

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - August 27, 2012 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

- | | | |
|----|--|-----|
| 1. | CALL TO ORDER/ROLL CALL | 3 |
| 2. | ADMINISTRATIVE | |
| | A. Tour of District Welcome Center - B. Wittman, K. Tollison - <i>20 minutes</i> | |
| | B. Back to School Updates - C. Anderson - <i>10 minutes</i> | |
| 3. | TEACHING AND LEARNING | |
| | A. Standardized Testing Update - S. Lackner - <i>30 minutes</i> | 4 |
| | B. MyWay Update - W. Phillips - <i>30 minutes</i> | 28 |
| 4. | FINANCIAL | |
| | A. Facilities Updates - J. Westrum - <i>15 minutes</i> | 71 |
| 5. | HUMAN RESOURCES | |
| | A. District Engagement Survey - A. Doughty - <i>30 minutes</i> | 98 |
| 6. | BOARD REPORTS | |
| 7. | SCHOOL BOARD | |
| | A. Tentative Board Agenda for September 10, 2012 - <i>5 minutes</i> | 126 |
| | B. Board Chair 1:1 Updates - J. Hesby - <i>5 minutes</i> | |
| | C. LAC Priorities - C. Polzin - <i>5 minutes</i> | |
| 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.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – August 27, 2012

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Hesby

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



**MN Accountability Assessments
Wayzata Public Schools
District Report
2011-2012**

**Board of Education Work Session
August 27, 2012**

2012 MN Accountability Tests

Reading

- MCA-II (Grades 3-8, 10)
- MCA-Modified (Grades 5-8, 10)
- MTAS (Grades 3-8, 10)

Mathematics

- MCA-III (Grades 3-8) / MCA-II (Grade 11)
- MCA-Modified (Grades 5-8, 11)
- MTAS (Grades 3-8, 11)

2012 MN Accountability Systems

Adequate Yearly Progress (AYP)

- Participation
- Proficiency - targets by grade
- Attendance
- Graduation - dropout count

Multiple Measurements Rating (MMR)

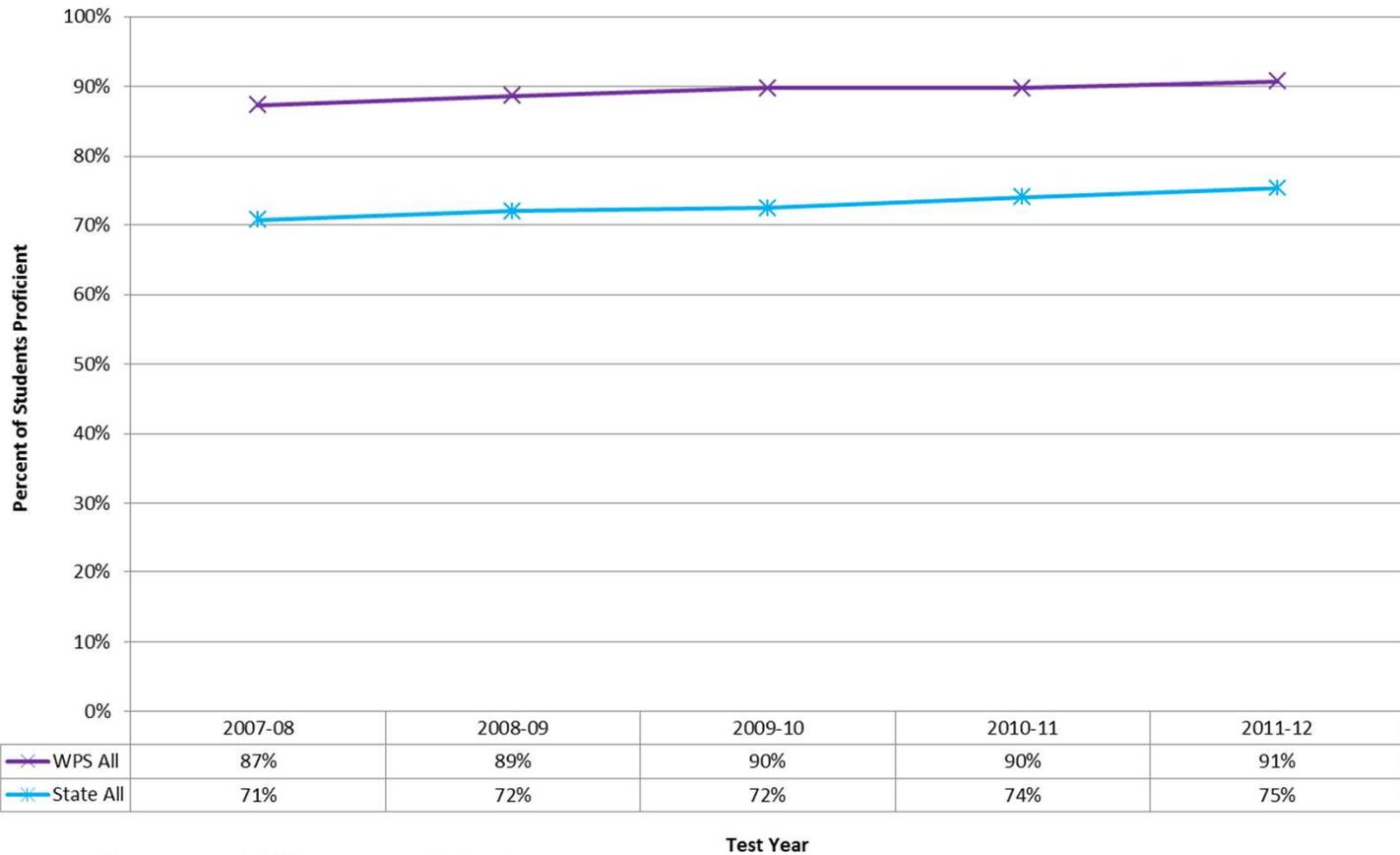
- Proficiency - new targets by grade and group
- Growth
- Achievement Gap Reduction
- Graduation - 4-year Cohort



Reading



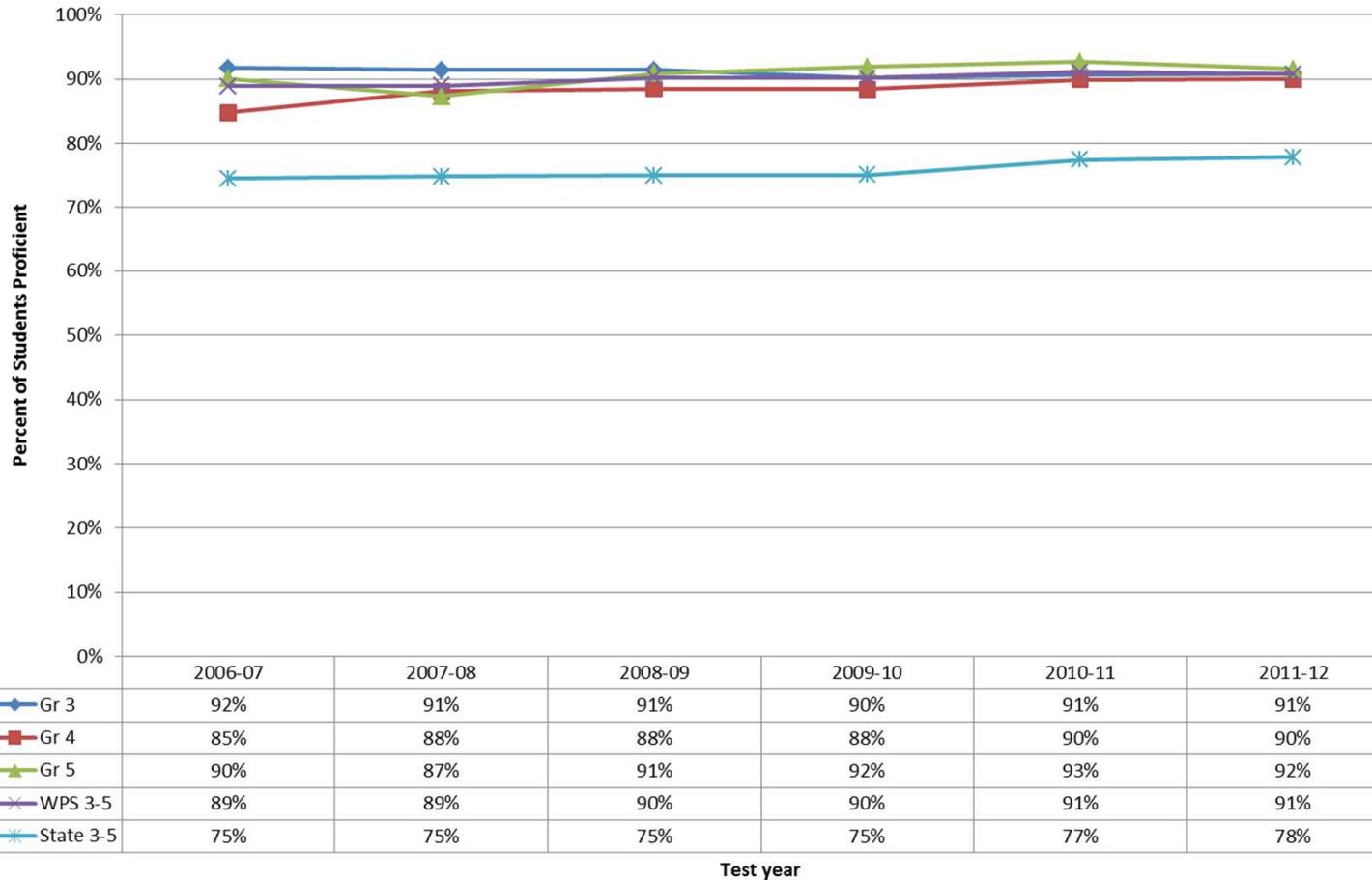
MN Accountability Assessments Percent Proficient: 5-Year Trend Wayzata Public Schools and Statewide - All Grades READING



MN Accountability Assessments include MCA, MCA-Modified, and MTAS

- District-wide overall results in Reading similar to previous years.
- 2012 total percent proficient was 91%.

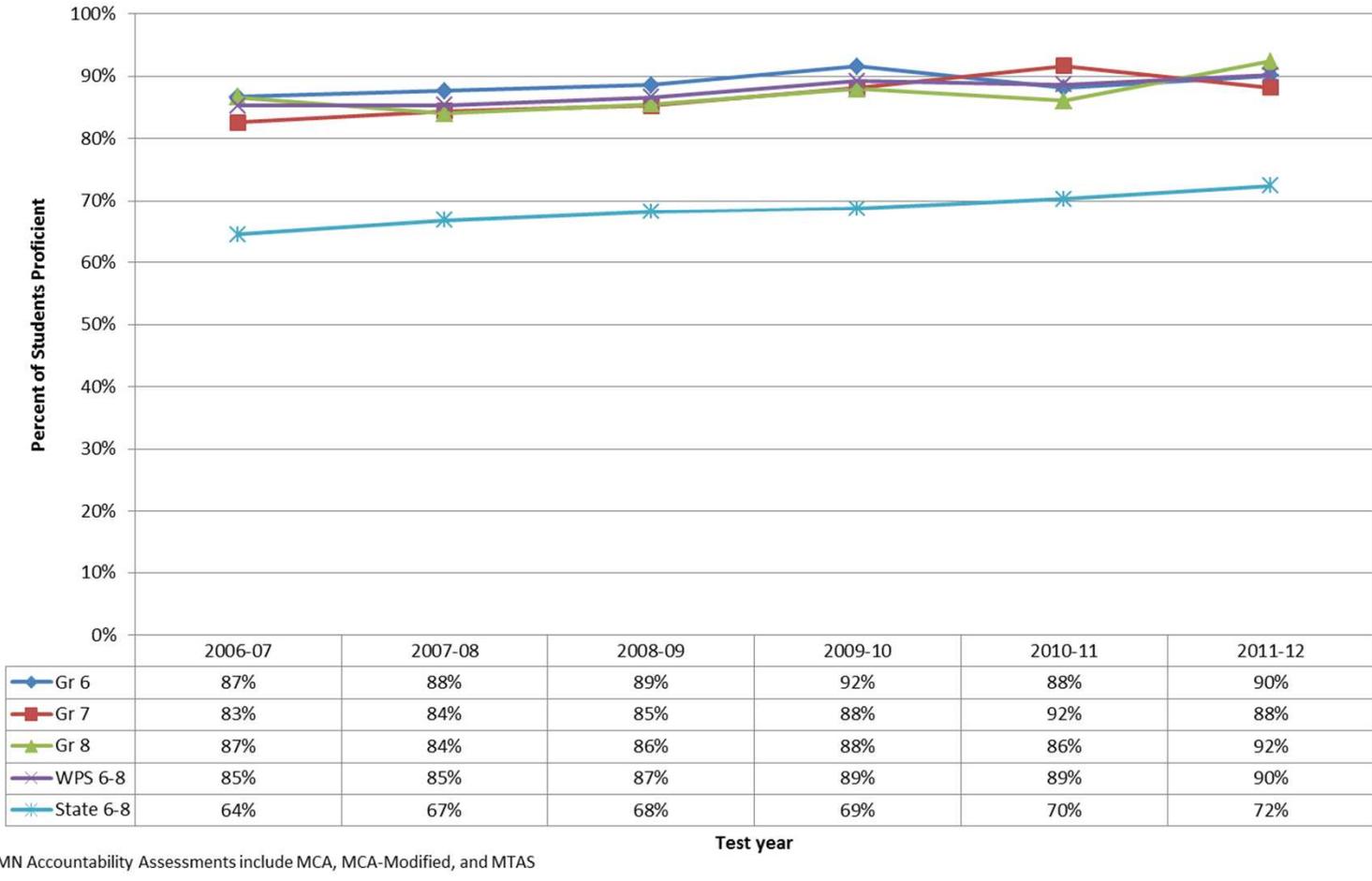
**MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools and State - Elementary Level (Grades 3-5)
READING**



MN Accountability Assessments include MCA, MCA-Modified, and MTAS

- Elementary Reading - stable across 6 years
- 2012 – 91% proficient

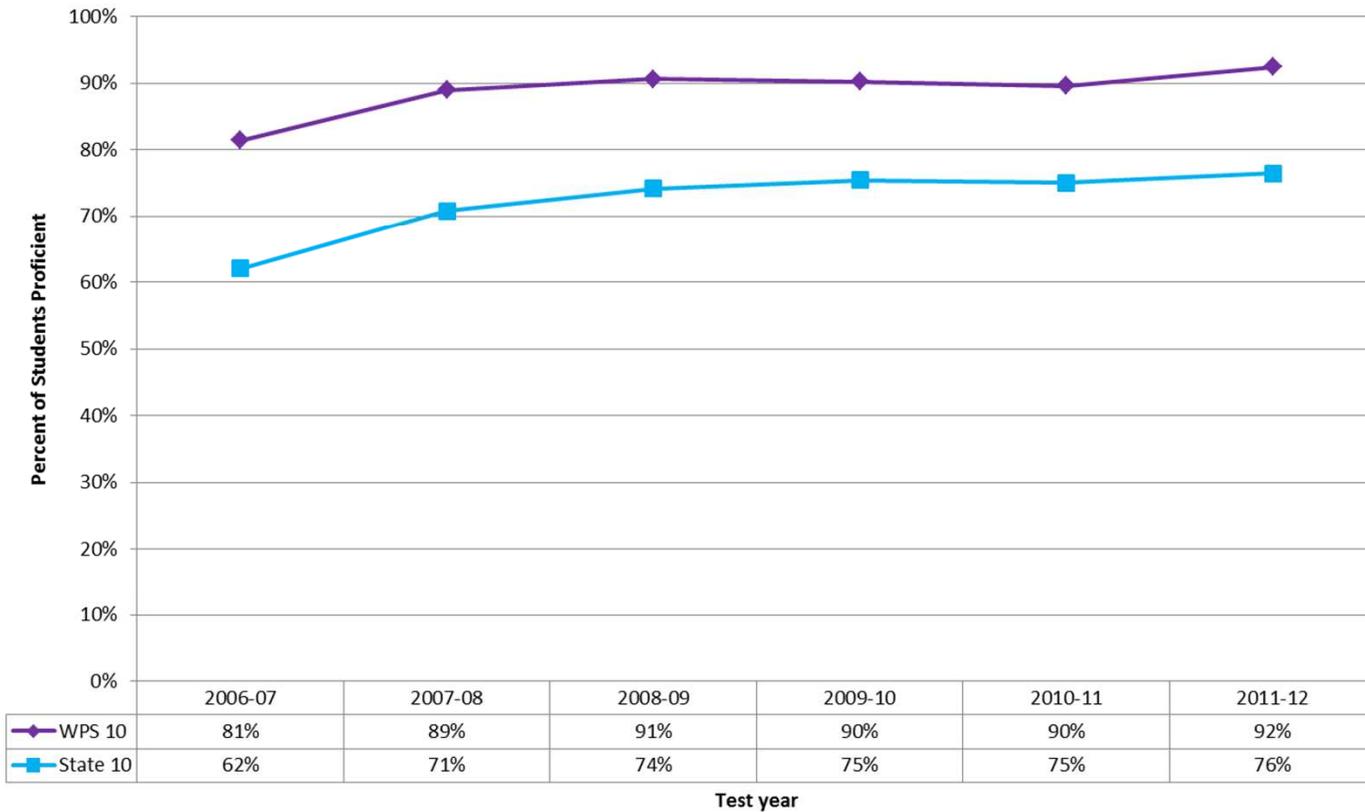
**MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools and State - Middle School Level (Grades 6-8)
READING**



- Middle School Reading – increased over past 6 years (5 points), increase from 2011 to 2012 was 1 point
- 2011 to 2012 – grade 8 increased 6 points, grade 7 decreased 4 points

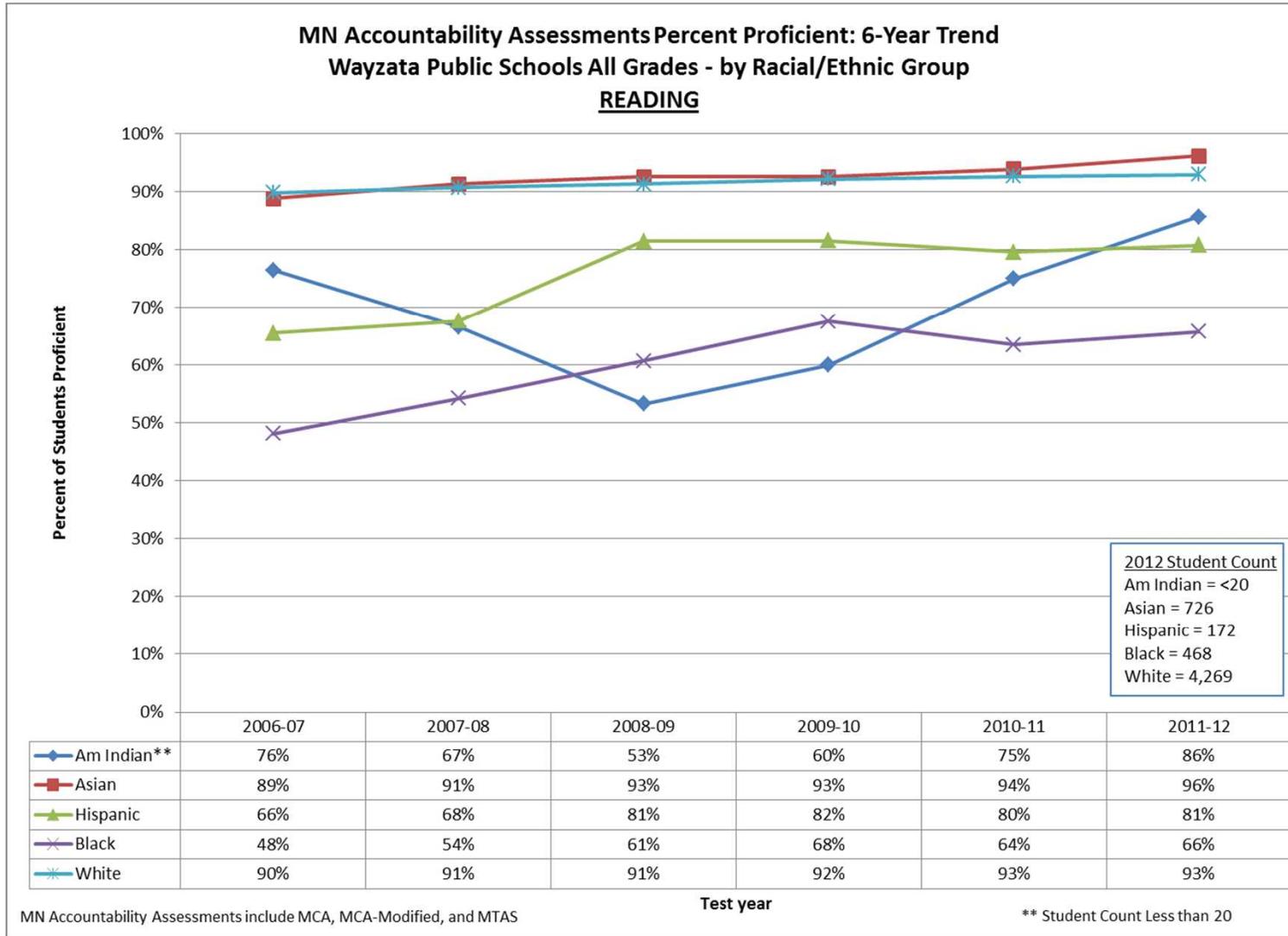


**MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools and State - High School Level (Grade 10)
READING**



MN Accountability Assessments include MCA, MCA-Modified, and MTAS

- High School Reading – up from 2007 level and stable over last 5 years
- 2011 to 2012 – Wayzata had 2 point increase, state had 1 point increase



- Reading – Largest gap in 2012 was 30 points. (Asian = 96%, Black = 66%)
- No change in size of largest gap from 2011 to 2012.
- 6-year trend - gap narrowing (Largest gap in 2007 was 40 points.)



MN Accountability Assessments Racial/Ethnic Achievement Gap 2012 Percent Proficient Gap by Grade Level Group READING

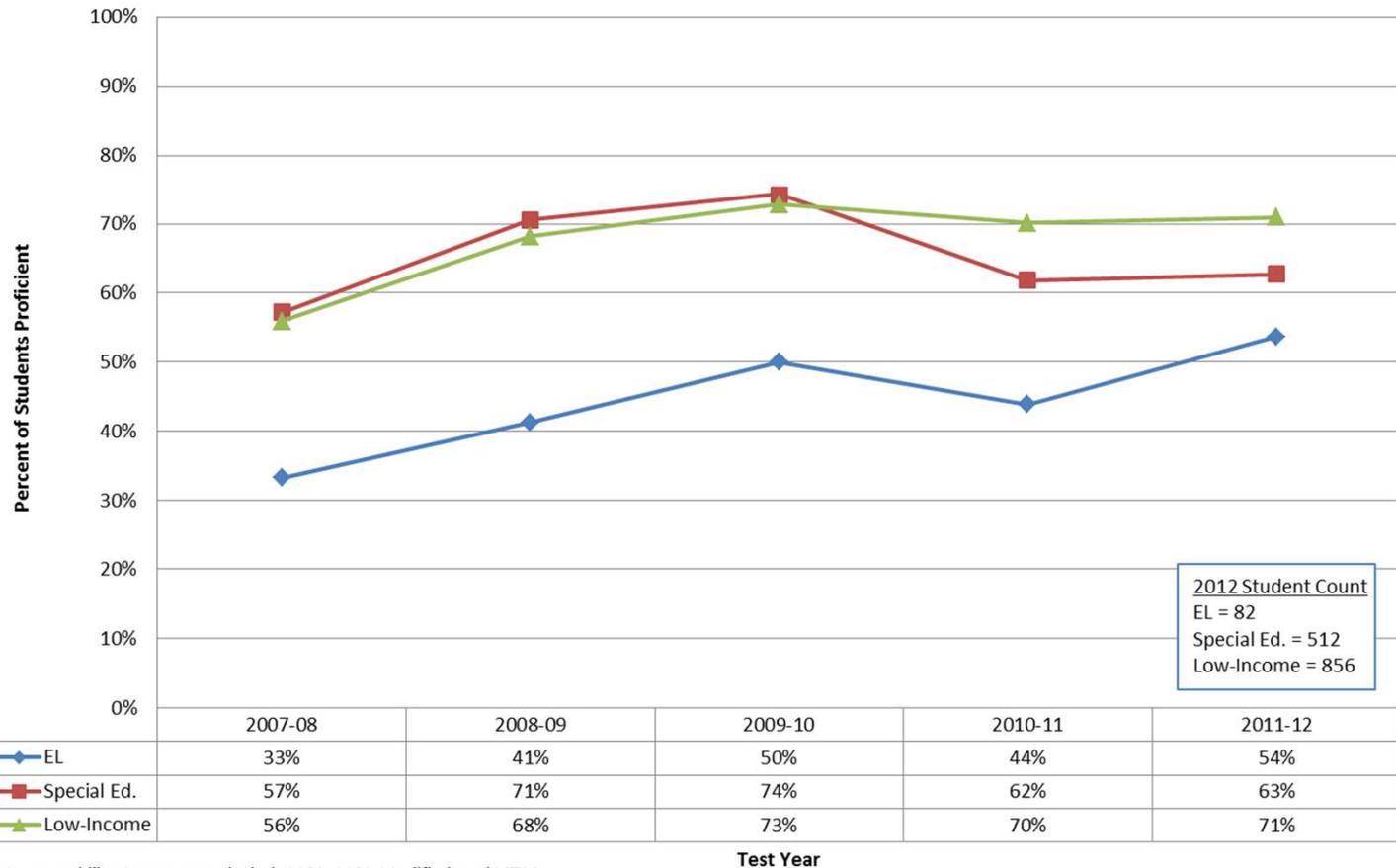


MN Accountability Assessments include MCA, MCA-Modified, and MTAS

Note: American Indian student group was not included in the analysis due to the small student count.

