengths, weaknesses, and recommendations for change and maintenance. All parents of GT students in the district will be surveyed. If possible, we would like to administer this instrument on-line using the survey system the district currently has in place so that expedient descriptive data can be simultaneously collected, analyzed, and interpreted. It is thought that a "package" of on-line questionnaires could be emailed to each home, with parent and student each completing their respective questionnaire.

5. Focus Group Interview Schedules: Administration and Community (FGIS-A, FGIS-C). These instruments will structure a series of questions to gather student, principal and community/school board perceptions of the District's gifted services, in -depth. Initial results found through questionnaire data will be extended and elaborated upon. Community focus groups will be comprised of school board members, parents, teachers, and other interested community members. It is estimated that 3-4 adult groups will be formed. Depending upon the schedules of school and district administrators, either a separate focus group or individual interviews will be conducted representing each school as well as central administration.

## **2. GT Services Document Analysis Procedure**

A content analysis will also be conducted on all GT services documents and materials provided by the individual schools and by the District Office in order to corroborate information collected through the surveys, interviews, and observation visits.

### **3. Program Review Team and District Staff Development Timelines**

#### January - February, 2011

1. Development, piloting, revision of all instrumentation after consulting with district administration about their primary program review “questions” (program review team)
2. Compilation of list of all students receiving GT services in the district (district)
3. Compilation of list of all families with students participating in GT activities/services in the district (district)
4. Administration of initial teacher, student, and parent questionnaire data (district, then sent to program review team for analysis)