- Reading – 2012 gap largest at Elementary Level

MN Accountability Assessments Percent Proficient: 5-Year Trend Wayzata Public Schools All Grades - By Other Demographic Group READING



MN Accountability Assessments include MCA, MCA-Modified, and MTAS

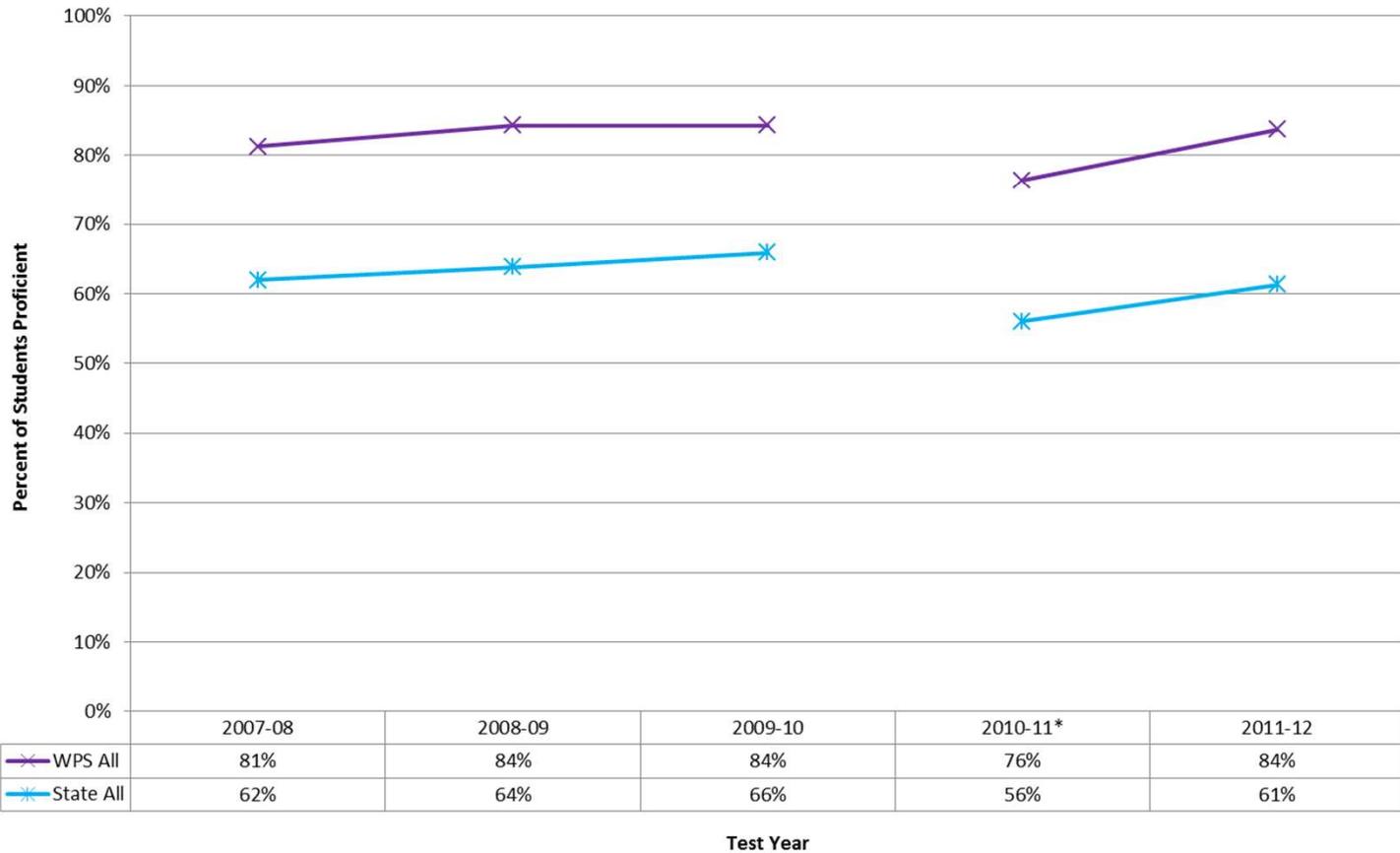
- EL student performance has increased over 5 years.
- Special Education and Low-Income student performance has increased since 2007 and stabilized between 2011 and 2012.



Mathematics



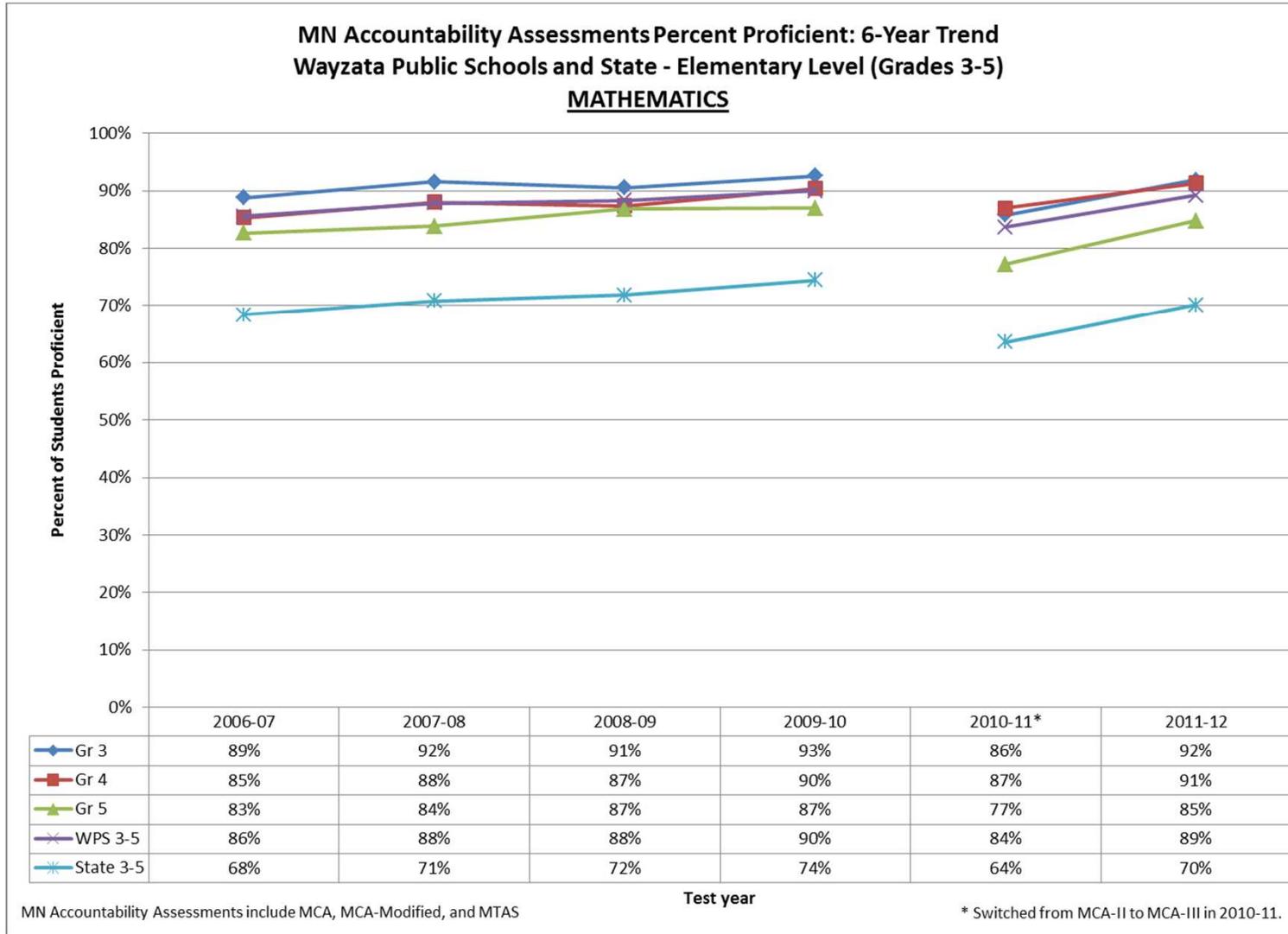
MN Accountability Assessments Percent Proficient: 5-Year Trend Wayzata Public Schools and Statewide - All Grades MATHEMATICS



MN Accountability Assessments include MCA, MCA-Modified, and MTAS

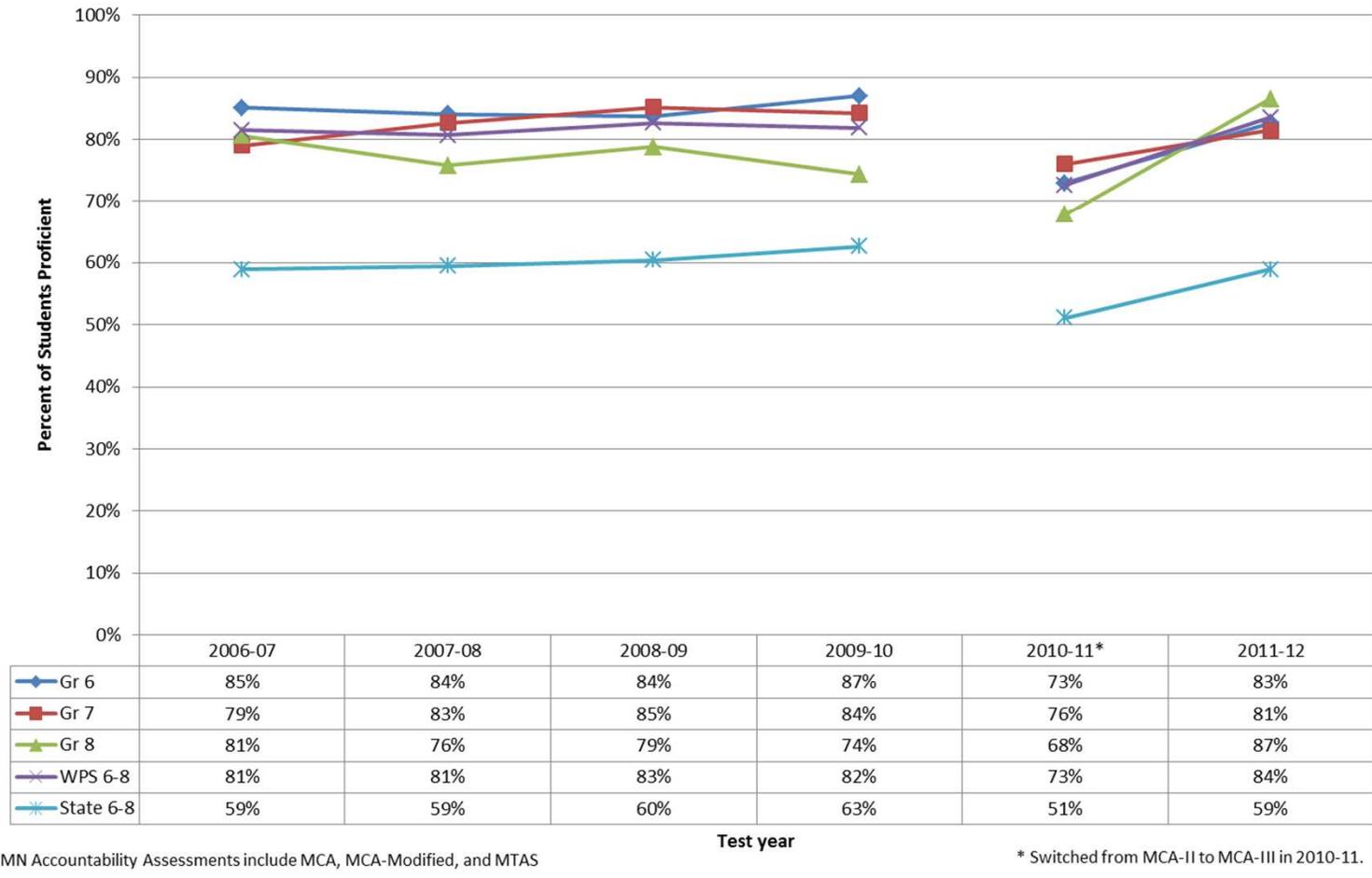
* Switched from MCA-II to MCA-III in 2010-11.

- Mathematics - results rebounded from 76% in 2011 to 84% in 2012, similar to previous years.



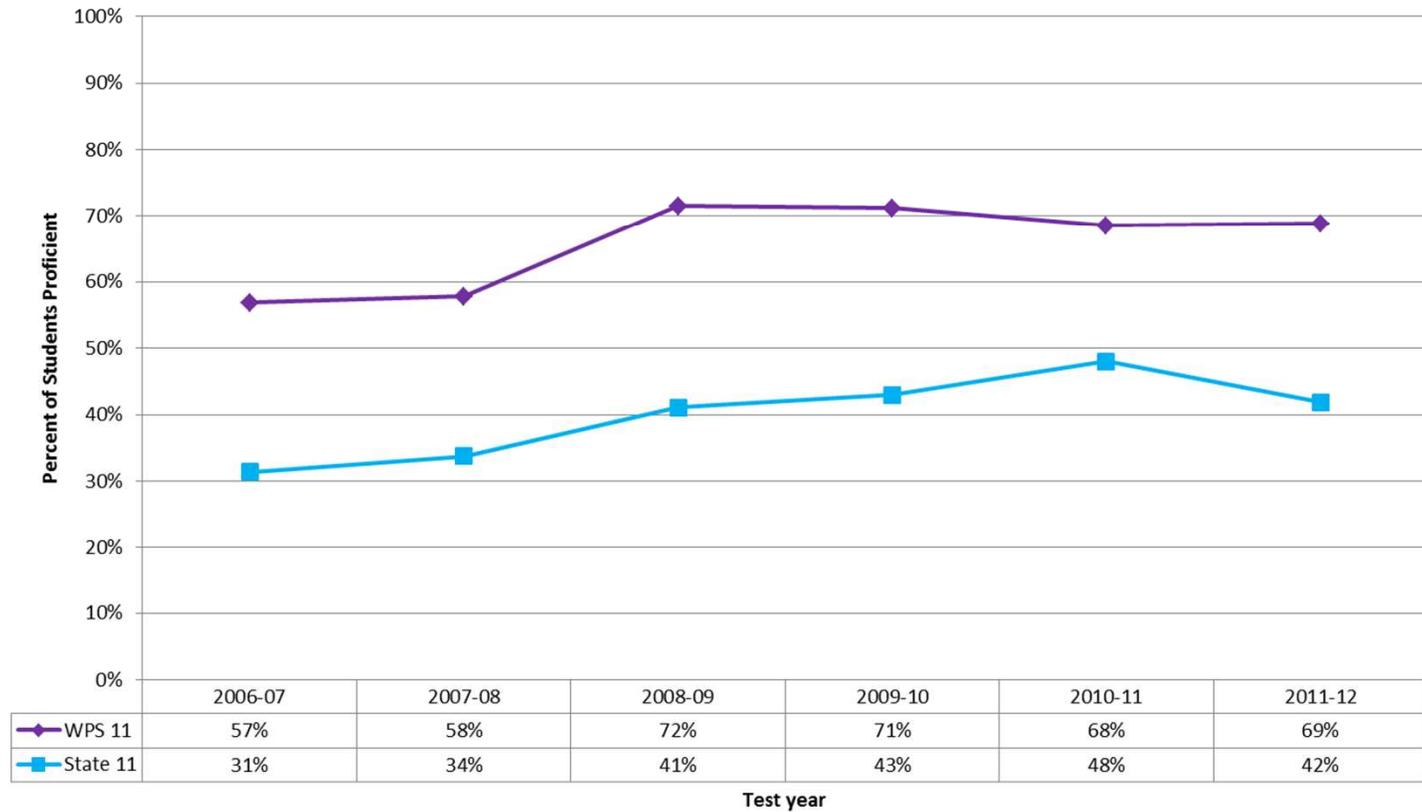
- Elementary Mathematics – overall increase to levels similar to MCA-II performance
- 2011 to 2012 – Wayzata increase was 5 points, state increase was 6 points

**MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools and State - Middle School Level (Grades 6-8)
MATHEMATICS**



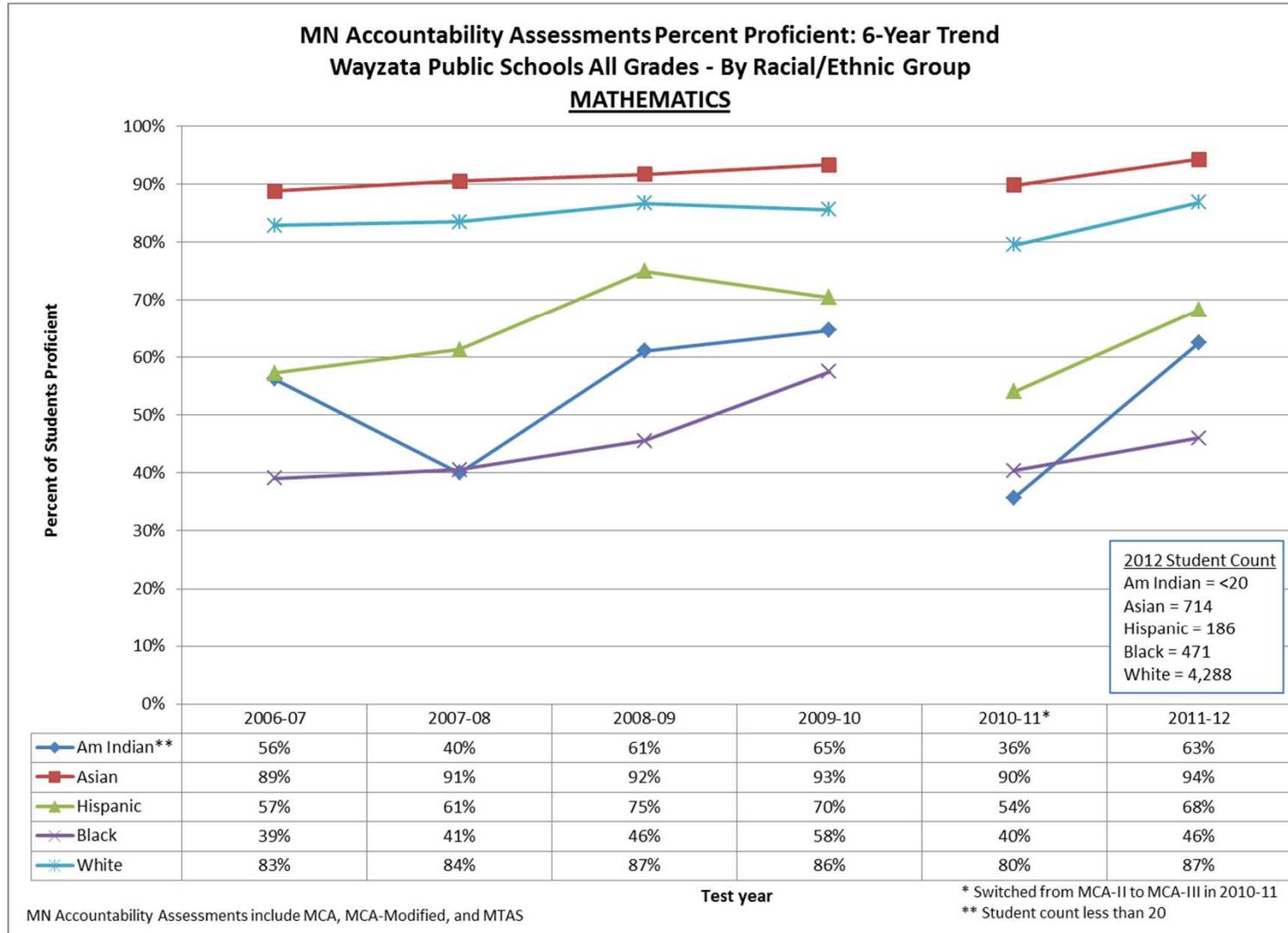
- Middle School Mathematics – overall increase to levels higher than MCA-II performance
- All grades increased from 2011 to 2012. Largest increase - grade 8 (19 points)

**MN Accountability Assessments Percent Proficient: 6-Year Trend
Wayzata Public Schools and State - High School Level (Grade 11)
MATHEMATICS**



MN Accountability Assessments include MCA, MCA-Modified, and TAS

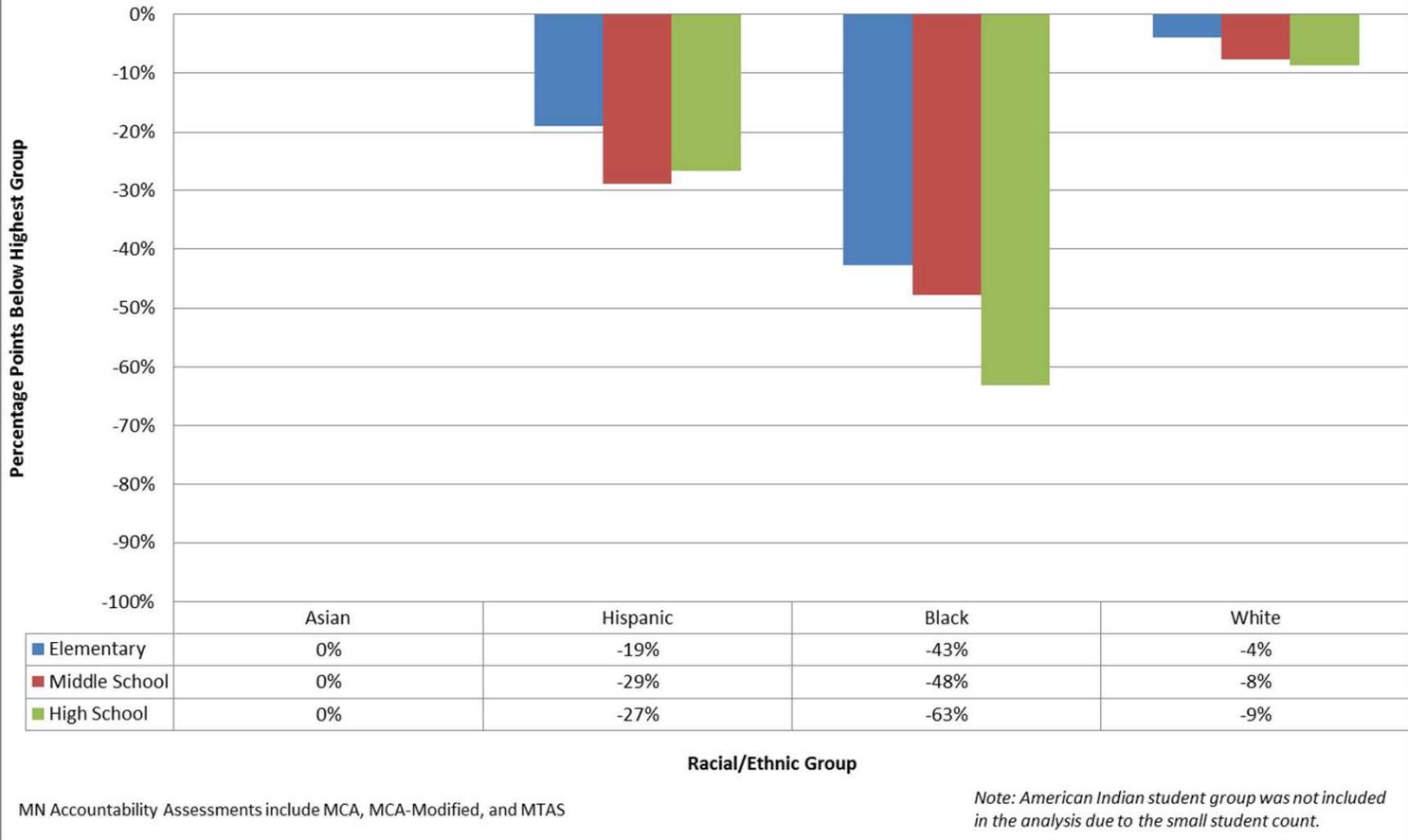
- High School Mathematics – up from 2007 and 2008 level, stable over past 4 years
- 2011 to 2012 – Wayzata increased 1 point, state decreased 6 points



- Mathematics – Largest gap in 2012 was 48 points. (Asian = 94%, Black = 46%)
- Largest gap reduced by 2 points from 2011 to 2012
- 6-year trend – gap narrowed for Hispanic students by 6 points and for Black students 2 points

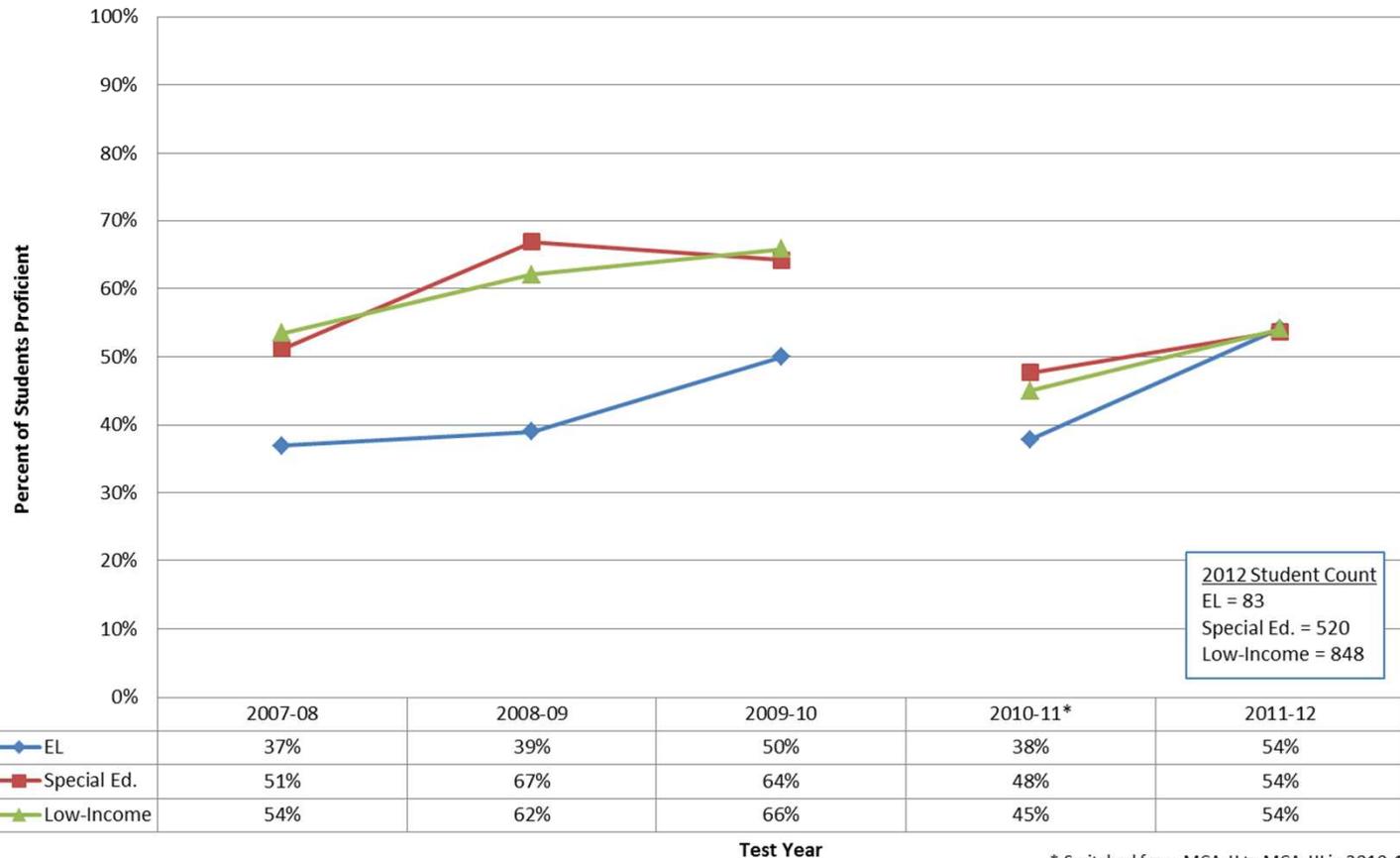


MN Accountability Assessments Racial/Ethnic Achievement Gap 2012 Percent Proficient Gap by Grade Level Group MATHEMATICS



- Mathematics – 2012 gap largest at High School Level

MN Accountability Assessments Percent Proficient: 5-Year Trend Wayzata Public Schools All Grades - By Other Demographic Group MATHEMATICS



2012 Student Count
EL = 83
Special Ed. = 520
Low-Income = 848

MN Accountability Assessments include MCA, MCA-Modified, and MTAS

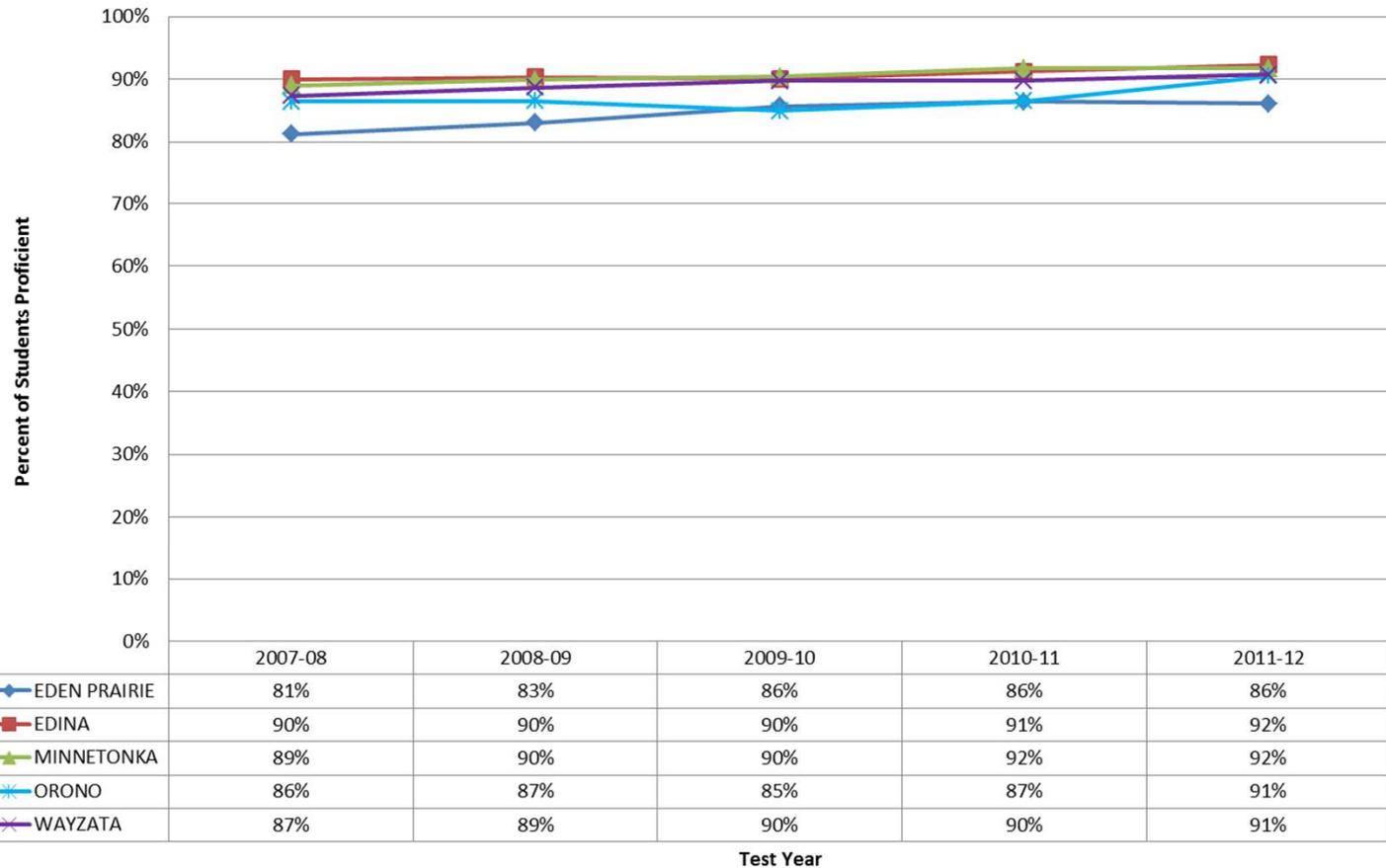
* Switched from MCA-II to MCA-III in 2010-11 and MTELL discontinued.

- All three student groups increased from 2011 to 2012.
- 2012 percent proficient was 54% across groups.

West Metro 5-District Comparison Student Demographics

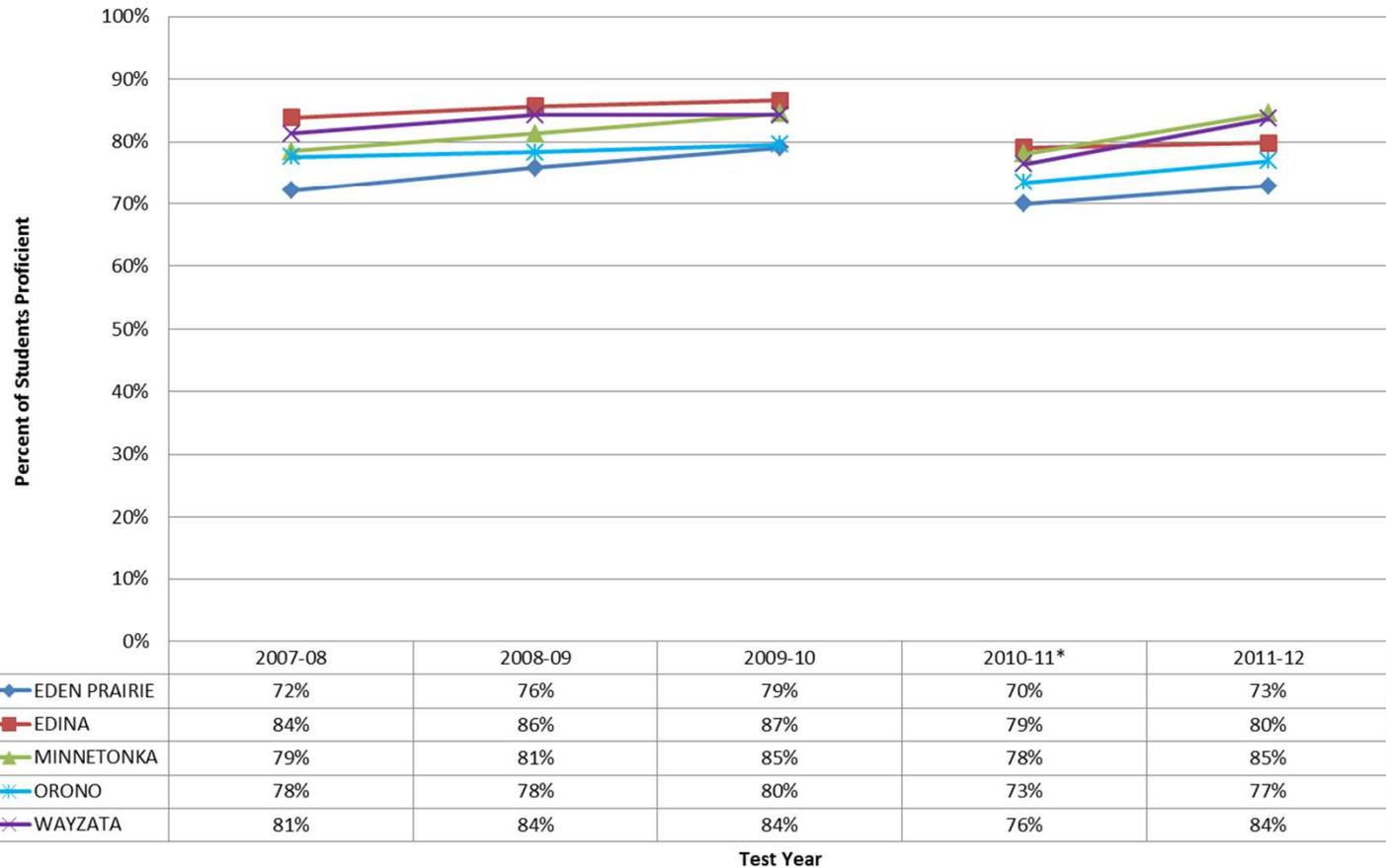
District Name	Total Enrolled	Am. Indian	Asian	Hispanic	Black	White	All Minority	Low-Income	EL	Special Ed.
EDEN PRAIRIE	9,408	0%	11%	4%	12%	72%	28%	19%	7%	12%
EDINA	8,366	0%	8%	4%	5%	82%	18%	9%	3%	11%
MINNETONKA	9,111	1%	5%	3%	3%	89%	11%	8%	2%	10%
ORONO	2,734	0%	2%	3%	1%	93%	7%	8%	1%	11%
WAYZATA	10,528	0%	13%	3%	8%	75%	25%	16%	2%	9%

MN Accountability Assessments Percent Proficient: 5-Year Trend West Metro 5-District Comparison - All Grades READING



- Reading – 2012 Wayzata ranked 3rd
- 5-year trend - Performance of top three districts (Minnetonka, Edina and Wayzata) has been stable.

MN Accountability Assessments Percent Proficient: 5-Year Trend West Metro 5-District Comparison - All Grades MATHEMATICS



- Mathematics – 2012 Wayzata ranked 2nd
- 2011 to 2012 - Wayzata had the greatest increase (8 points).



District Summary

All Students, All Grades

- Overall, students continue to perform at high level in reading (91% proficient)
- Overall math results rebounded from 76% in 2011 to 84% in 2012, similar to previous years.

Ethnic/Racial Gap Analysis

- There is a 30 point gap in the percent proficient in reading, and 48 points in math.
- Reducing the achievement gap is an area of need for the district.



West Metro District Summary

- Wayzata public schools student demographics are most similar to Eden Prairie in total number of students enrolled, percent minority, and percent low-income.
- Reading performance in 2012 shows that Wayzata ranked 3rd among the 5 districts.
- Math performance in 2012 shows that Wayzata ranked 2nd among the 5 districts.



Personalize • Prepare • Perform

“MyWay is our pathway to the future.” — Jill Johnson, Executive Director of Teaching and Learning

WHAT IS MYWAY?

MyWay is the name of the long-term effort underway in the Wayzata Public Schools to make sure that each and every one of our 10,400 students are prepared to thrive today and excel tomorrow in an ever-changing global society. The initiative will begin putting digital learning devices (iPads) in the hands of students at certain grade levels later this school year to increase student learning and engagement. At its core, the goal of **MyWay** is to provide a world-class and personalized student learning experience.

WHY IS MYWAY IMPORTANT?

MyWay goes far beyond just giving students iPads...it is about putting the world in their hands. It’s a learning initiative aimed at providing all students with personalized learning experiences that stimulate creativity and imagination. We want students to experience, connect and interact with the world in ways that traditional textbooks and curriculum alone can’t provide.

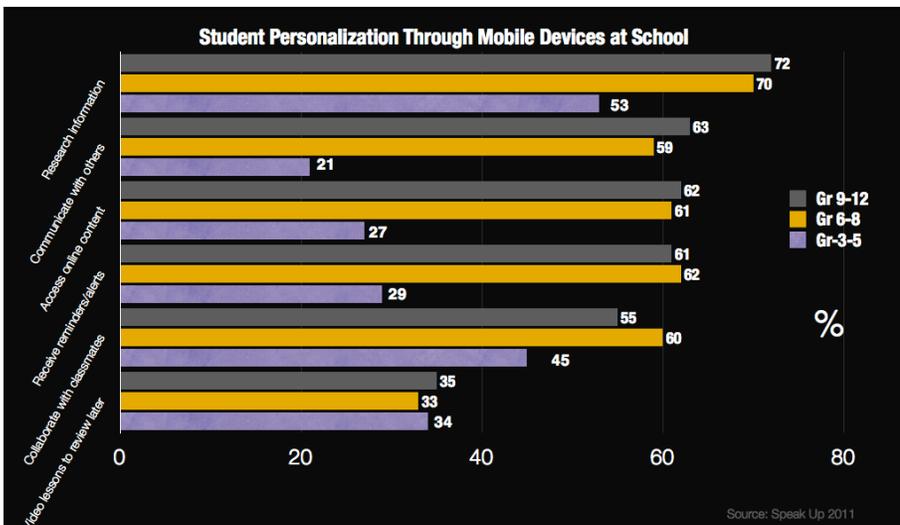


WHY WAS THE IPAD CHOSEN?

After careful consideration, it was determined that the iPad is presently the “tool” with the greatest potential to meet the individual needs of students and provide a smooth integration into the district’s technology environment.

PROFESSIONAL DEVELOPMENT IS KEY

Staff professional development is a critical component to the success of **MyWay**. More than 100 teachers have been trained as part of the **MyWay** Integration Leadership Team to be liaisons within their buildings to help inform, instruct and model appropriate and effective instructional strategies using iPads. The majority of licensed, certified staff members have received an iPad with some initial training and professional development opportunities will continue throughout the coming school year.

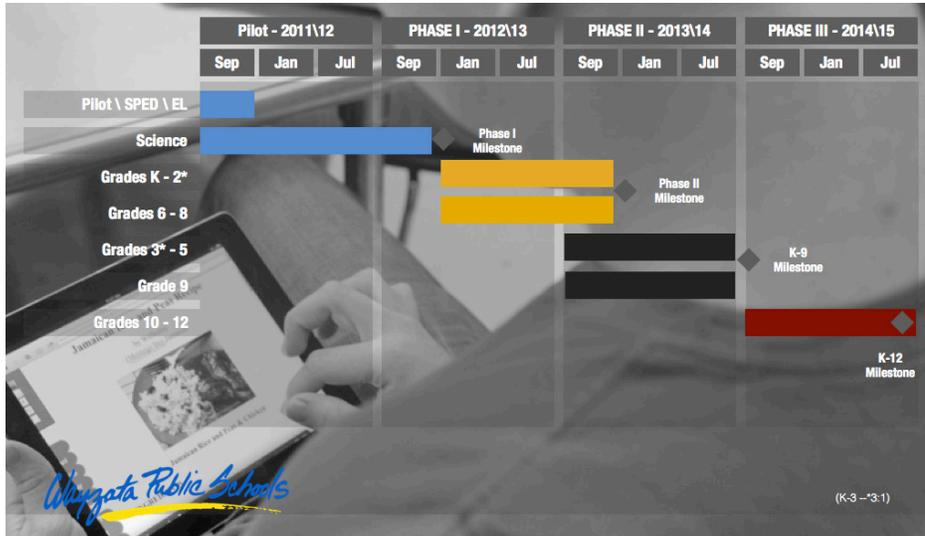


“It is not so important to have all the answers as to be hungry for them.”
 — Carol Ann Tomlinson

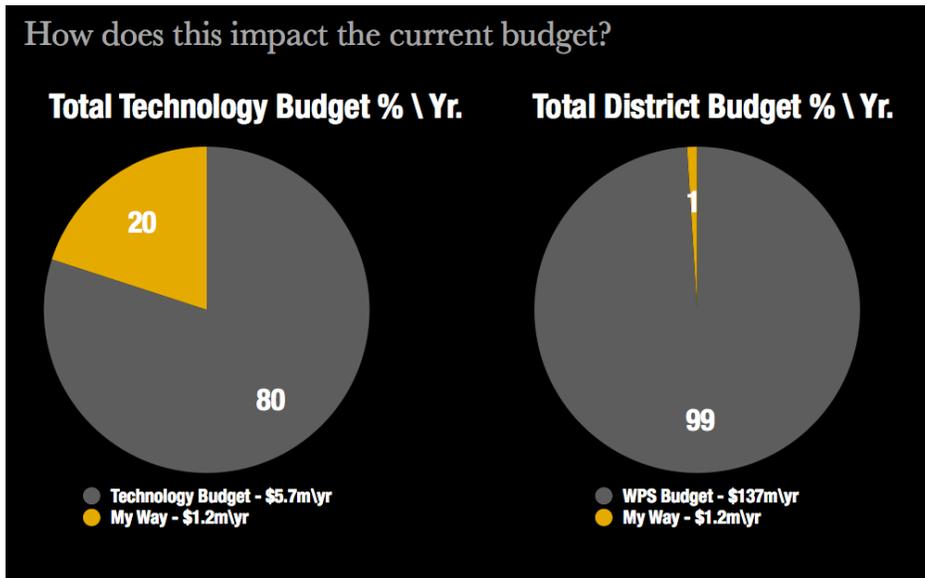


WHO WILL GET IPADS AND WHEN?

Students in grades K-2 and grades 6-8 will begin working with iPads this winter. Students in grades 6-8 will receive their own individual iPad and K-2 students will use them on a 3:1 ratio. The following chart shows detail on the three-year, phase-in plan to put iPads in the hands of all Wayzata students by the 2014-2015 school year.



HOW DOES MYWAY IMPACT THE CURRENT BUDGET?



“The paradigm shift to a personalized learning experience is the process of contouring learning to individuals, recognizing that individuals inherently have different strengths and weaknesses, interests and ways of learning.”

—Sir Ken Robinson
29



For more information about MyWay, contact Shelly Nelson, director of curriculum at shelly.nelson@wayzata.k12.mn.us, Wade Phillips, director of technology at wade.phillips.k12.mn.us or Brad Anderson, Q-Comp coordinator at brad.anderson@wayzata.k12.mn.us

Wayzata Public Schools **MyWay**

Student Centered Vision for Learning and Teaching
Enhanced Through Technology

Wayzata Public Schools

“MyWay is our pathway to the future”
Wayzata Public Schools Teaching and Learning

Dr. Jill Johnson 1

Wayzata MyWay - Strategic Alignment

Personalize

Each and Every



Prepare

Thrive Today
and Excel Tomorrow



Perform

In an Ever-Changing Global Society

At the core, the goal of MyWay is to provide a world-class and personalized student learning experience.

Wayzata Public Schools

Wayzata MyWay

Strategic Alignment In Action - Mission, Vision, Core Values

1

A Case for Digital Learning

Digital Curriculum and Content

2

Professional Development

Preparing Educators for Success

3

Personal Learning Devices

Essential Personal Mobile Learning Device - iPads

4

Operational Excellence

Service, Support, Infrastructure and Execution

5

Investment

Strategic Alignment of Human and Fiscal Resources

6

Wayzata MyWay - Strategic Alignment In Action

Wayzata Public Schools Strategic Roadmap

December 12, 2011

Mission <i>Our Core Purpose</i>	Core Educational Values <i>Drivers of our Words and Actions</i>
<p><i>The Mission of Wayzata Public Schools is to ensure a world-class education that <u>prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.</u></i></p>	<p>Achievement: <i>Challenging oneself and others for excellence in all we do</i></p> <p>Collaboration: <i>Working together to maximize opportunities and eliminate barriers to learning for all</i></p> <p>Community: <i>Maintaining a sense of belonging to and responsibility for the broader community</i></p> <p>Equity: <i>Meeting the specific needs of all students</i></p> <p>Integrity: <i>Doing the right thing in the right way at the right time, even when no one is aware</i></p> <p>Respect: <i>Valuing others for their diverse talents, backgrounds, cultures and viewpoints</i></p>
Vision <i>What We Intend to Create and Experience</i>	Strategic Directions <i>Focused Allocation of Resources</i>
<p>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:</p> <p>Exceptional Student Learning, Experiences and Relationships:</p> <ul style="list-style-type: none"> • 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. <p>Community Trust, Confidence and Partnership:</p> <ul style="list-style-type: none"> • 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. <p>Operational Excellence:</p> <ul style="list-style-type: none"> • 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. 	<p>A. Increasing the high levels of student achievement and college/career readiness without predictable gaps.</p> <p>B. Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning.</p> <p>C. Supporting all staff in the increasing accountability for individual and collective performance.</p> <p>D. Enhancing the connection to and partnership with families and other constituents in our community.</p> <p>E. Implementing effective practices in governance, management and consultation.</p>

Wayzata MyWay - Strategic Alignment In Action



A STUDENT CENTERED VISION FOR LEARNING - Enhanced Through Technology

Mission	<i>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.</i>	Values: Achievement Collaboration Community Equity Integrity Respect
Vision	<i>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.</i>	

Strategic Alignment	Personalize <i>A world-class education</i>	Prepare <i>Each and every student to thrive today and excel tomorrow</i>	Perform <i>In an ever-changing global society.</i>
Exceptional Student Learning, Experiences and Relationships	Digital Curriculum \ Content Content-rich, relevant, challenging teaching, assessment and learning experiences	Professional Development Support Highly Functional Professional Learning Communities	Personal Learning Devices Each learner has 24/7 access to digital curriculum via essential personal mobile learning device
Community Trust, Confidence and Partnerships	Leadership Entire community shares and can articulate digital learning vision.	Assessment and Evaluation Goal alignment with quantifiable learning objectives	Community Support and engagement from all community stakeholders
Operational Excellence	Service and Support Shift in support culture: Each person is empowered to support self.	Infrastructure World-class delivery of learning systems in support of educational mission	Investment Systemic and aligned investment strategy with community support and buy-in

Wayzata MyWay

Strategic Alignment In Action - Mission, Vision, Core Values

1

A Case for Digital Learning

Digital Curriculum and Content

2

Professional Development

Preparing Educators for Success

3

Personal Learning Devices

Essential Personal Mobile Learning Device - iPads

4

Operational Excellence

Service, Support, Infrastructure and Execution

5

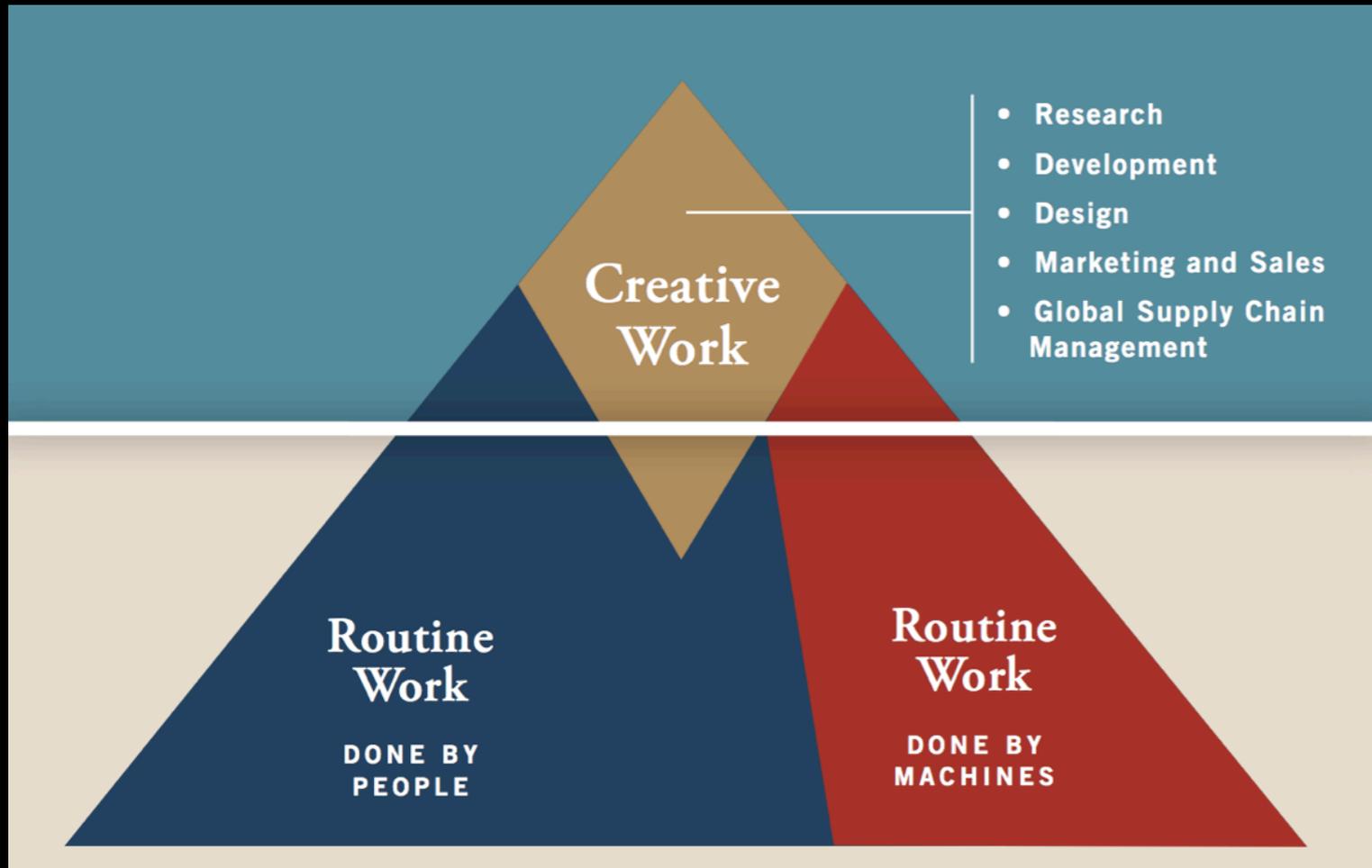
Investment

Strategic Alignment of Human and Fiscal Resources

6

Wayzata MyWay - A Case for Digital Learning

What is driving us to change and evolve?



Why Does this Matter?

The best employers the world over will be looking for the most competent, most creative and most innovative people on the face of the earth and will be willing to pay them top dollar for their services

National Center on Education and the Economy

Wayzata Public Schools

Wayzata MyWay - A Case for Digital Learning

What is driving us to change and evolve?

**PERSONALIZED
“Bold School”**

**TRADITIONAL
“Old School”**

Students have an intrinsic understanding that like so many other aspects of their lives, personalization is the key to their own greater engagement in the learning process.

Speak Up 2011

Wayzata Public Schools

Wayzata MyWay - A Case for Digital Learning

“The paradigm shift to a personalized learning experience is the process of contouring learning to individuals, recognizing that individuals inherently have different strengths and weaknesses, interests and ways of learning.”

Sir Ken Robinson

Wayzata MyWay - A Case for Digital Learning

What is driving us to change and evolve?