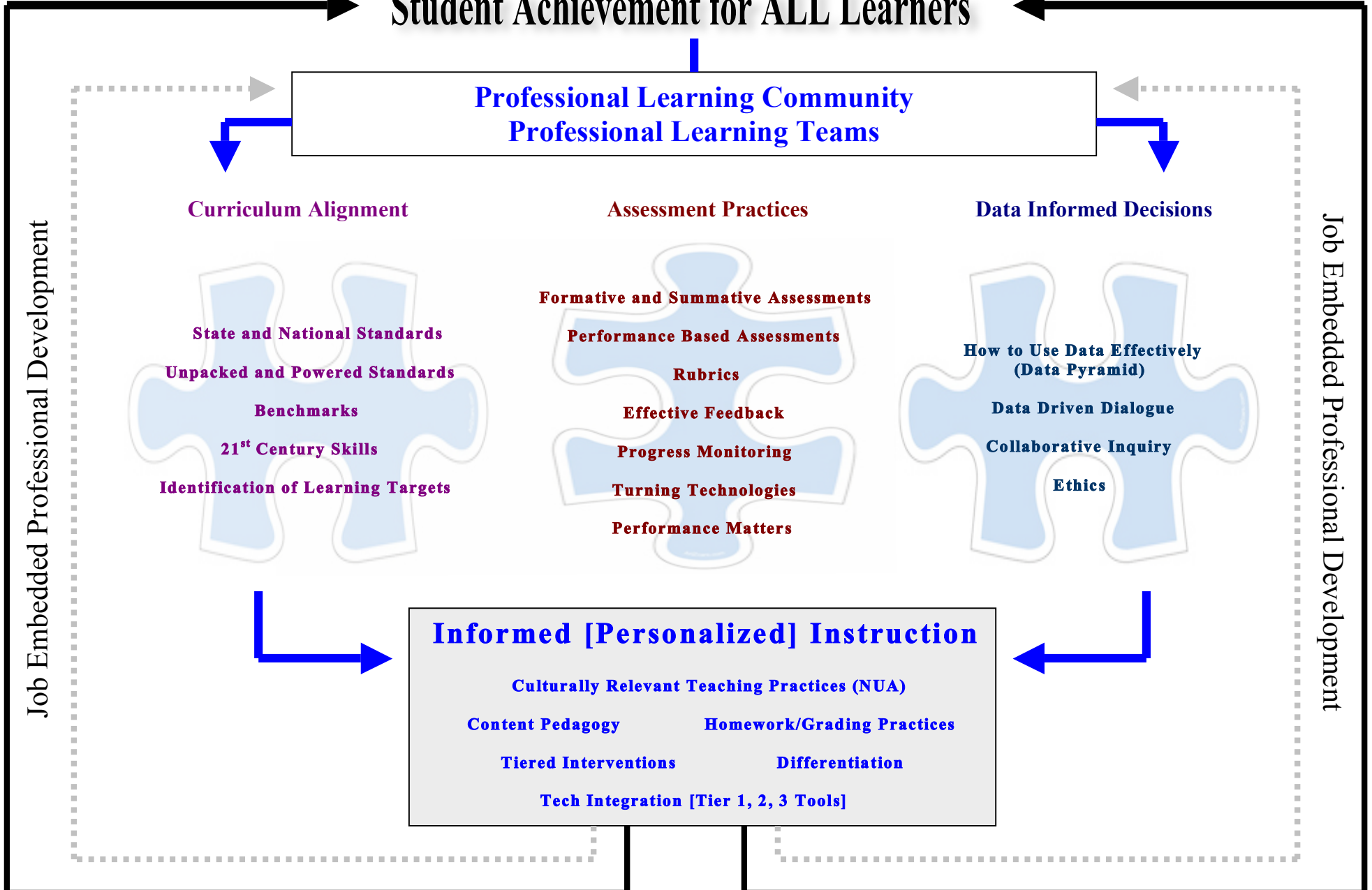
#### March-April, 2011

1. On-site visits to each school level for observational, focus group, and interview data collection (evaluation team as scheduled by district)
2. Initial analysis of all questionnaire data (program review team)

#### May-June 30, 2011

1. Observational data analyzed and interpreted (program review team)
2. Interview and focus group data analyzed and interpreted (program review team)
3. Preliminary results and conclusions presented informally to administrative committee, headed by Dr. Lofton, before final report is prepared (program review team, district)
4. Final report prepared in writing (program review team)
5. Public, formal presentation of evaluation findings provided, upon request (program review team)

# Student Achievement for ALL Learners



**Professional Learning Community  
Professional Learning Teams**

**Curriculum Alignment**

State and National Standards  
Unpacked and Powered Standards  
Benchmarks  
21<sup>st</sup> Century Skills  
Identification of Learning Targets

**Assessment Practices**

Formative and Summative Assessments  
Performance Based Assessments  
Rubrics  
Effective Feedback  
Progress Monitoring  
Turning Technologies  
Performance Matters

**Data Informed Decisions**

How to Use Data Effectively (Data Pyramid)  
Data Driven Dialogue  
Collaborative Inquiry  
Ethics

**Informed [Personalized] Instruction**

Culturally Relevant Teaching Practices (NUA)  
Content Pedagogy      Homework/Grading Practices  
Tiered Interventions      Differentiation  
Tech Integration [Tier 1, 2, 3 Tools]

Job Embedded Professional Development

Job Embedded Professional Development

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - February 14, 2011 - 7:00 PM  
Wayzata City Hall, 600 Rice Street, Wayzata

### **AGENDA**

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA
  - A. Approval of Minutes
    1. Regular Board Meeting - December 13, 2010
    2. Organizational/Regular Board Meeting January 10, 2011
  - B. Finance and Business Recommendations
  - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
  - A. Oakwood Student Presentation
4. RECOGNITIONS
  - A. Wayzata Public Schools 2010-2011 Retirees
  - B. Employee of the Month - February -
  - C. Carter Peterson - Outgoing Board Chair
5. REPORTS FROM ORGANIZATIONS
  - A. Student Council
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
  - A. Superintendent
    1. Update on WMEP Programs - D. Jett
    2. Board Policies and Regulations - Minor Changes
      - a. Board Policy and Regulations - 530 - "Wellness" - Second Reading and Adoption
    3. Board Policies and Regulations - Major Changes
      - a. Board Policy and Regulations - 407 - "Tobacco-Free Environment" - Second Reading and Adoption
  - B. Teaching and Learning
    1. Approval of Oakwood Elementary Site Plan
  - C. Finance and Business Services
    1. Monthly Financial Reports
  - D. Human Resource Services
7. OTHER BOARD ACTION
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
9. BOARD REPORTS
10. NEW BUSINESS
11. ADJOURN

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

**Work Session – January 24, 2010**

**AGENDA SECTION:** 8. ADJOURN

**ITEM:** \_\_\_\_\_

**COMMENTS BY:** Board Chair Gleason

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