- 1 to 1 programs provide students with a mobile digital device to maximize opportunities for personalized learning, 24/7/365
- 1 to 1 mobile digital devices complement the use of interactive whiteboards, digital resources, and other digital technologies (including digital textbooks)
- 1 to 1 mobile digital devices provide for effective two-way communication and collaboration between teachers and students as well as students and students, both in the classroom and beyond.
- 1 to 1 programs provide for digital access and learning opportunities regardless of socio-economic status.

Wayzata Public Schools

Wayzata MyWay - A Case for Digital Learning

What is driving us to change and evolve?

“Providing all students with 21st century skills and making education relevant to today’s world are critical to closing both the achievement gap and the global competition gap.”

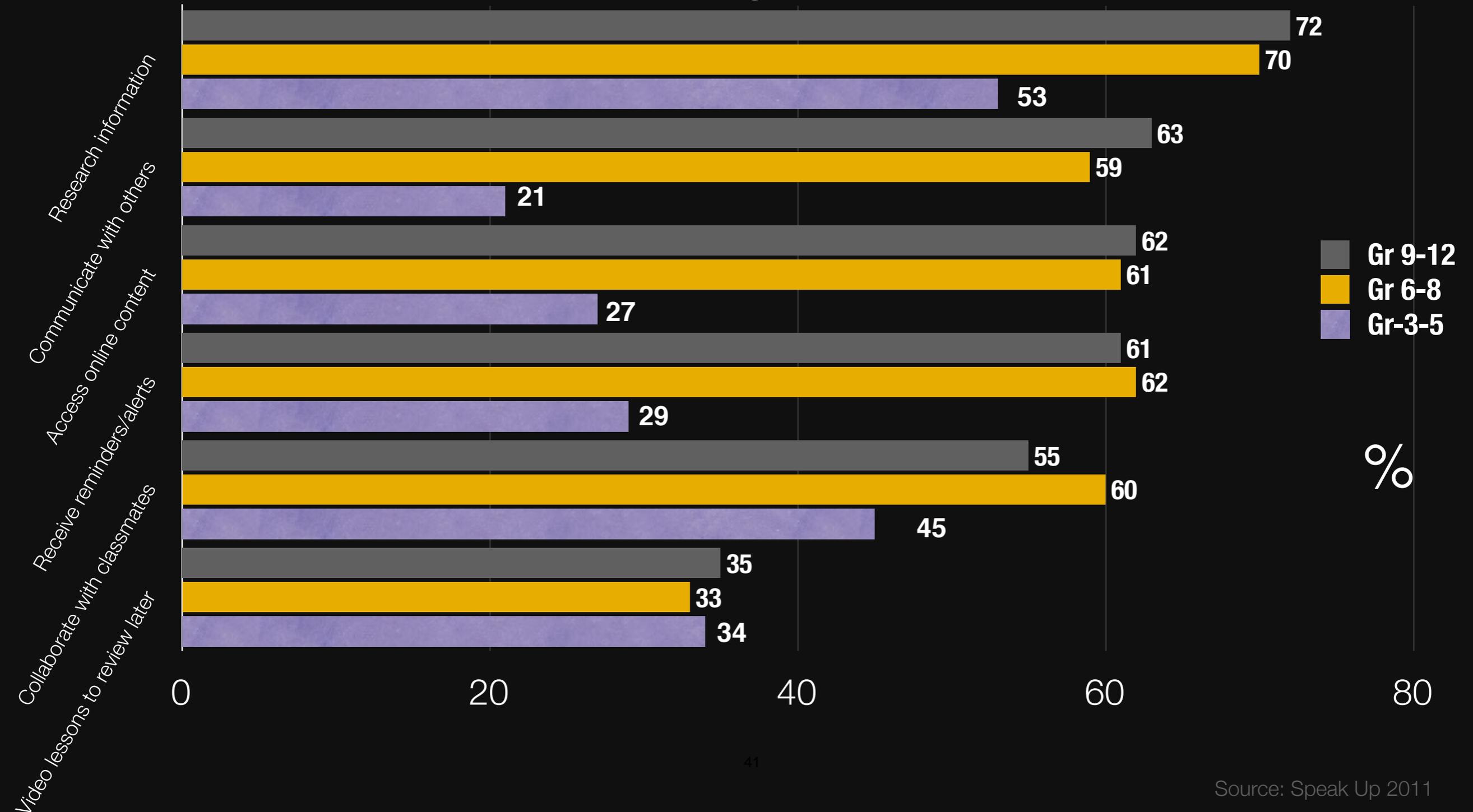
-Public Opinion Strategies and Peter D. Hart Research Associates (2007)

Wayzata Public Schools

Wayzata MyWay - A Case for Digital Learning

What does research say about how students would personalize learning through the use of mobile devices at school?

Student Personalization Through Mobile Devices at School



Source: Speak Up 2011

Wayzata MyWay - A Case for Digital Learning

Future Work Force 2020

“To be successful in the next decade, **individuals** will need to demonstrate foresight in navigating a rapidly shifting landscape of organizational forms and skill requirements. They will increasingly be called upon to continually reassess the skills they need, and quickly put together the right resources to develop and update these. Workers in the future will need to be adaptable lifelong learners.”

Institute for the Future for the University of Phoenix Research Institute

Wayzata Public Schools

Wayzata MyWay - A Case for Digital Learning

Enhanced System Outcomes

What are the expected outcomes of this learning evolution?

- ◆ Personalized learning experiences for students
- ◆ Increased student engagement, learning and achievement
- ◆ Increased student fluency in 21st century skills
- ◆ Enhanced learning experiences and accessibility for all students
- ◆ Extended learning beyond the classroom and beyond the school day
- ◆ Embedded use of data to inform learning and instruction

Wayzata Public Schools

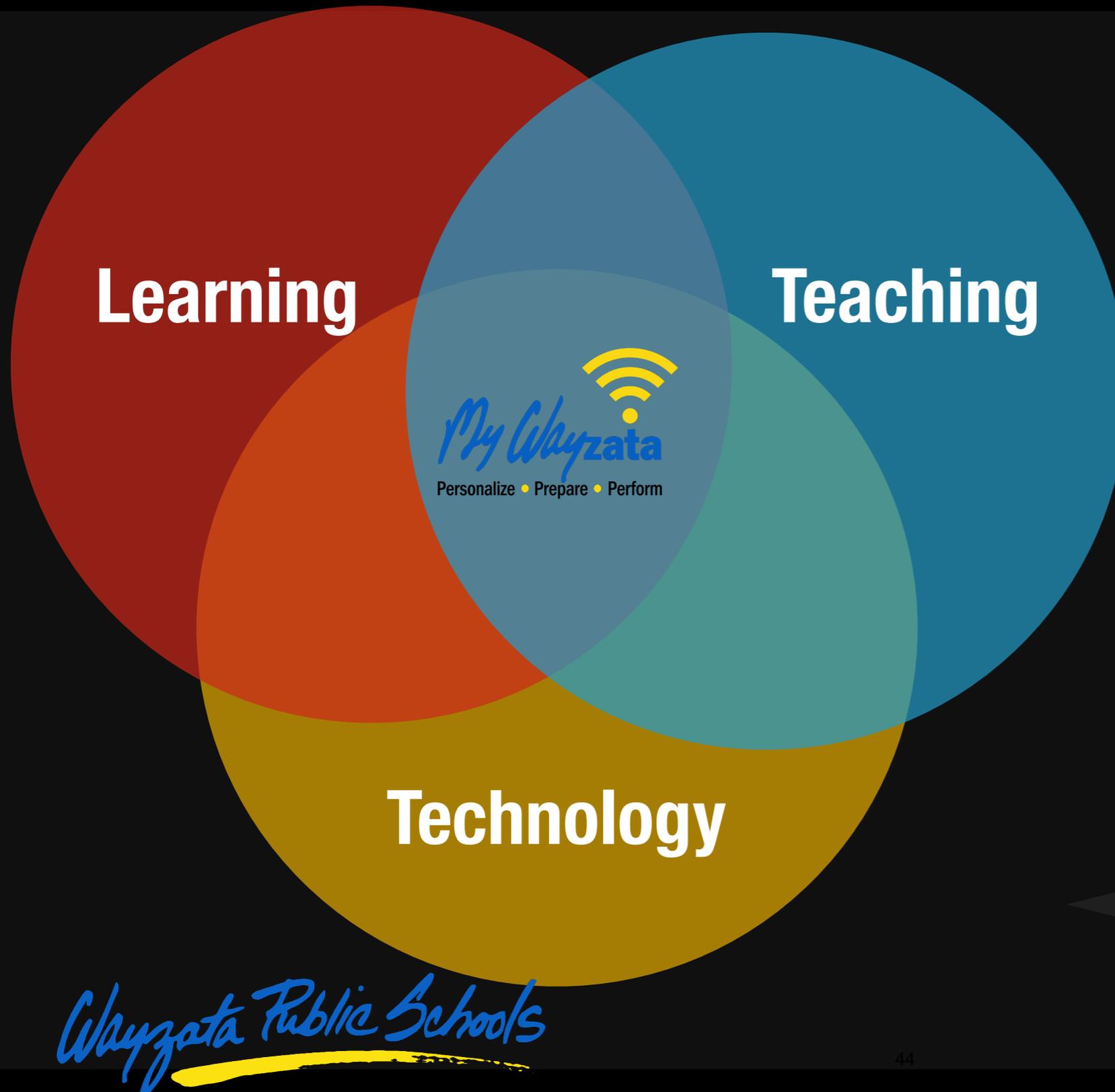


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Wayzata MyWay - A Case for Digital Learning

Digital Curriculum and Content

How does MyWay fit into learning and teaching?



Four Essential Questions - Powered by MyWay

- ▶ What do we want each student to learn?
- ▶ How will we know when each and every student has learned it?
- ▶ How will we respond when a student experiences difficulty learning?
- ▶ What will we do when a student has learned what we are teaching?

Richard Defour

Wayzata MyWay - A Case for Digital Learning

Digital Curriculum and Content

How does the curriculum drive this learning evolution?

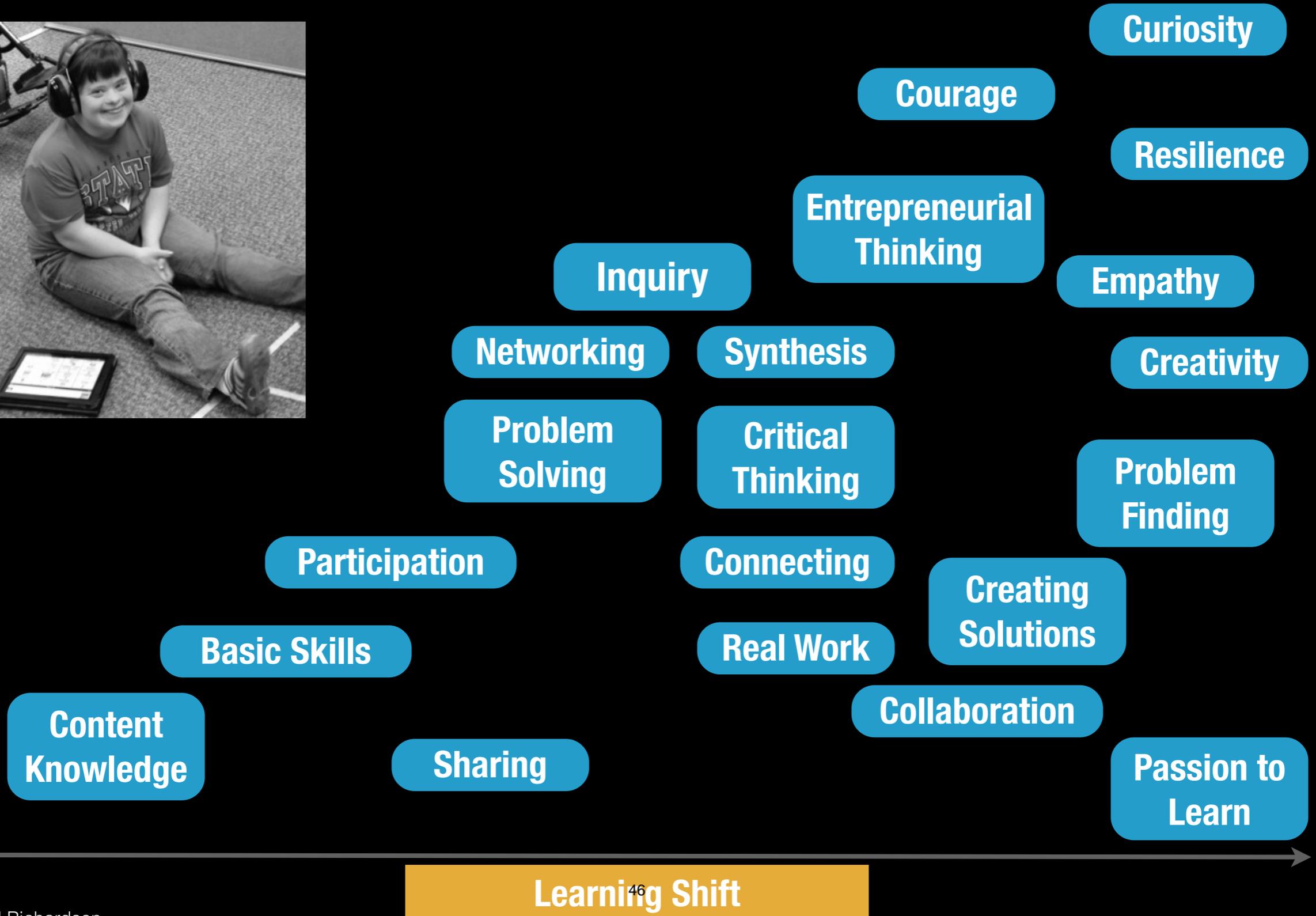
	2010\11	2011\12	2012\13	2013\14	2014\15	2015\16
Year 1 - Self Study	Social Studies	Language Arts	Business Ed.	Math	FACS	Science
	Vision 21	Media \ Tech	ETD	World Language	Phy Ed	ALC Program
		SPED Art		Music Health	Counseling	
Year 2 - Development	Science	Social Studies	Language Arts	Business Ed.	Math	FACS
	ALC Program	Vision 21	Media \ Tech	ETD	World Language	Phy Ed
			SPED Art		Music Health	Counseling
Year 3 - Common Assessment Implementation and Refinement	FACS	Science	Social Studies	Language Arts	Business Ed.	Math
	Phy Ed	ALC Program	Vision 21	Media \ Tech	ETD	World Language
	Counseling			SPED Art		Music Health
Year 4 - Implementation		FACS	Science	Social Studies	Language Arts	Business Ed.
		Phy Ed	ALC Program	Vision 21	Media \ Tech	ETD
		Counseling			SPED Art	
Year 5 Implementation			FACS	Science	Social Studies	Language Arts
			Phy Ed	ALC Program	Vision 21	Media \ Tech
			Counseling			SPED Art
Year 6 Reflection				FACS	Science	Social Studies
				Phy Ed	ALC Program	Vision 21
				Counseling		



Wayzata MyWay - A Case for Digital Learning

Digital Curriculum and Content

What does learning in a networked world look like?



Wayzata MyWay

Strategic Alignment In Action - Mission, Vision, Core Values

1

A Case for Digital Learning

Digital Curriculum and Content

2

Professional Development

Preparing Educators for Success

3

Personal Learning Devices

Essential Personal Mobile Learning Device - iPads

4

Operational Excellence

Service, Support, Infrastructure and Execution

5

Investment

Strategic Alignment of Human and Fiscal Resources

6

Technology Implementation Continuum

“Traditionally, most teachers have been taught to use technology to do the same things that they do without it. To be really effective, teachers need to use the technology to achieve things they could not do without it.”

Ruben R. Puentedura

Wayzata MyWay - Professional Development

Preparing Educators for Success

How will we prepare our educators for this learning and teaching shift?

The S.A.M.R Model

Redefinition

Technology allows for the creation of new tasks, previously inconceivable

Modification

Technology allows for significant task redesign

Augmentation

Technology acts as a direct tool substitute, with functional improvement

Substitution

Technology acts as a direct tool substitute, with not functional change

Transformation

Enhancement

Wayzata MyWay - Professional Development

Preparing Educators for Success

How will we prepare our educators for this learning and teaching shift?

First Step

Second Step

Final Step*

*Repeat

Crossing the Chasm From Pilot to Systemic Implementation

2012

Mainstream Adoption
2012 - 2014

Early Learners
2010-2011

Innovators

Early Learners

The Chasm

Early Majority

Late Majority

Later Learners
2014

Later Learners

Wayzata MyWay - Professional Development

Preparing Educators for Success

How will we continue to prepare our educators for this learning and teaching shift?

Curriculum Alignment

- State and National Standards
- Benchmarks
- Digital Curriculum / Content
- 21st Century Skills
- Learning Targets

Assessment Practices

- Formative and Summative Assessment
- Performance Based Assessments
- Rubrics
- Effective Feedback
- Digital Assessment Tools

Data Informed Decisions

- Data Driven Dialogue
- Collaborative Inquiry
- Data Management and Reporting
- Student Response Devices

Personalized Instruction

- Differentiation
- Tiered Interventions
- 21st Century Skills
- Technology Integration
- Learning Management System
- Personalized Learning Devices

Professional Learning Communities

Wayzata Public Schools

Wayzata MyWay - Professional Development

Preparing Educators for Success

How will we support our educators in this learning and teaching shift?



Wayzata Public Schools

Wayzata MyWay

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Wayzata MyWay - Personal Learning Devices

Essential Personal Mobile Learning Device - iPads

“In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.”

Eric Hoffer

Wayzata Public Schools

Wayzata MyWay - Personal Learning Devices

Essential Personal Mobile Learning Device - iPads

Why use iPads as a tool for learning?

- ▶ iPads, as a learning tool, help to provide an environment more conducive to personalized learning.
- ▶ iPads and digital content have been positioned to enable, engage and excite learners in a new agile and mobile space.
- ▶ iPads allow for contextual learning experiences.
- ▶ iPads are a great conduit to a world of learning opportunities.
- ▶ iPads deliver a rich and relevant ecosystem of educational apps specifically targeted to learning and teaching.

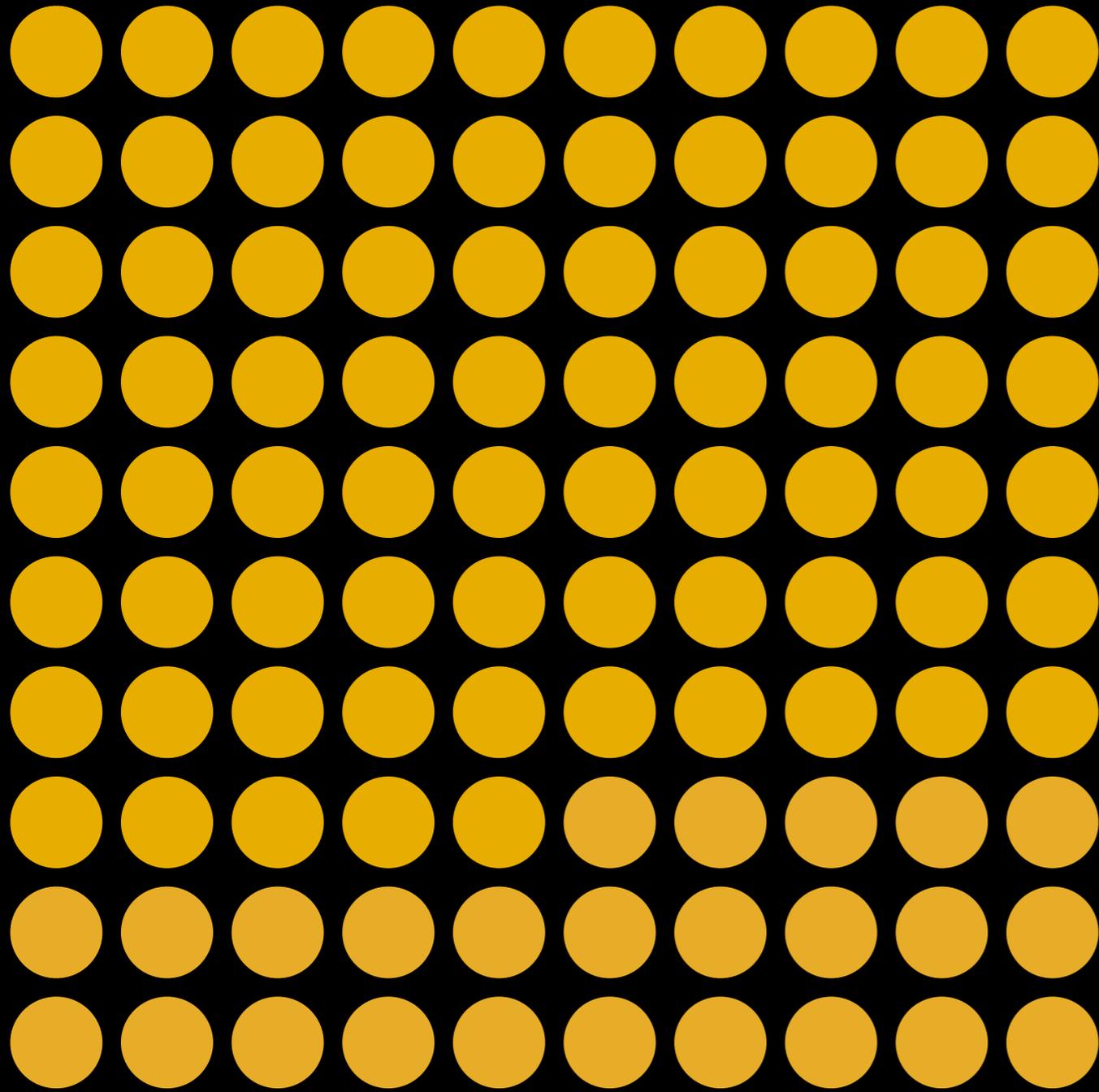


- ▶ iPads form factor, battery life, iOS, camera and apps provides for an anytime, anywhere personal learning studio... a science lab, literacy tool, research station, history archive, language lab, art canvas, music studio, video editing suite and library.

Wayzata MyWay - Personal Learning Devices

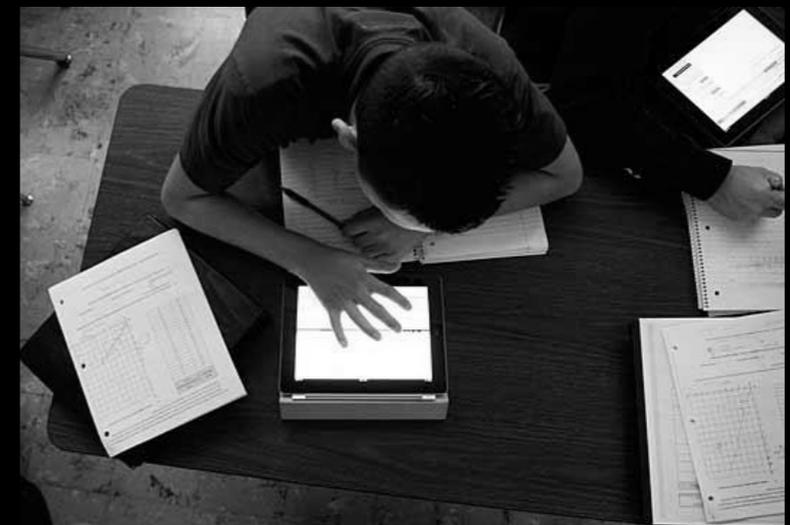
Essential Personal Mobile Learning Device - iPads

Who will get iPads and when?



1:1 Ratio

- 6-8 ● Winter 2013
- 4-9 ● Fall 2013
- 4-12 ● Fall 2014

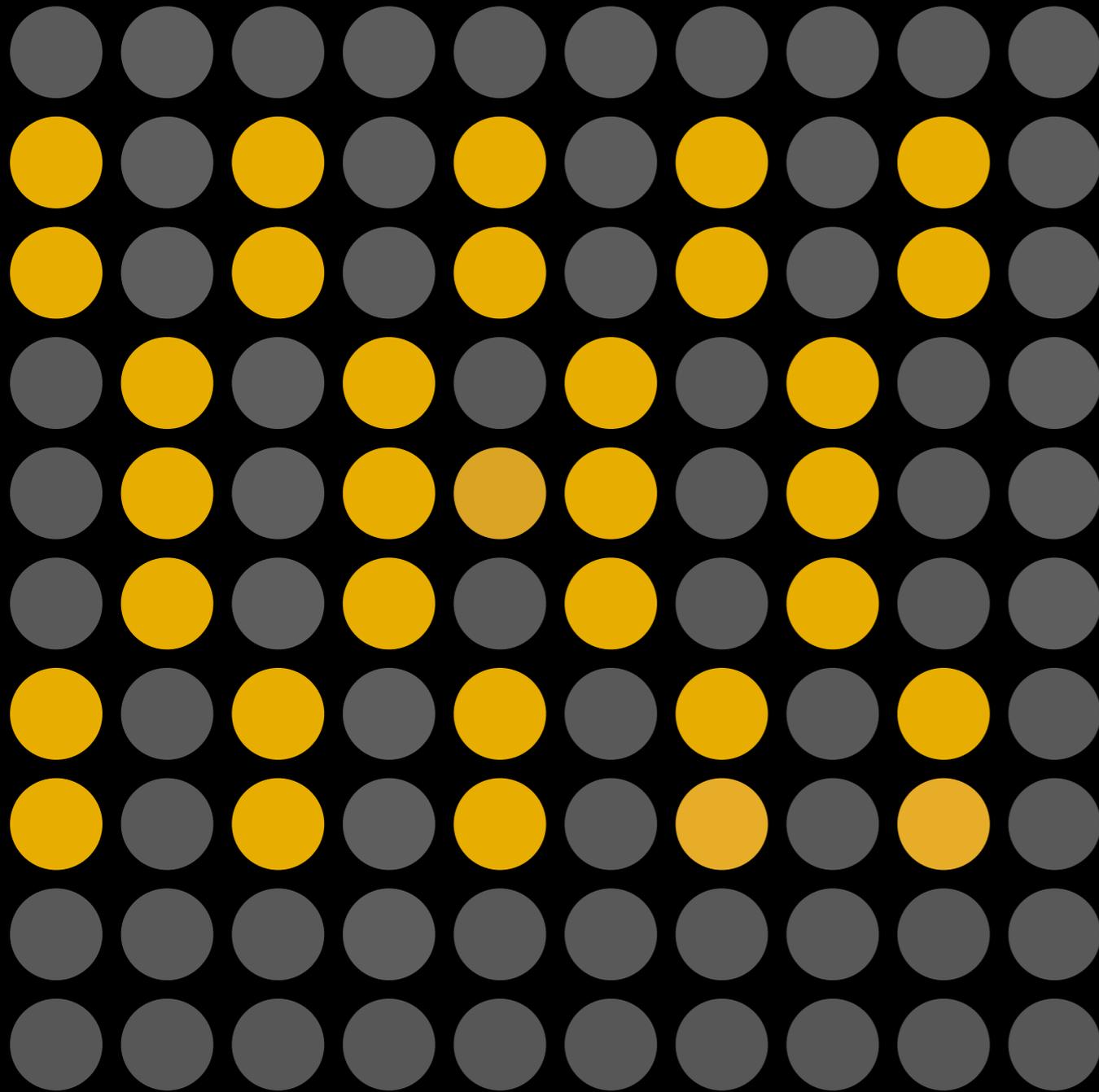


Wayzata Public Schools

Wayzata MyWay - Personal Learning Devices

Essential Personal Mobile Learning Device - iPads

Who will get iPads and when?



3:1 Ratio

- K-2 ● Winter 2013
- K-3 ● Spring 2013

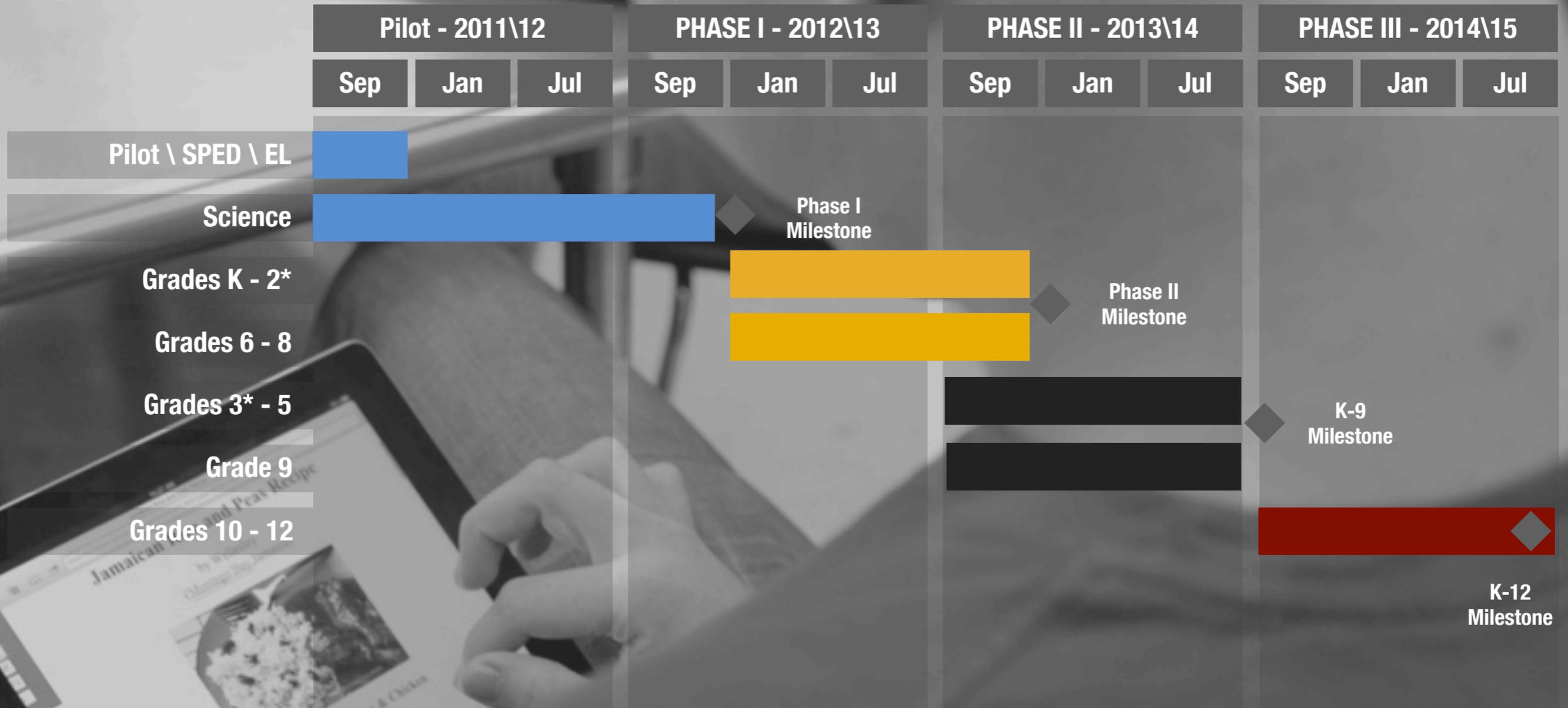


Wayzata Public Schools

Wayzata MyWay - Personal Learning Devices

Essential Personal Mobile Learning Device - iPads

What does the learner implementation plan look like?

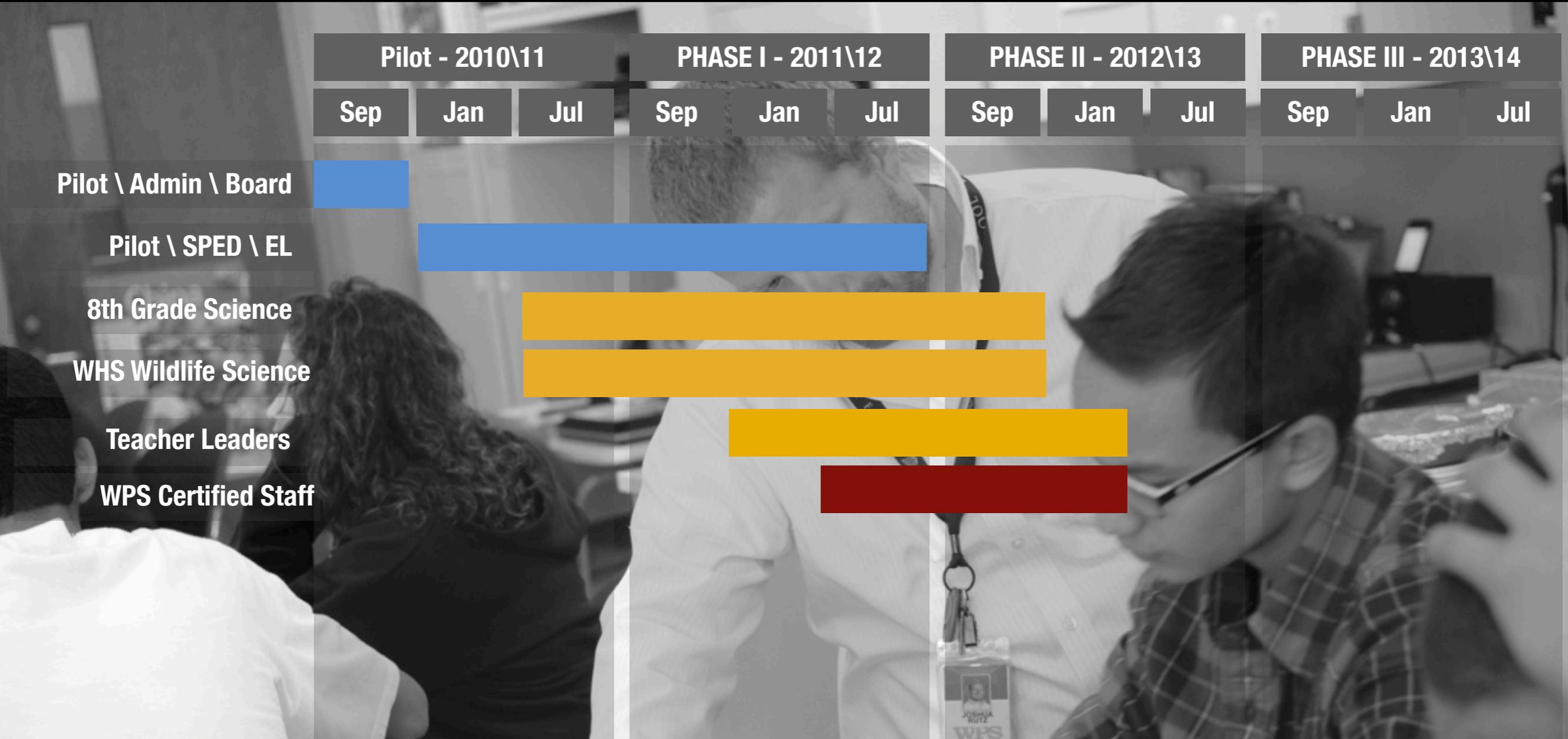


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Wayzata MyWay - Personal Learning Devices

Essential Personal Mobile Learning Device - iPads

What does the educator implementation plan look like?



Wayzata MyWay

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Wayzata MyWay - Operational Excellence

Service, Support and Infrastructure and Execution



“When educators learn to clarify their priorities, to assess the current reality of their situation, to work together and to build continuous improvements into the very fabric of their collective work, they create conditions for the ongoing learning and self-efficacy essential to solving whatever problems they confront.”

Learning by Doing, Richard DuFour

Wayzata MyWay - Operational Excellence

Service, Support and Infrastructure and Execution

What key areas do we need to consider as we implement this shift?

Planning

- Identify and Consider Current Research
- Establish a Digital Learning Vision
- Engage School Board and Leadership
- Develop Communication Strategies for all Stakeholders
- Conduct a Readiness Assessment
- Develop a Project Plan
- Prepare a Detailed Budget

Preparing

- Professional Learning Needs
- Learning places and Spaces
- Software, Tools, Online Resources and Apps
- Suppliers and Vendor Relationships
- Long-Term Sustainable Financial Plan
- Documentation, Guidelines and Policies
- Frequently Asked Questions

Implementing

- On-Site Service and Support Structures
- Parent and Community Sessions
- Essential Technology Infrastructure Upgrades
- Technology Support Model
- Distribution and Asset Management of Student Devices
- Feedback Loop with Educators and Community

Improving

- Project and Risk Management
- Creation and Monitoring of Key Performance Indicators
- Development of a Whole-System Learning Culture
- Quarterly and Yearly Monitoring Reports
- Future-proofing Through Responsible Innovation and Strategic Alignment

Wayzata MyWay - Operational Excellence

Service, Support and Infrastructure and Execution

What does a purposeful implementation plan look like?

	PHASE I - 2010\11			PHASE II - 2012\13			PHASE III - 2013\14			PHASE IV - 2014\15		
	Sep	Jan	Sep	Sep	Jan	Jul	Sep	Jan	Jul	Sep	Jan	Jul
Pilot	Leading Through Learning											
Digital Curriculum		Content Rich Learning, Teaching, Assessment Experiences										
Prof. Development		Highly Functional Professional Learning Communities \ Shift in Culture										
Personal Learning Devices				K-2 \ 6-8			K-5 \ 6-9			K-12		
Leadership		Entire Community Shares Digital Learning Vision										
Assessment / Evaluation							Goal Alignment with Learning Objectives					
Community				Support and Engagement from all Community Stakeholders								
Service and Support				Empowered Individuals and World-Class Support								
Infrastructure	Delivery of Learning Systems in Support of the Educational Mission											
Investment				Phase I			Phase I \ II			Phase I \ II \ III		



Wayzata MyWay - Operational Excellence

Service, Support, Infrastructure and Execution

How will we evaluate this system change over time?

Artifacts of Student Learning

Action Research Projects

Qualitative Information from Key Stakeholders

Assessments and Educational Outcomes

Wayzata Public Schools

Wayzata MyWay

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Wayzata MyWay - Investment iPad 3 Year Lease

Strategic Alignment of Human and Fiscal Resources

What are the implementation phases and budget plan?

	Phase I January 2013	Phase II September 2013	Phase III September 2014
K-5*	\$100,000	\$350,000	\$350,000
6-8	\$350,000	\$350,000	\$350,000
9-12	0	\$125,000	\$450,000
Total/Yr.	\$450,000	\$825,000	\$1,150,000

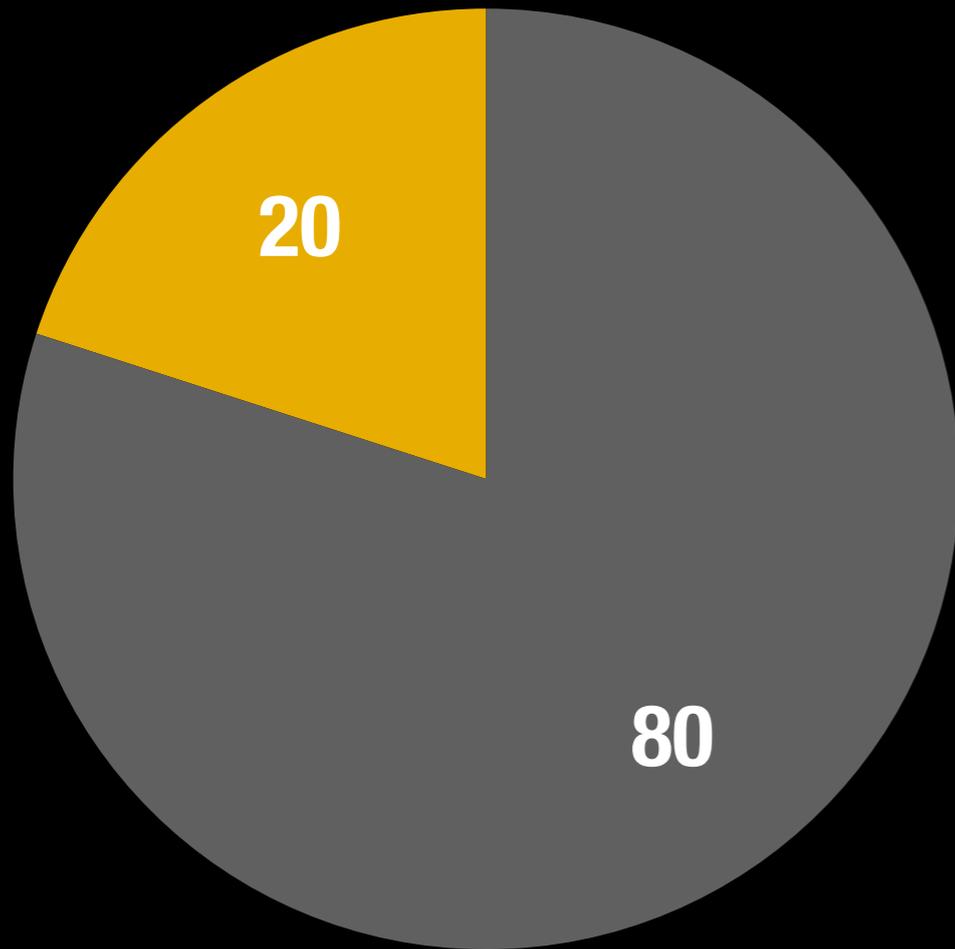


Wayzata MyWay - Investment iPad 3 Year Lease

Strategic Alignment of Human and Fiscal Resources

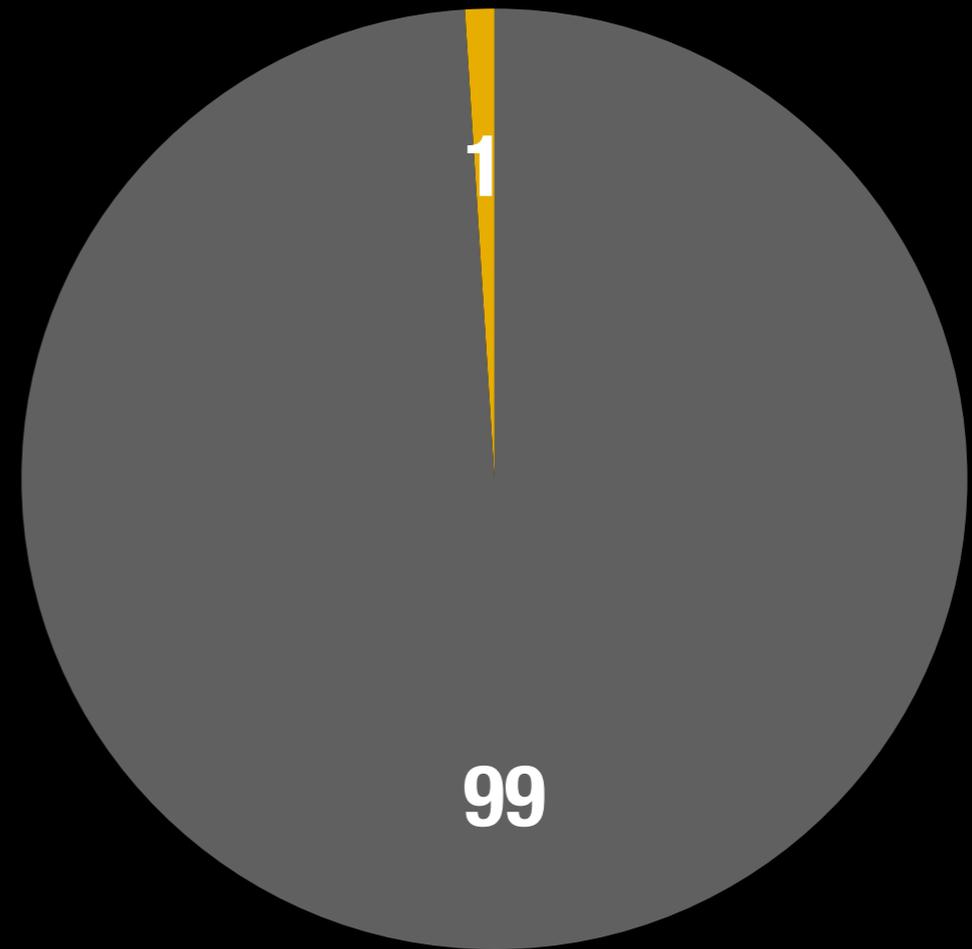
How does this impact the current budget?

Total Technology Budget % \ Yr.



- Technology Budget - \$5.7m\yr
- My Way - \$1.2m\yr

Total District Budget % \ Yr.



- WPS Budget - \$137m\yr
- My Way - \$1.2m\yr



Wayzata MyWay - Additional Resources

Strategic Alignment of Human and Fiscal Resources

Where can I go to find more information about personalized learning and iPads in education?

We Create



Kindergartners Learning By
Doing

Passion to Learn



Will Richardson

Bring on the Learning Revolution



Sir Ken Robinson

What Adults Can Learn from Kids



Adora Svitak

A Next-Generation Digital Book



Mike Matas

Changing Education Paradigms



Sir Ken Robinson

Education Learning Examples with iPads



Example of Technology
Transforming Teaching and
Learning

Tools for Special Needs



iPads for Special Needs -
Apple

Wayzata MyWay - Additional Resources

Strategic Alignment of Human and Fiscal Resources

Where can I go to find more information about personalized learning and iPads in education?

Personalized Learning



What Does this Shift Look Like?

Learning in the Digital Age



John Seely

The 21st Century Learner



MacArthur Foundation

Why I Flipped My Classroom



The View from a Teacher
fi.ncsu.edu/fizz

iPads in Literacy



Richard Colosi

Education Nation 2.0



Redefining K-12 Education in America - Stanford University

Education Everywhere

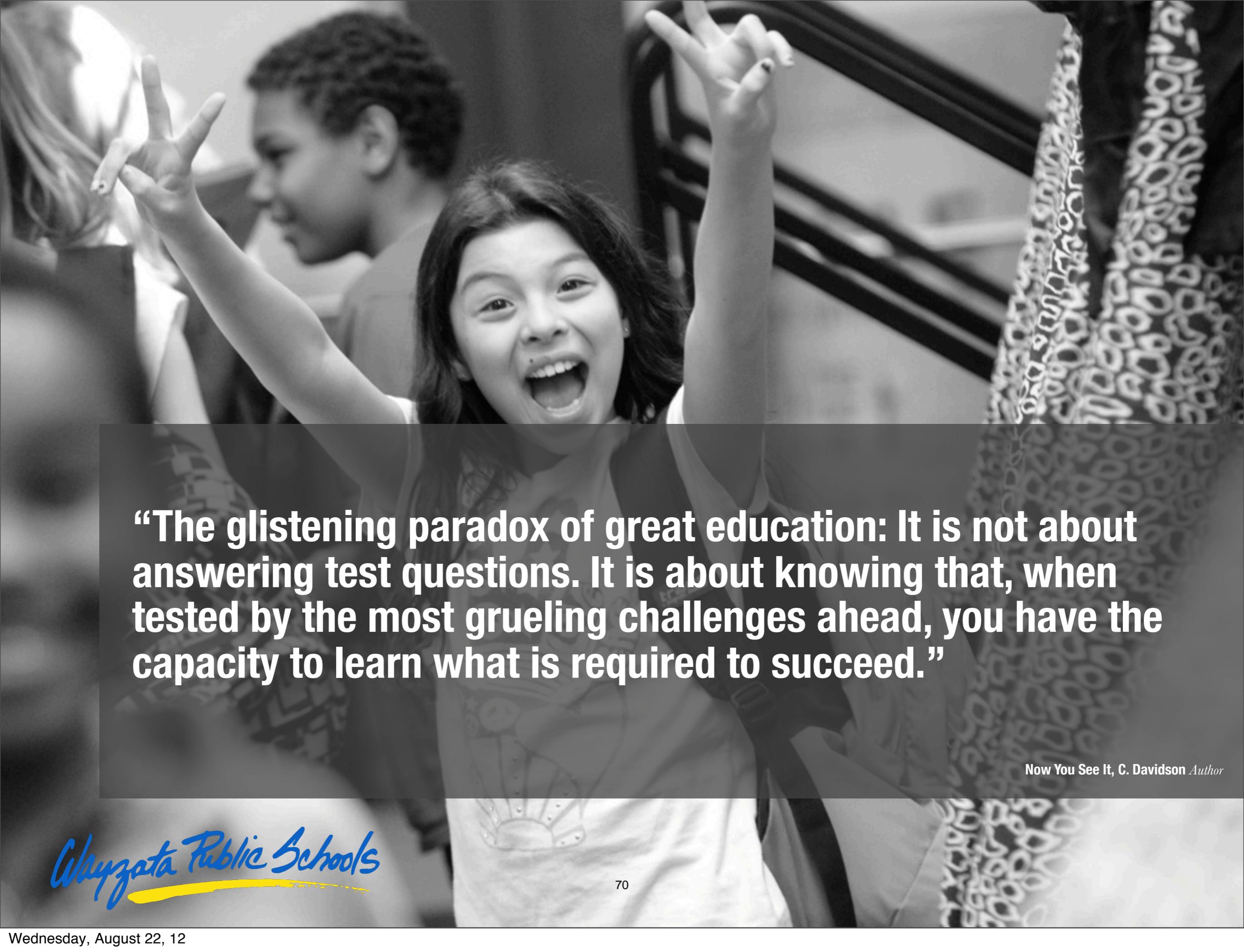


Singapore's 21st Century Teaching Strategies

Skills and Self Esteem



iPads for Special Needs



“The glistening paradox of great education: It is not about answering test questions. It is about knowing that, when tested by the most grueling challenges ahead, you have the capacity to learn what is required to succeed.”

Now You See It, C. Davidson Author



Phase II: Elementary School Additions

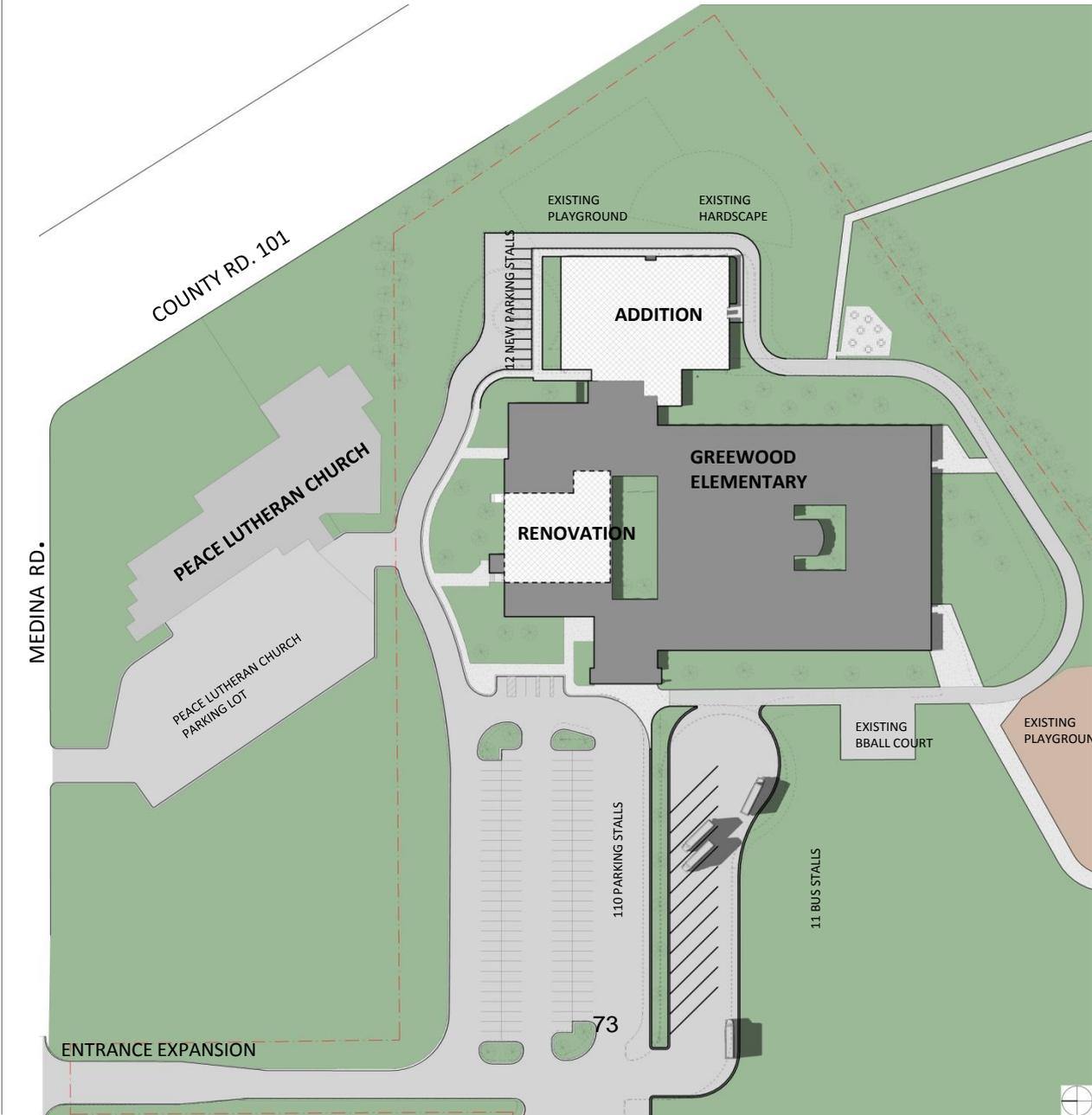
*Greenwood Elementary, Sunset Hill Elementary,
Oakwood Elementary*

ISD #284 GREENWOOD ELEMENTARY BUILDING ADDITION AND RENOVATION





SITE PLAN

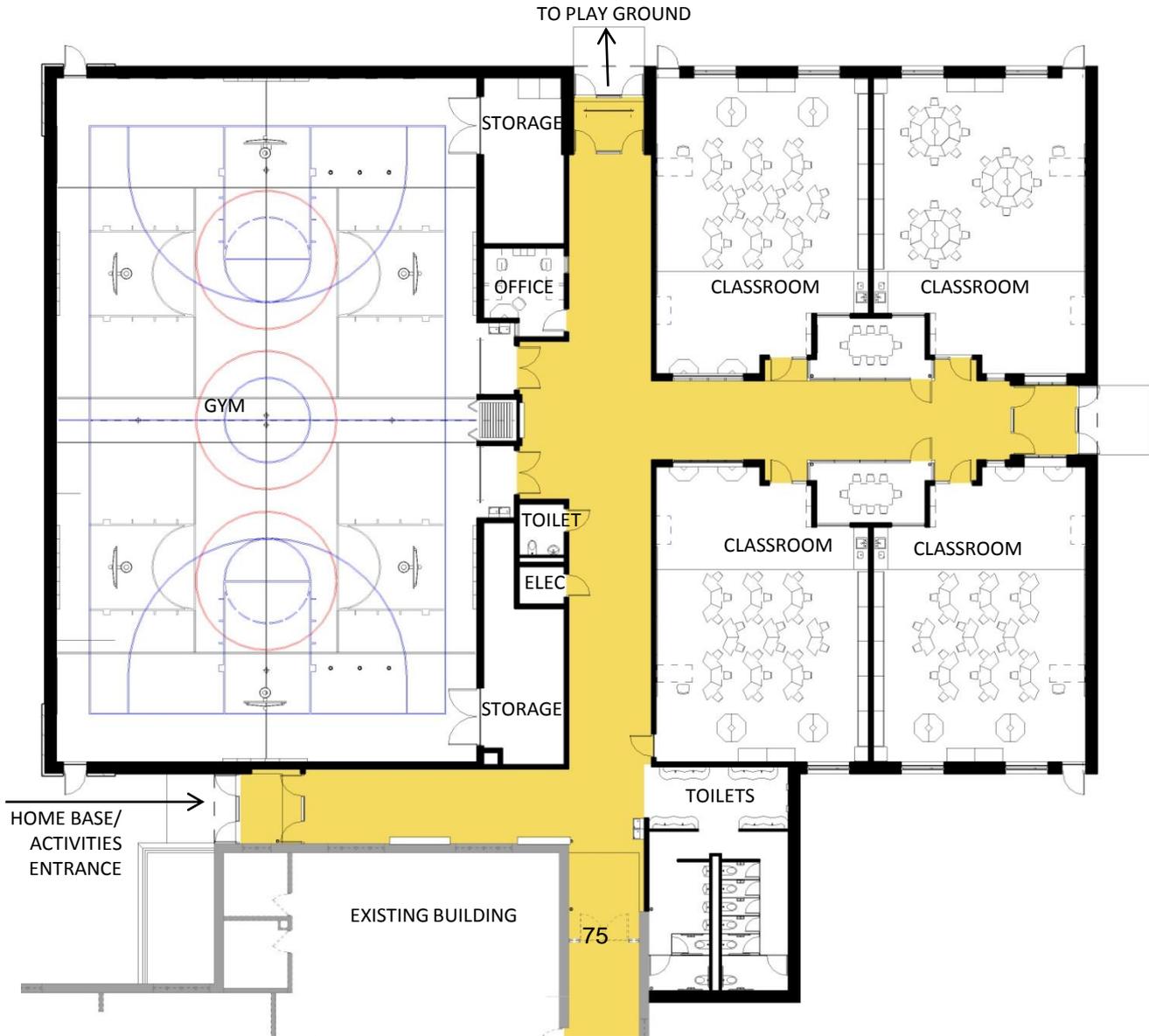




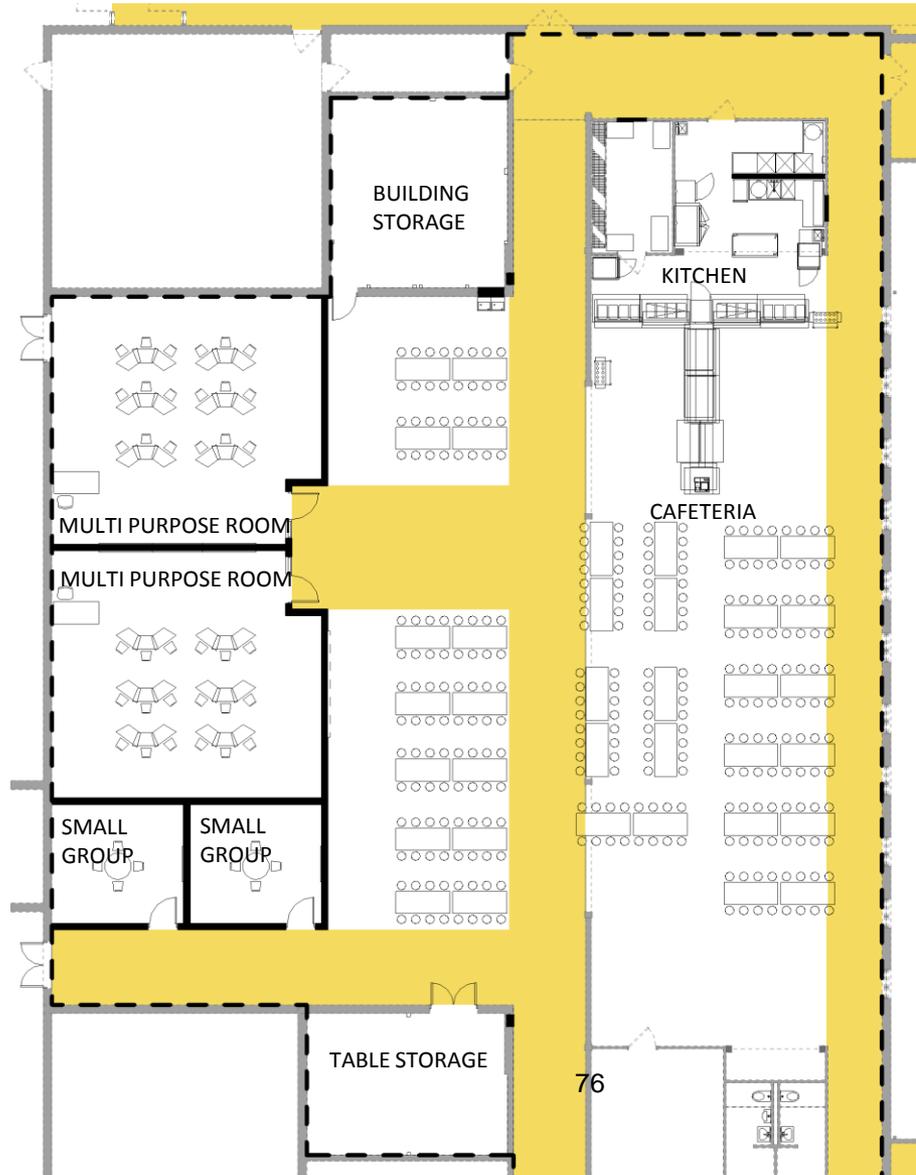
FLOOR PLAN



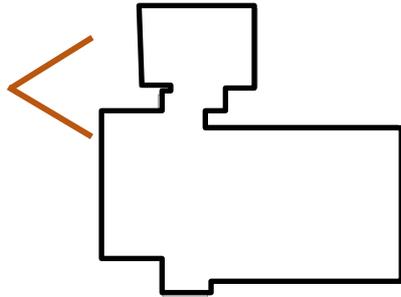
AREA A FLOOR PLAN GYM/CLASSROOMN ADDITION



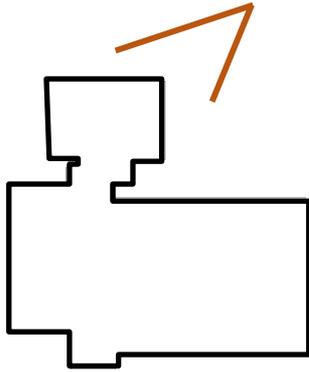
AREA B FLOOR PLAN CAFETERIA EXPANSION



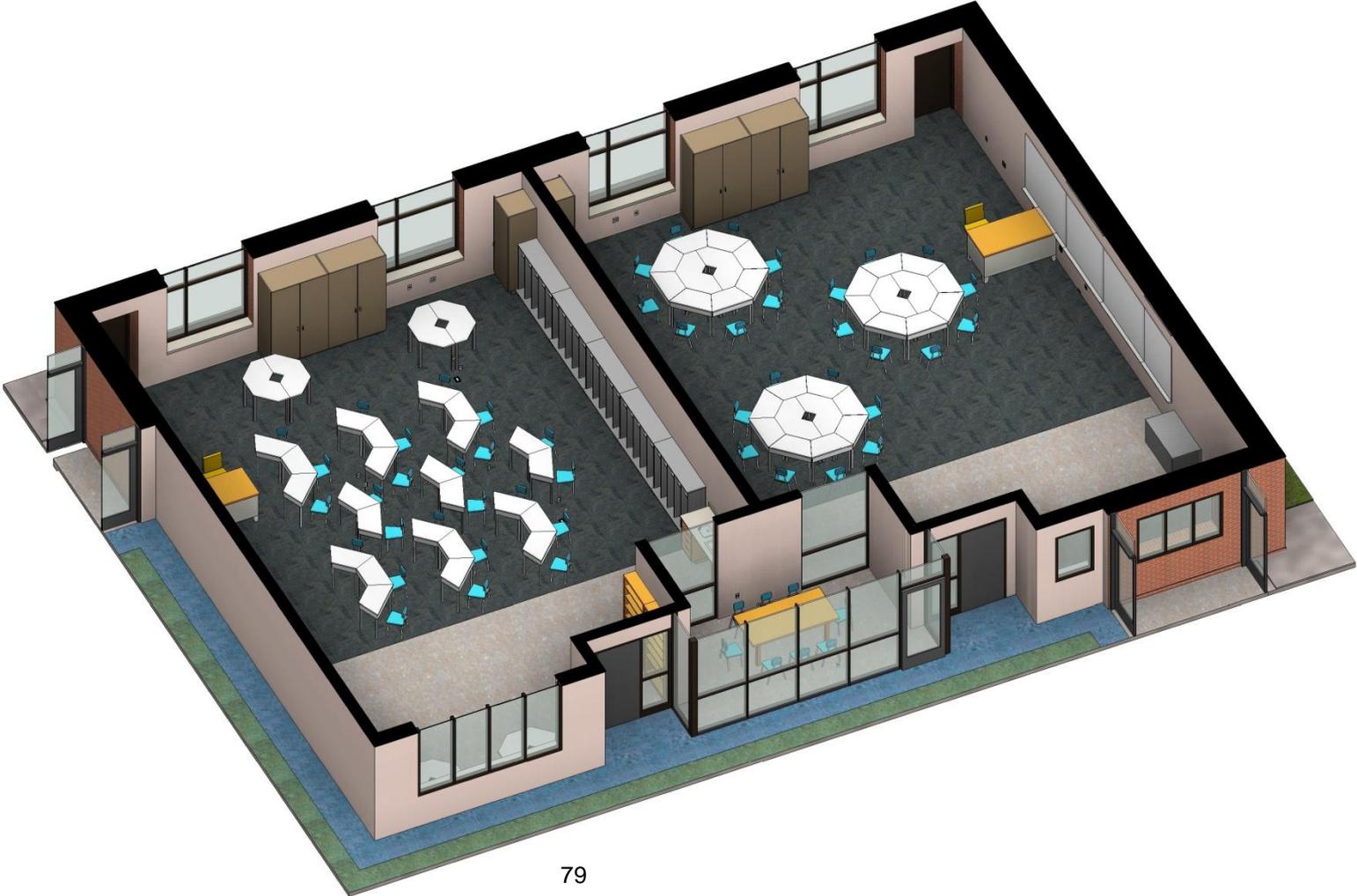
VIEW AT HOME BASE/GYM ENTRANCE



VIEW AT CLASSROOM ADDITION

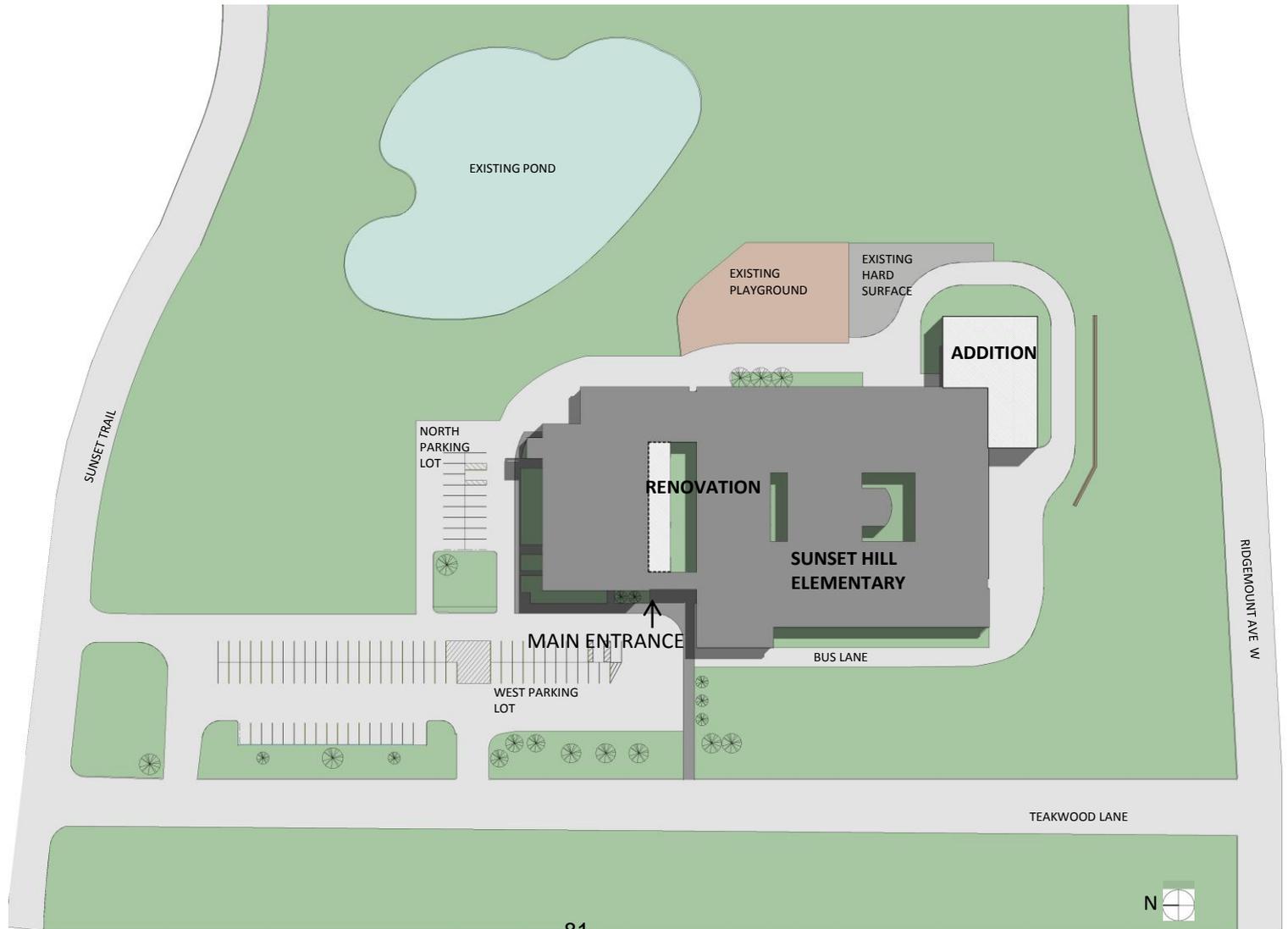


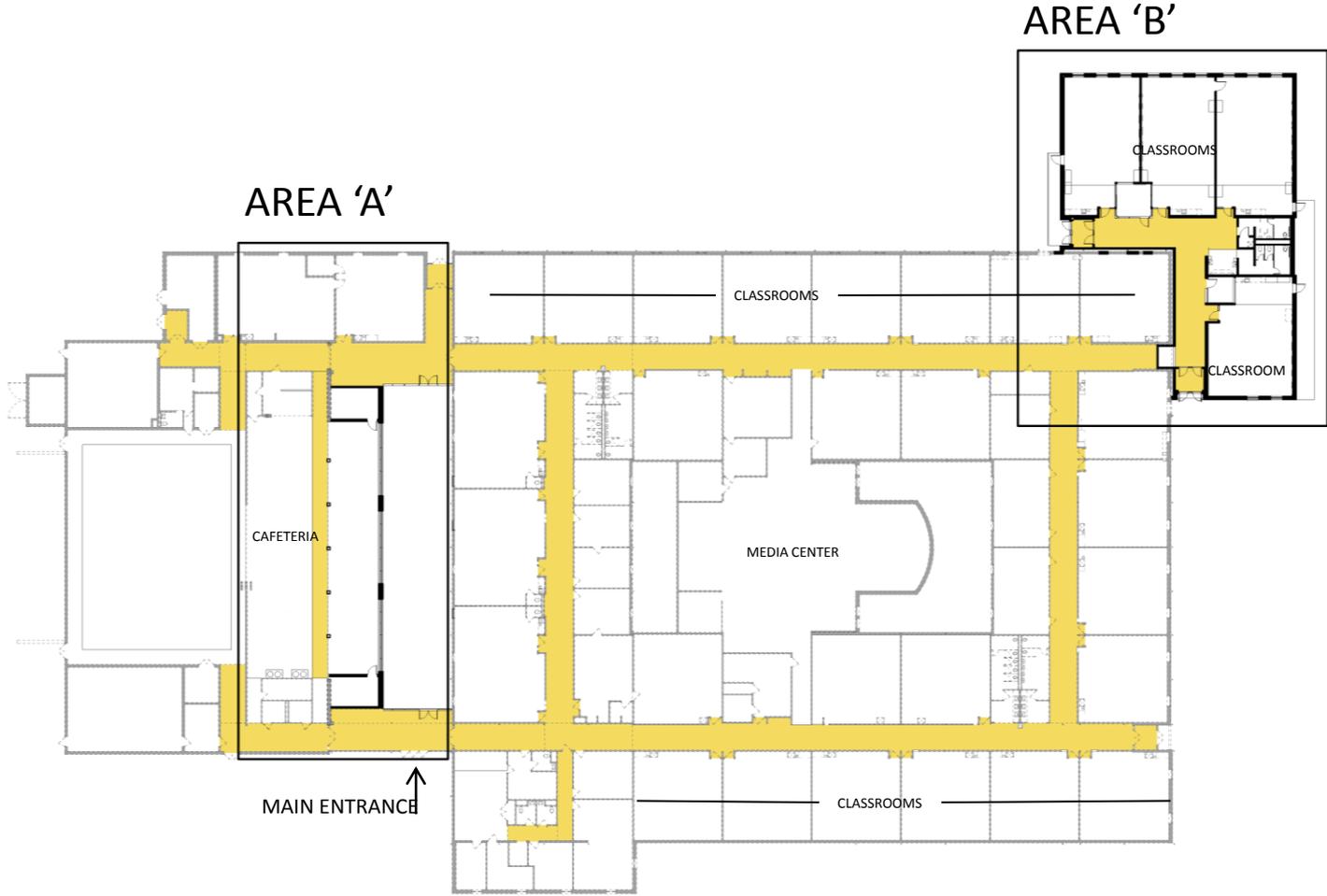
CLASSROOMS



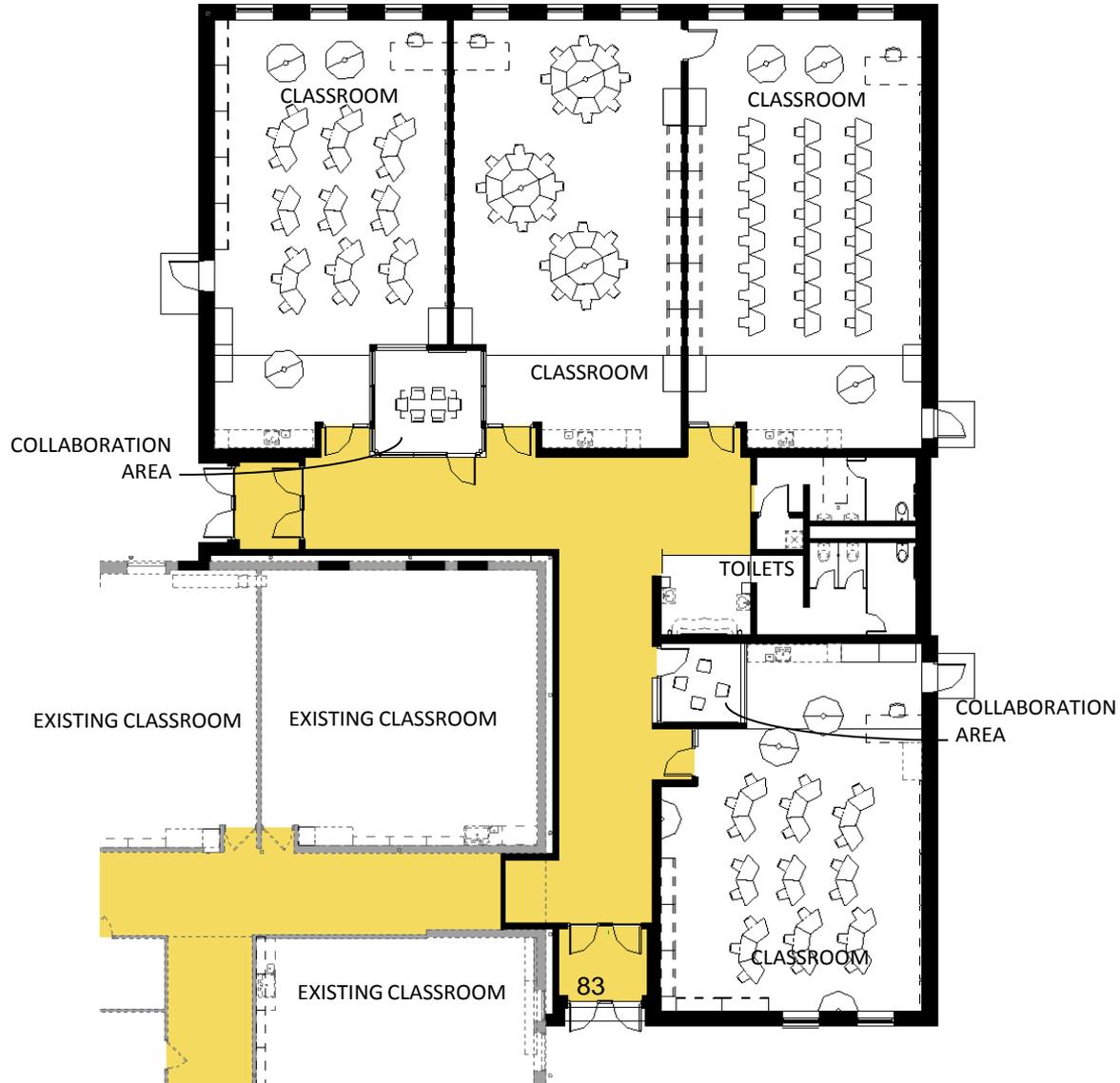
ISD # 284 SUNSET HILL ELEMENTARY BUILDING ADDITION AND RENOVATION





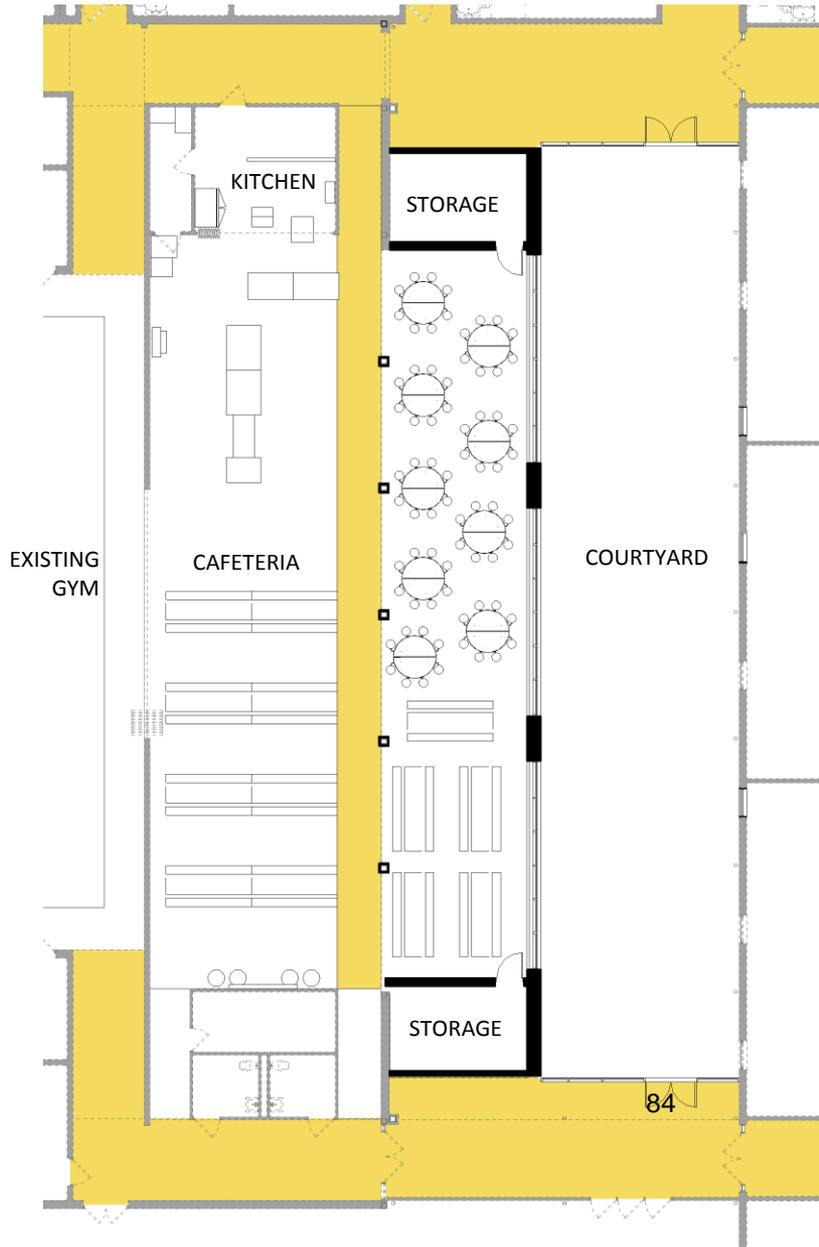


AREA 'A' FLOOR PLAN CLASSROOM ADDITION

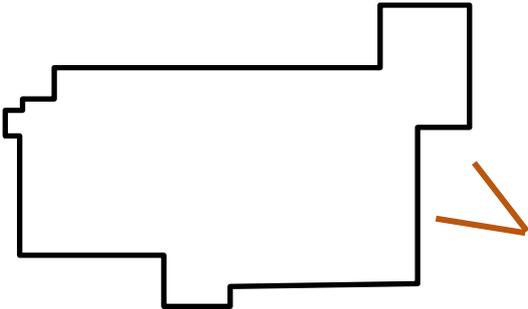




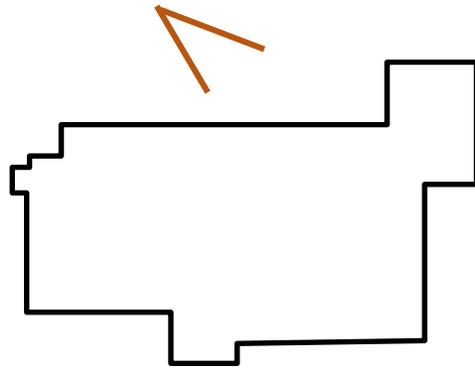
AREA 'B' FLOOR PLAN CAFETERIA EXPANSION

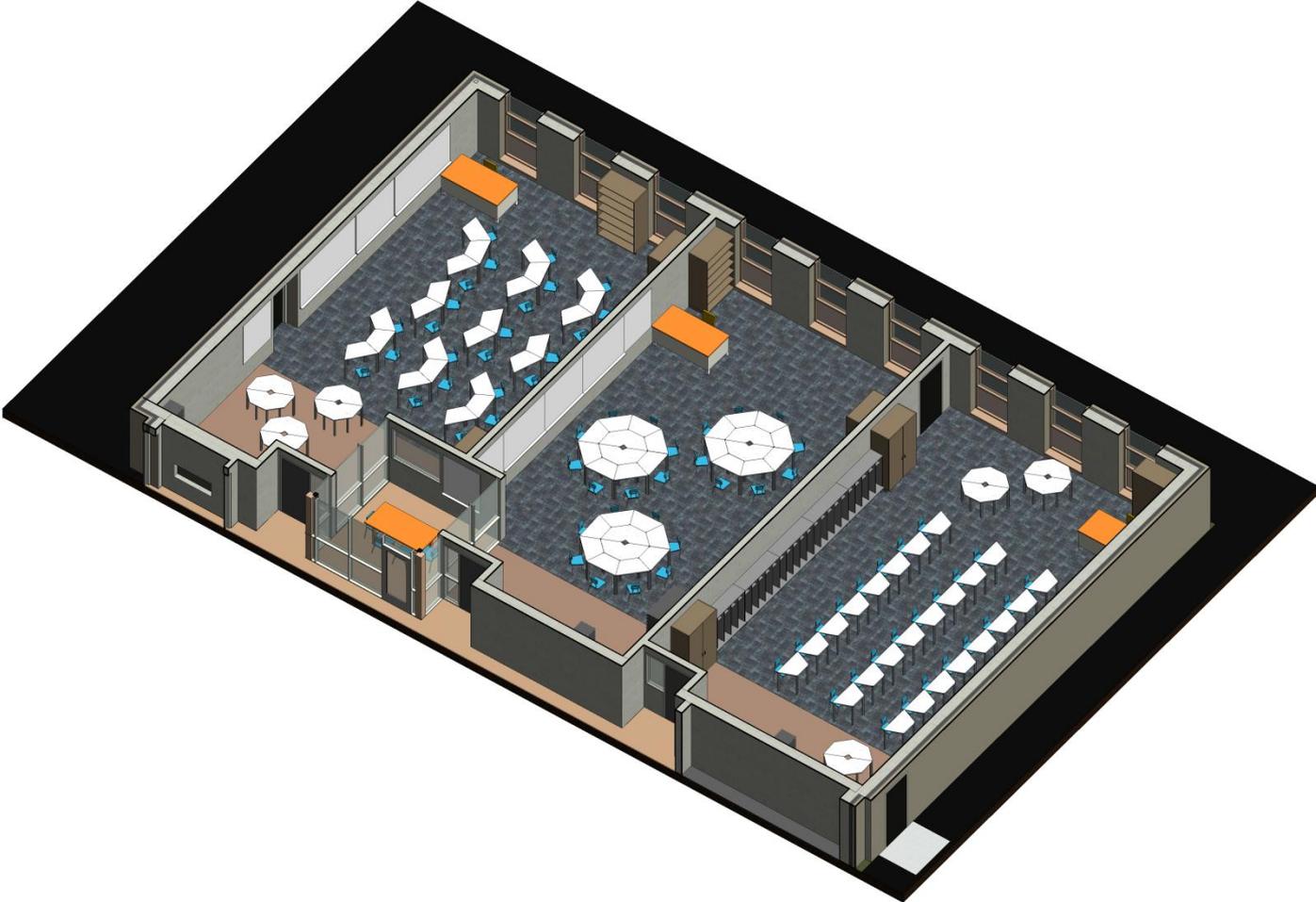


VIEW FROM SOUTH SIDE OF BUILDING



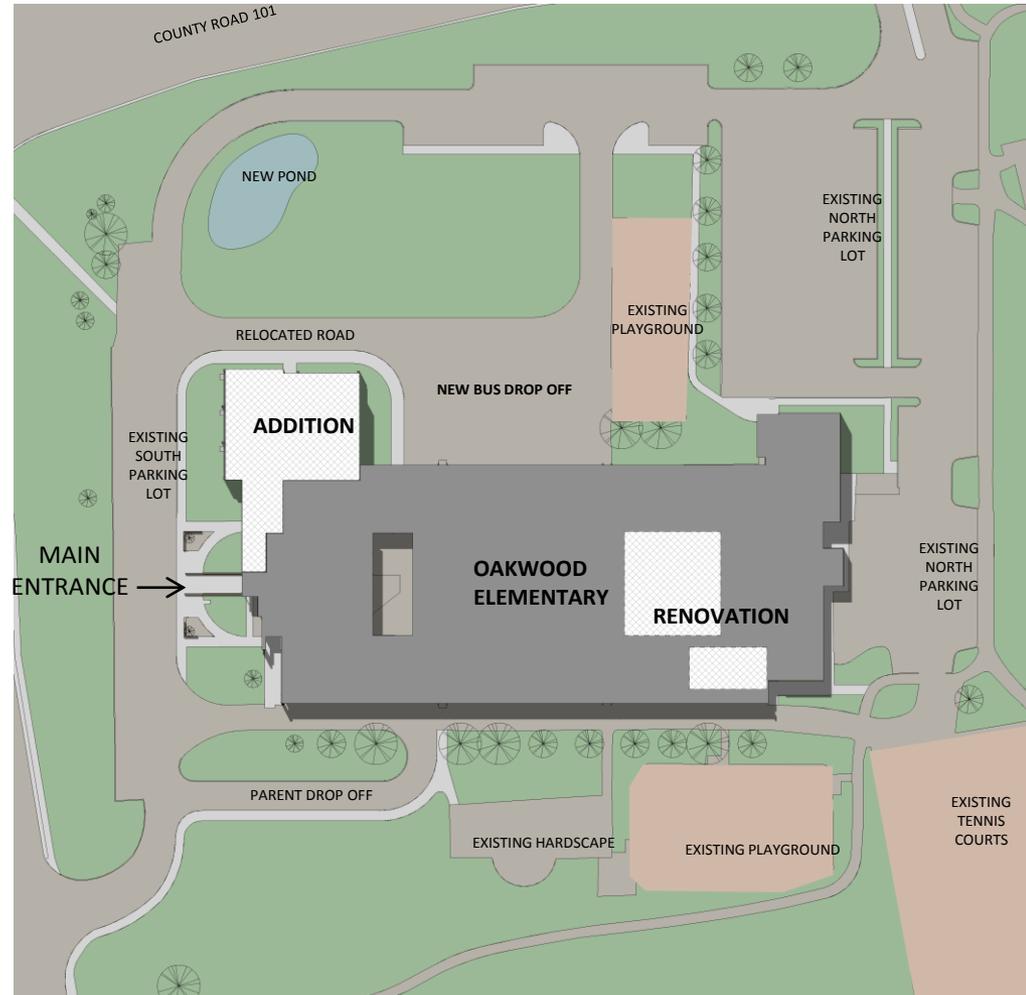
VIEW FROM EAST SIDE OF BUILDING



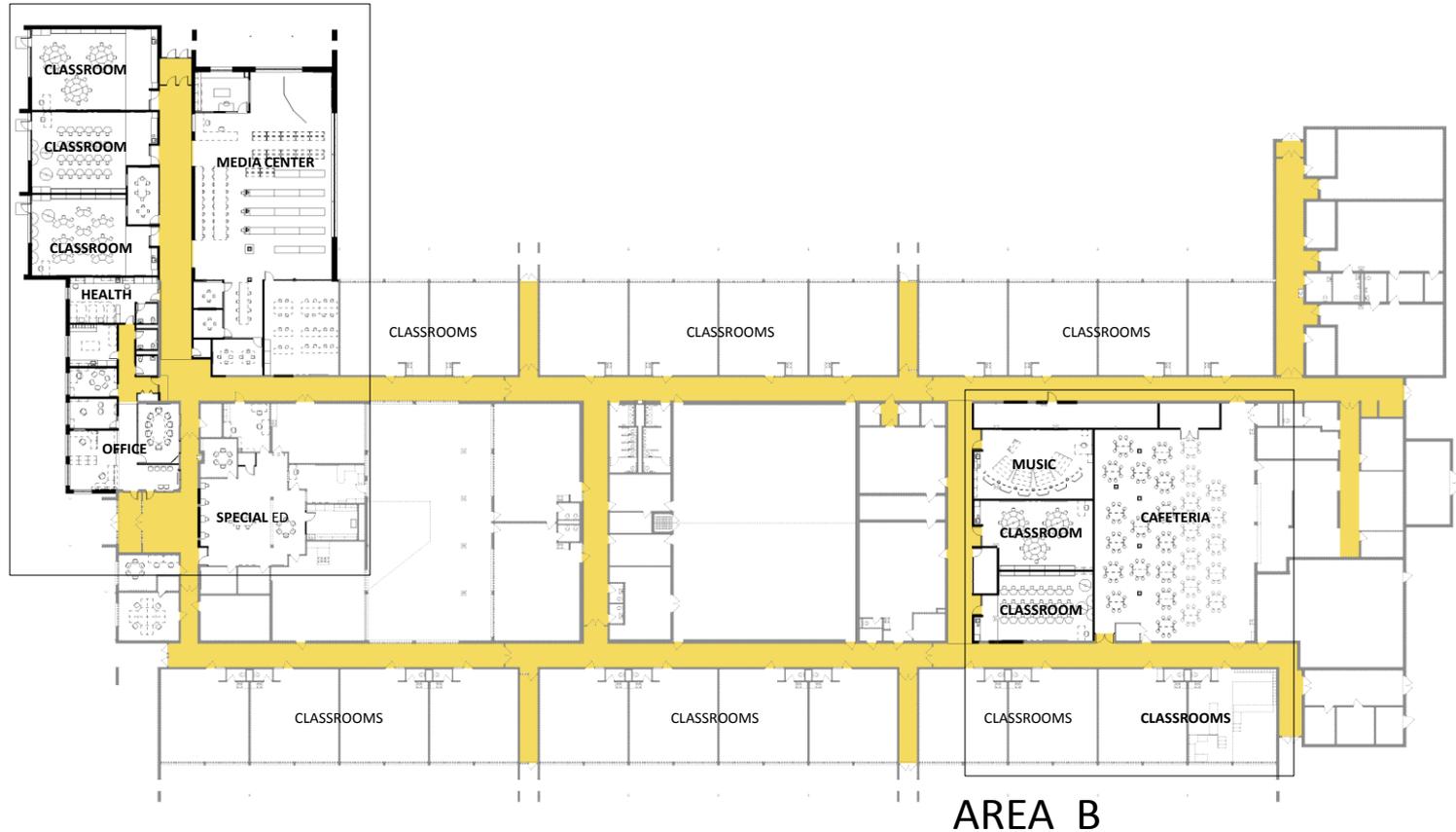


ISD#284 OAKWOOD ELEMENTARY BUILDING ADDITION AND RENOVATION

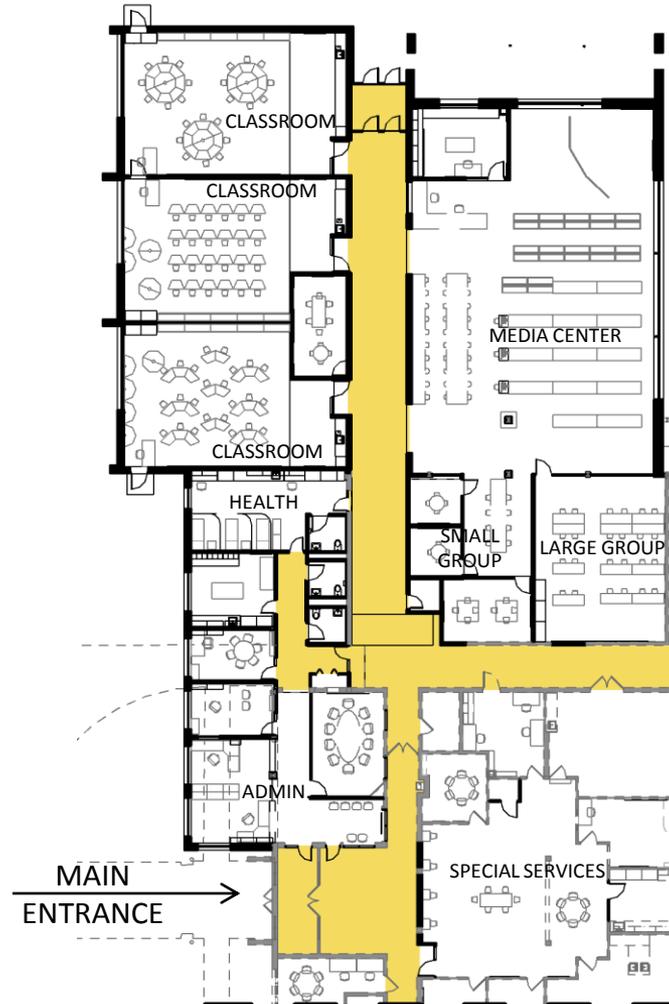




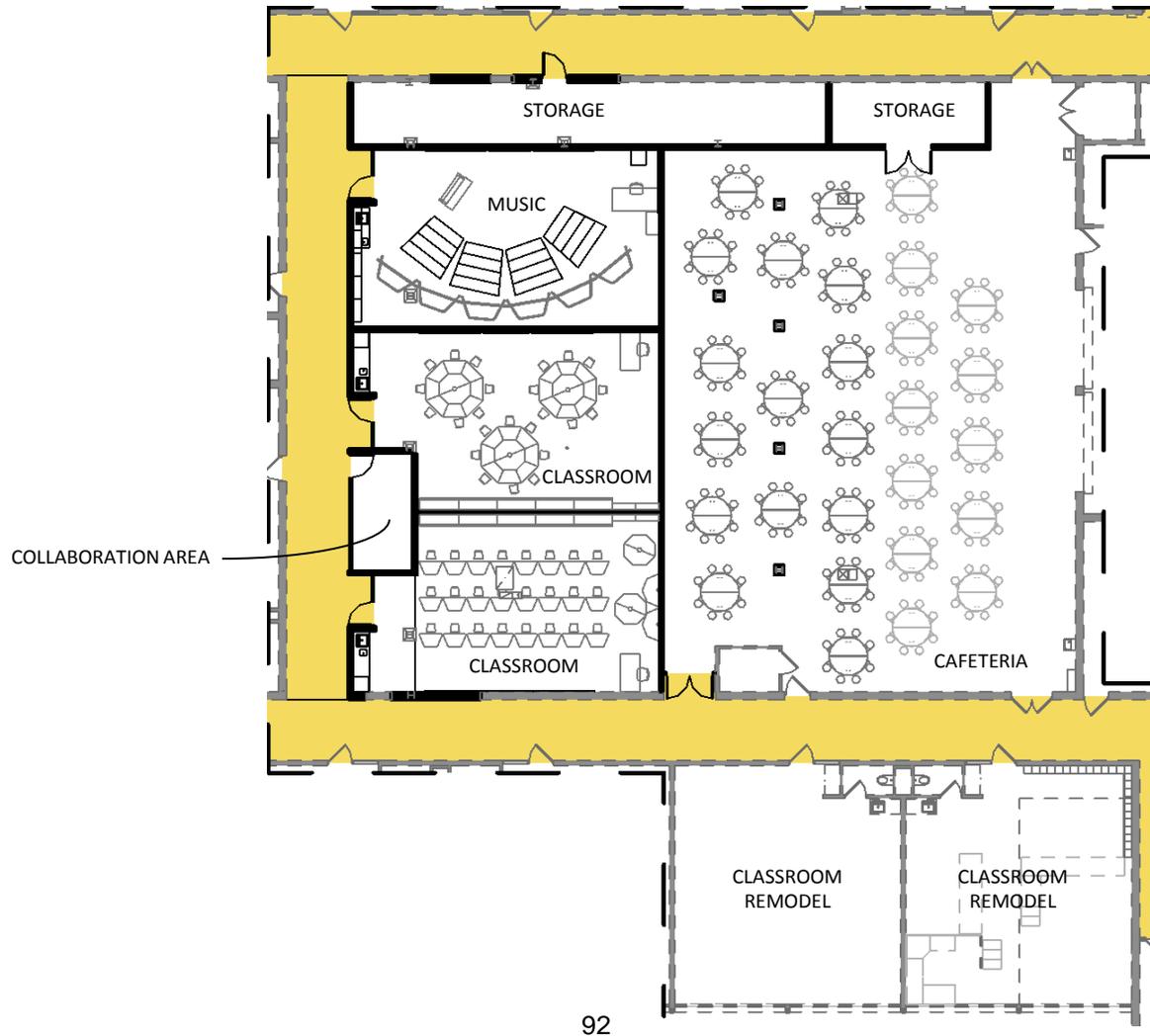
AREA A



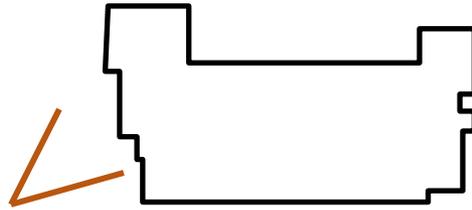
AREA A FLOOR PLAN CLASSROOM, MEDIA CENTER, ADMINISTRATION ADDITION



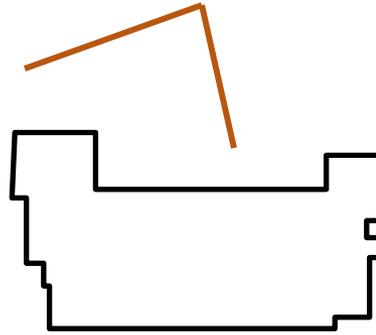
AREA B FLOOR PLAN CAFETERIA EXPANSION



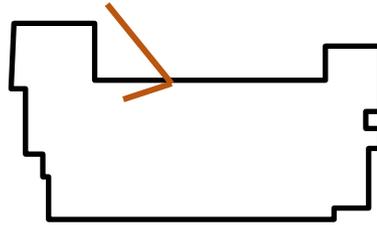
VIEW OF FRONT ENTRANCE AND SOUTH FACADE

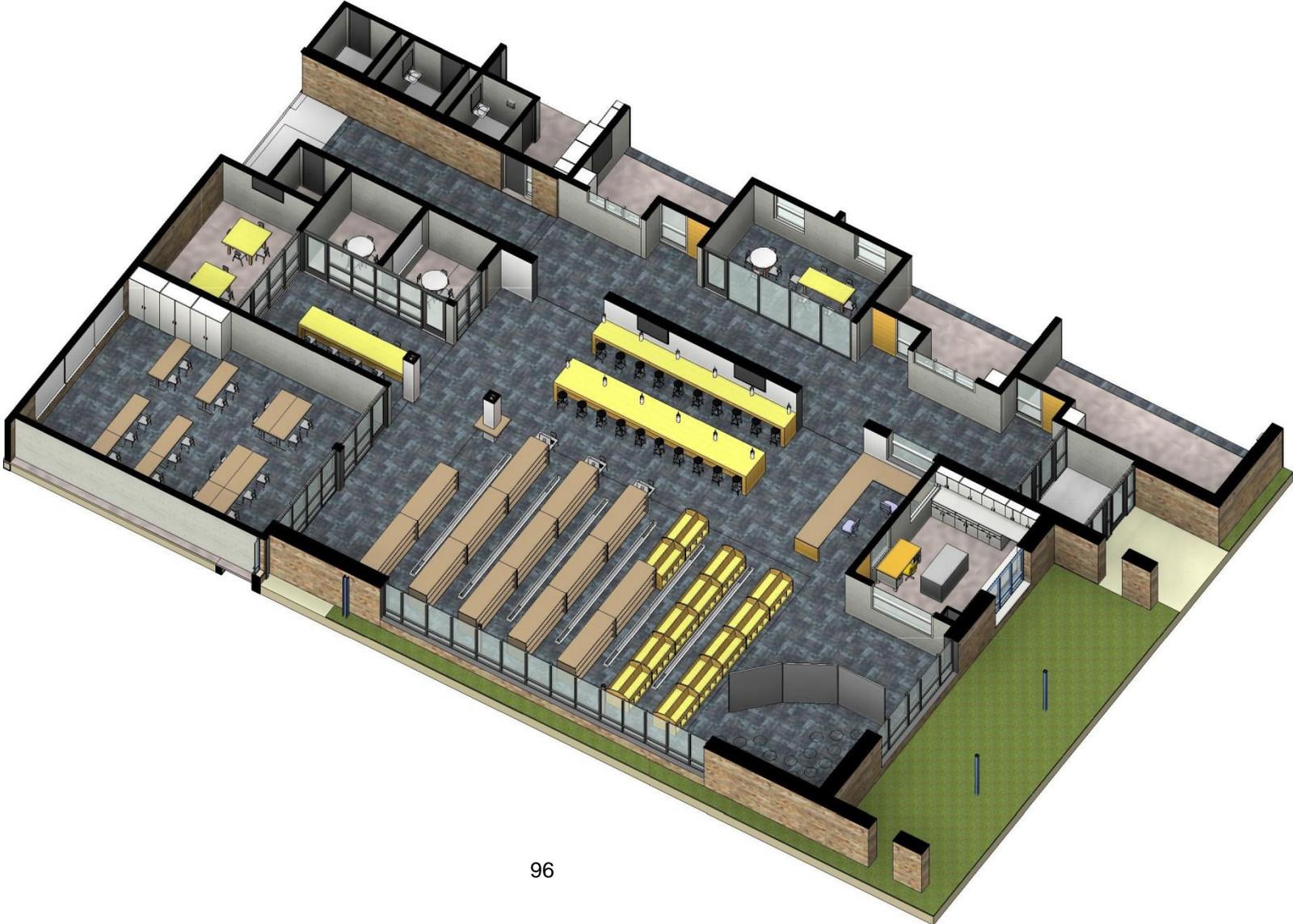


VIEW OF WEST FACADE

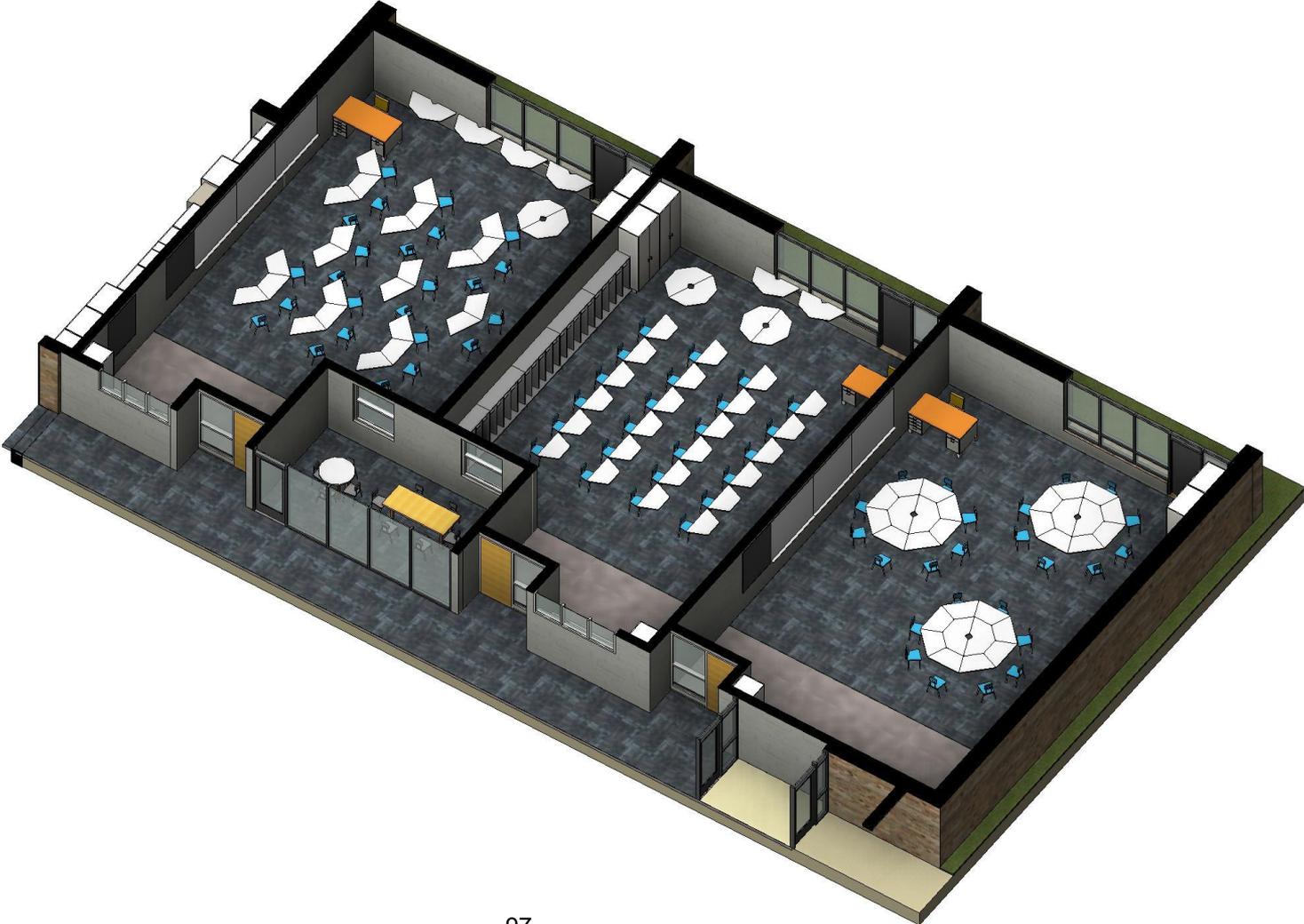


NORTH WALL OF MEDIA CENTER FROM WEST ARCADE





CLASSROOMS





Employee Engagement - Board Work Session

August 27, 2012

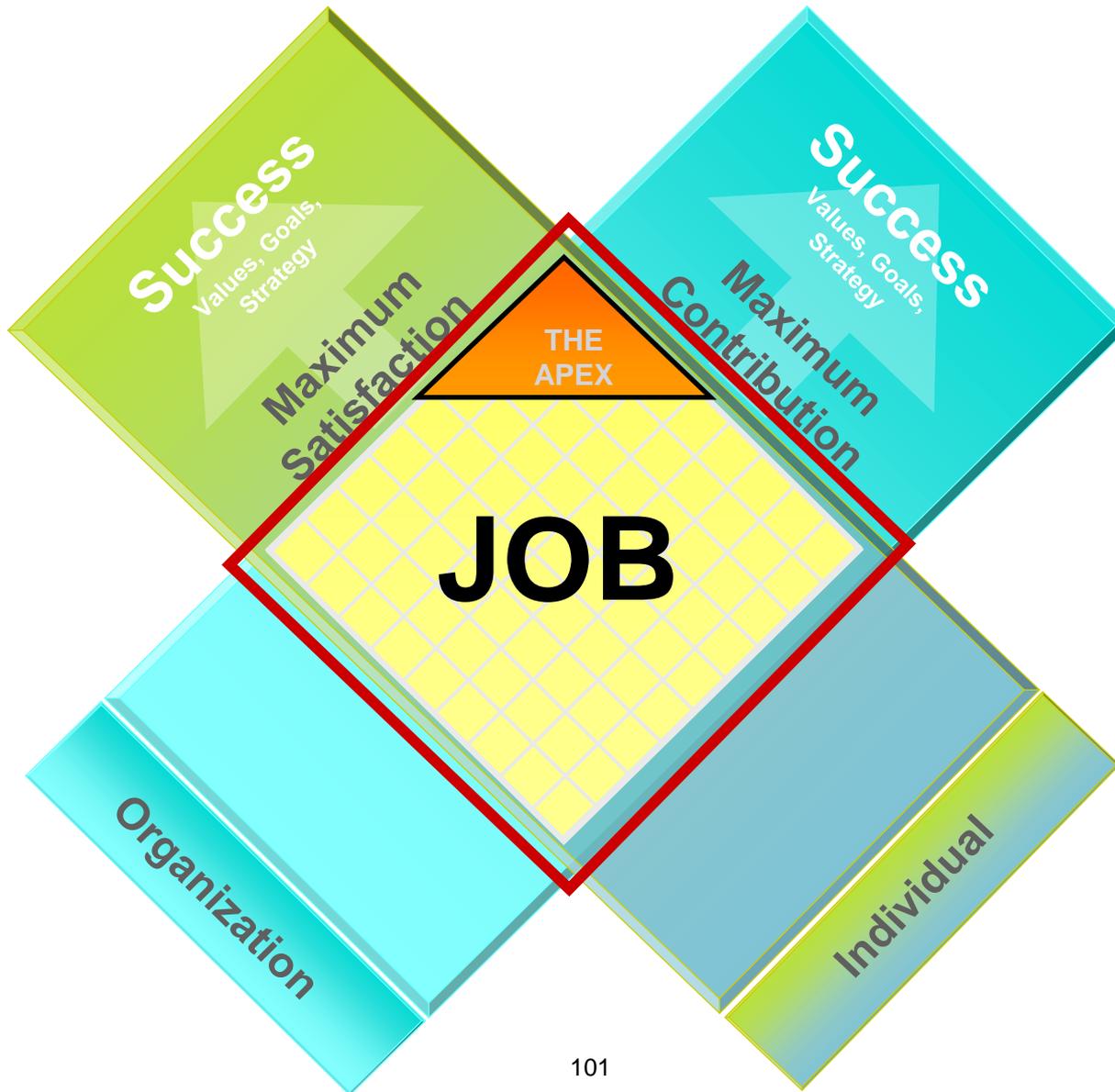
Employee Engagement Research

One Organization (**Gallup**) has:

1. Accumulated **199 research studies** across 152 organizations in 44 industries & 26 countries.
2. They studied 32,394 business/work units including **955,905 employees**.
3. Within each study, they statistically calculated the **relationship between employee engagement and the organizations' performance outcomes.**



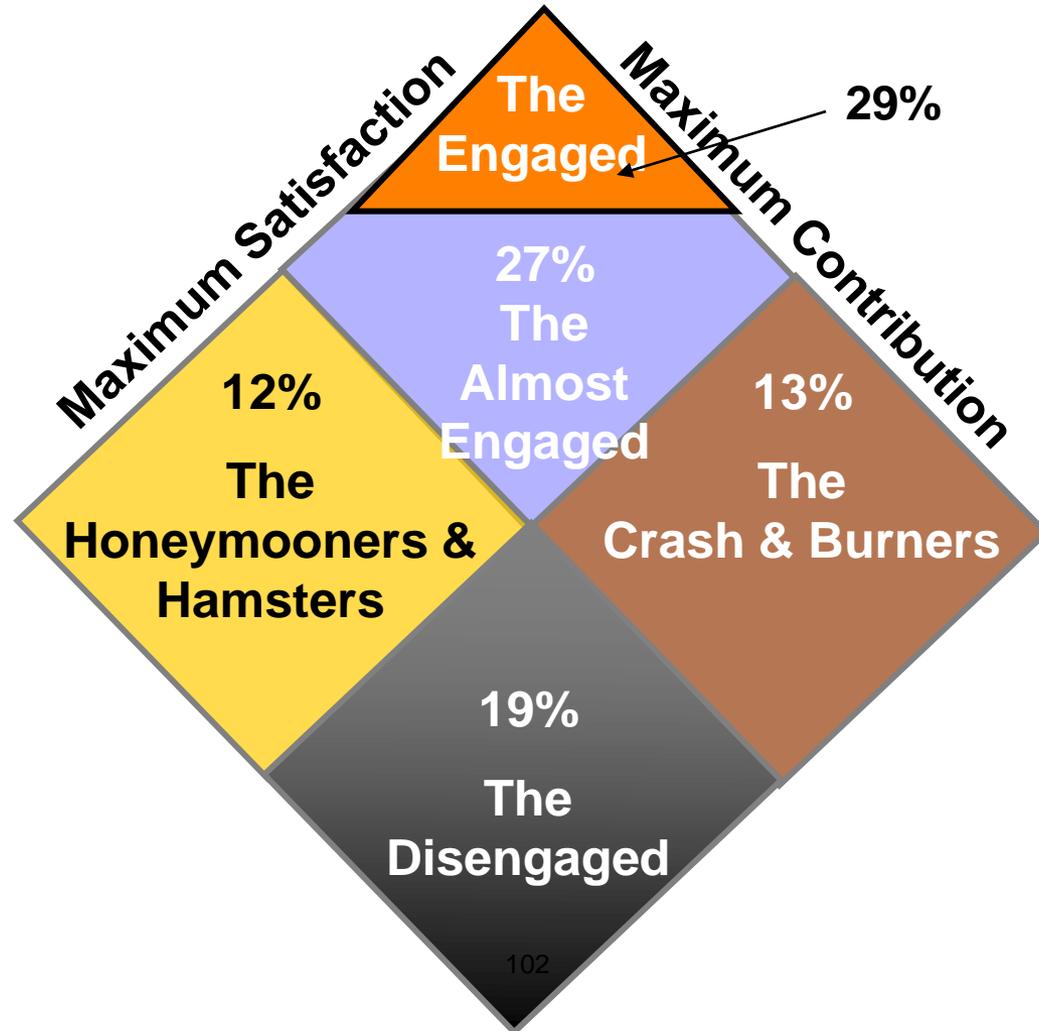
So, What Do We Mean By ... Employee Engagement?



Full Engagement occurs at the alignment of maximum job **satisfaction** and maximum job **contribution**.

5 Levels of Employee Engagement*

* Based on the Work of BlessingWhite



Our Working Definition of *Employee Engagement*



An individual's sense of purpose and focused energy, evident to others in their **willingness to actively invest their time, talent and best efforts** to accomplish Building/District goals.

Why is Employee Engagement Important for Wayzata Public Schools?



Research Indicates:

Teacher engagement affects student engagement which directly affects student achievement.¹⁰⁴

And, it is Tied to Our Strategic Roadmap

Vision

Operational Excellence:

Attraction, development and retention of exemplary, creative and valued employees

Strategic Direction

- C. Supporting all staff in the increasing accountability for our individual and collective performance.

12 Things Important to Employees

From Gallup's Q12:

1. Knowing what is expected
2. Having the right materials & equipment
3. Opportunity to do what I do best
4. Recognition and praise
5. Caring for me as a person
6. Encourages development
7. My opinion counts
8. Connect with mission of organization
9. Co-workers committed to quality work
10. I have a best friend at work
11. Someone has talked to me about my progress
12. Opportunities to learn and grow



Gallup's Findings:

- **28% Highly Engaged** – Employees **work with passion**. They feel a strong connection to the organization, they work hard to innovate and improve.
- **54% Engaged** - Employees **do the work expected** of them, but do not put in extra effort.
- **18% Disengaged** - Employees are not just unhappy, but are **spreading their unhappiness** to other staff.

Leaders' Engagement Drives Employee Engagement

- Employees with Highly Engaged Leaders:
 - **37% more engaged**
 - **45% more likely to stay**



And

- No one impacts the state of engagement more than an employee's immediate leader.
- Engagement is not a short-term initiative and surveys without visible follow-up actions may actually decrease engagement levels.

Our Survey – 3 Goals



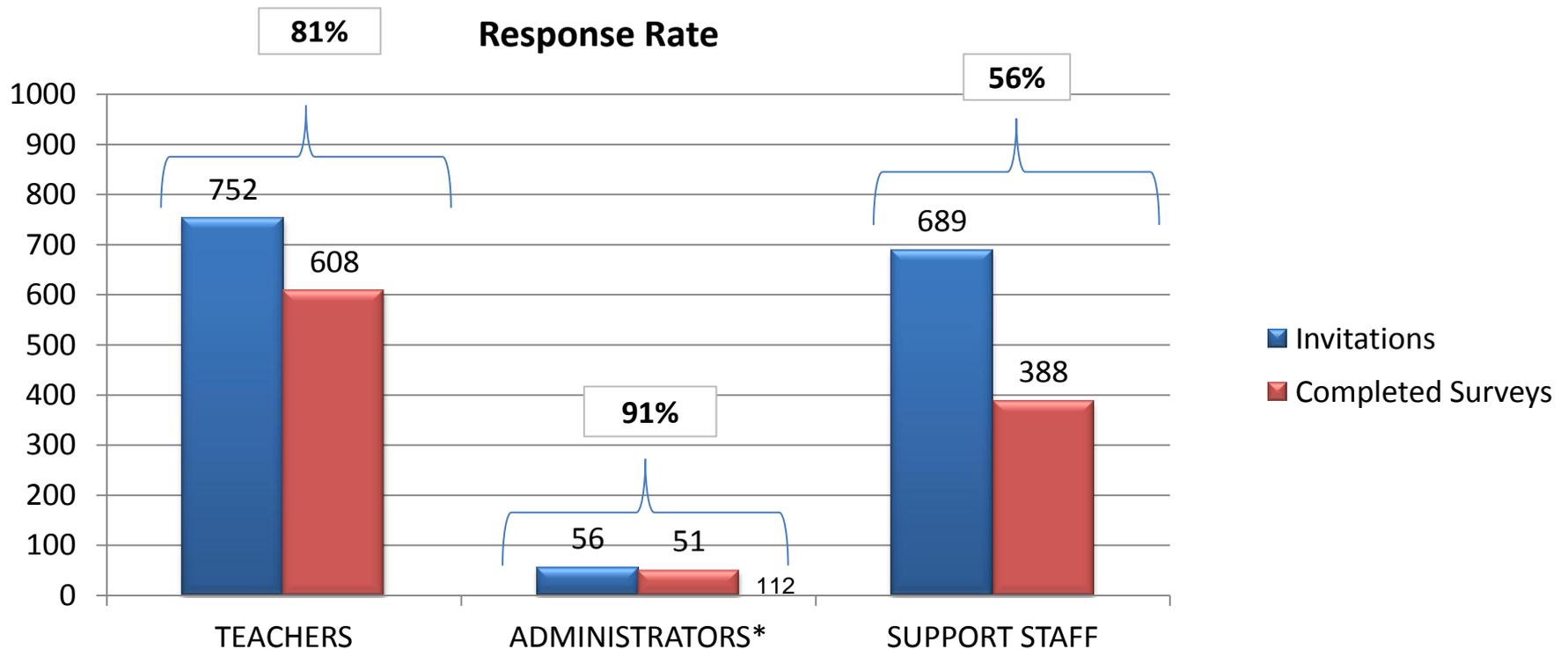
1. Measure the level of engagement among school staff.
2. Identify which groups of staff are less engaged.
3. Identify areas to help improve engagement.

A Few Reminders About the Survey

- ❖ Facilitated by an **outside source** – K12 Insight
- ❖ This was a **Census Survey**
- ❖ This is **Baseline Data**

Who Responded to the Survey?

Overall response rate of 72.7%



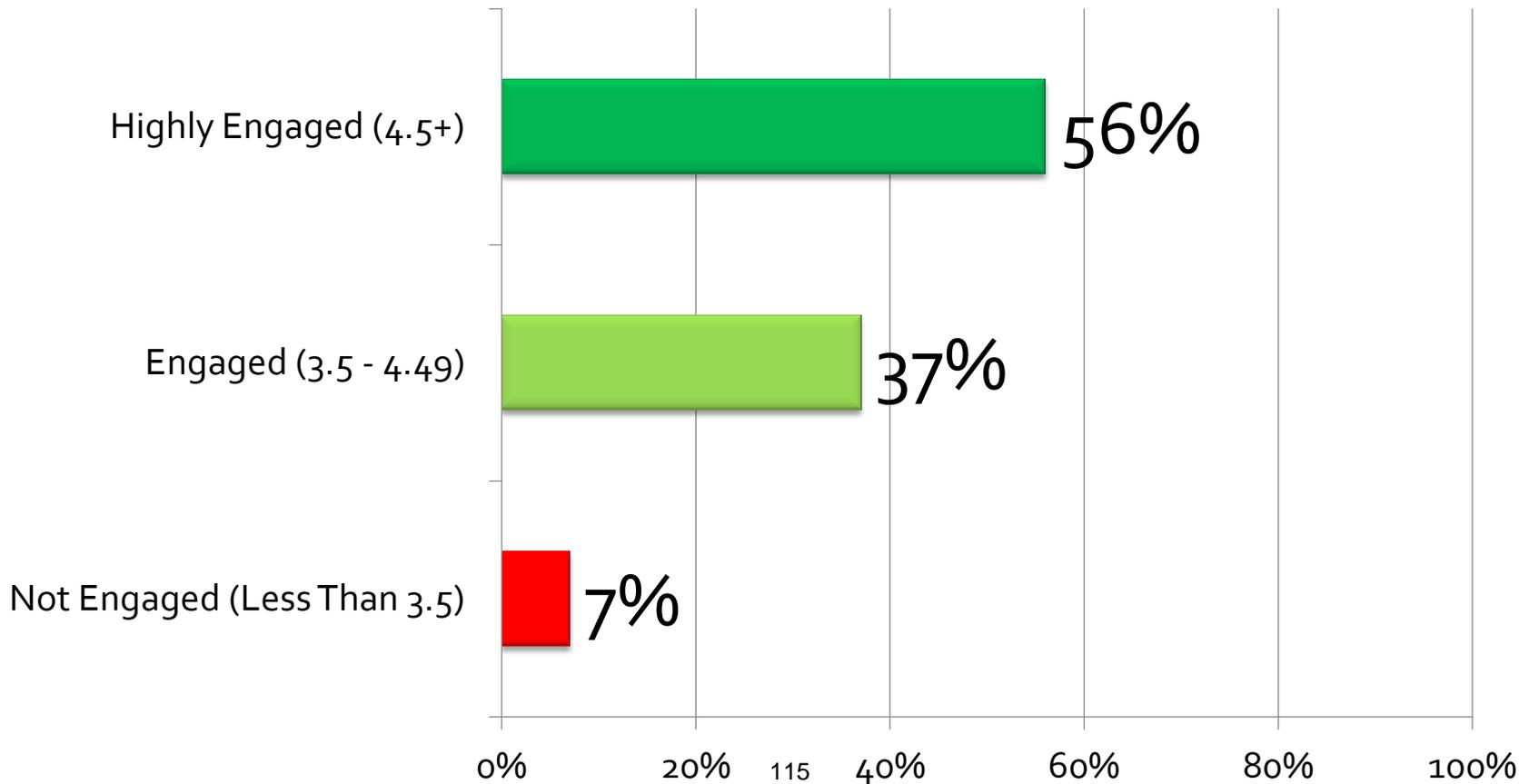


Study Design – Part 1

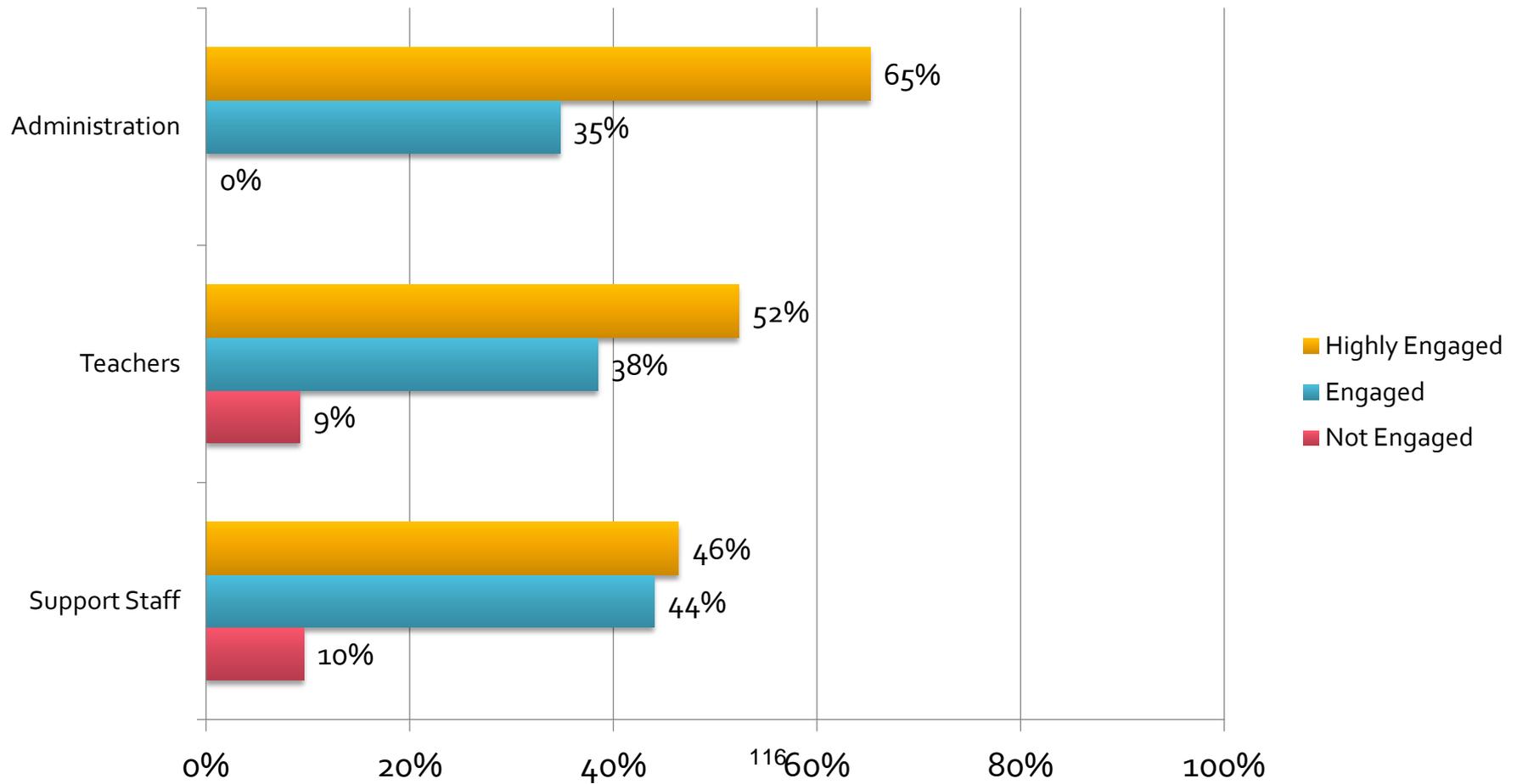
Individual Engagement Scale Items

	Teachers	Administrators	Support Staff
I am proud to work at my school/department.	4.61	4.82	4.55
Working for the schools gives me a sense of accomplishment.	4.54	4.82	4.51
Overall, I am satisfied with my work.	4.38	4.65	4.40
My current duties are interesting.	4.45	4.69	4.28
I am motivated to contribute more than what is expected of me at work.	4.38	4.73	4.37
I am not planning on leaving this school.	4.36	4.49	4.26
I would feel comfortable referring a good friend to work at the District.	4.53	4.76	4.40
114 Overall, I enjoy working for this school's principal/my supervisor.	4.02	4.61	4.19

Overall Level of Engagement – All Staff



Level of Engagement by Group





Study Design – Part 2

What are the Influencing Factors for Employee Engagement

Influencing Factors – 18 Items

Overall, I know what is expected of me in my job.

I have authority to execute my job effectively.

I have the materials and supplies to do my job.

I am a positive influence on my students and my co-workers.

I am encouraged to pursue professional development opportunities.

I feel competent and fully able to handle my jobs.

I enjoy spending time with my co-workers.

I am kept well informed about changes in the school/department that could affect my work.

I receive adequate learning opportunities (coaching, mentoring, on-to-job challenges).

If I received a job offer with the same pay and benefits, I would stay at this school/department.

Staff in other departments/schools cooperate with me so I can do my work effectively.

In my school/department when people say they will do something, they do it.

My principal/supervisor provides regular feedback on my performance.

My director supervisor takes the initiative to recognize me for work well done.

My principal/supervisor demonstrates a genuine concern for my welfare.

My suggestions and feedback are considered when my building/department makes decisions that affect me?

The administrators make good decisions for the school/department overall.

My principal/supervisor helps me understand how my job contributes to the success of the school/organization.

		Correlation to Engagement	
		High	Low
Rating	Low	PRIMARY FOCUS	
	High	SECONDARY FOCUS	

Median	
Engagement Rating	4.15
Correlation to Engagement	0.53

Teacher Responses' – District -Wide

	Rating	Correlation to Engagement
My principal/supervisor helps me understand how my job contributes to the success of the school/organization.	3.76	0.65
The administrators make good decisions for the school/department overall.	3.60	0.62
My principal/supervisor demonstrates a genuine concern for my welfare.	3.89	0.63
My suggestions and feedback are considered when my building/department makes decisions that affect me.	3.68	0.57
My direct supervisor takes the initiative to recognize me for work well done.	3.49	0.53
Overall, I know what is expected of me in my job.	4.34	0.58
If I received a job offer with the same pay and benefits, I would stay at this school/department.	4.26	0.72
I am a positive influence on students and my co-workers.	4.47	0.54
I have authority to execute my job effectively.	4.18	0.59
Staff in other departments/schools cooperate with me so I can do my work effectively.	4.12	0.41
My principal/supervisor provides regular feedback on my performance.	3.39	0.49
I am kept well informed about changes in the school/department that could affect my work.	3.62	0.50
In my school/department, when people say they will do something, they do it.	3.95	0.45
I have the materials and supplies to do my job.	4.21	0.37
I am encouraged to pursue professional development opportunities.	4.19	0.50
I feel competent and fully able to handle my job.	4.52	0.51
I enjoy spending time with my co-workers.	4.39	0.43
I receive adequate learning opportunities (coaching, mentoring, on-the-job challenges).	4.19	0.53

		Correlation to Engagement	
		High	Low
Rating	Low	PRIMARY FOCUS	
	High	SECONDARY FOCUS	

Median	
Engagement Rating	4.36
Correlation to Engagement	.41

Administrators' Responses

	Rating	Correlation to Engagement
My principal/supervisor helps me understand how my job contributes to the success of the school/organization.	4.35	0.45
My principal/supervisor provides regular feedback on my performance.	4.25	0.48
If I received a job offer with the same pay and benefits, I would stay at this school/department.	4.35	0.67
I receive adequate learning opportunities (coaching, mentoring, on-the-job challenges).	4.20	0.45
Overall, I know what is expected of me in my job.	4.44	0.52
I am encouraged to pursue professional development opportunities.	4.53	0.50
My principal/supervisor demonstrates a genuine concern for my welfare.	4.62	0.42
My direct supervisor takes the initiative to recognize me for work well done.	4.37	0.50
I have authority to execute my job effectively.	4.49	0.61
Staff in other departments/schools cooperate with me so I can do my work effectively.	4.20	0.25
The administrators make good decisions for the school/department overall.	4.33	0.36
My suggestions and feedback are considered when my building/department makes decisions that affect me.	4.31	0.32
I am kept well informed about changes in the school/department that could affect my work.	3.92	0.26
In my school/department, when people say they will do something, they do it.	4.12	0.31
I have the materials and supplies to do my job.	4.48	0.03
I feel competent and fully able to handle my job.	4.60	0.41
I enjoy spending time with my co-workers.	4.57	0.28
I am a positive influence on students and my co-workers.	4.64	0.29

		Correlation to Engagement	
		High	Low
Rating	Low	PRIMARY FOCUS	
	High	SECONDARY FOCUS	

Median	
Engagement Rating	3.95
Correlation to Engagement	.53

Support Staff Responses' – District-Wide

	Rating	Correlation To Engagement
My principal/supervisor provides regular feedback on my performance.	3.60	0.57
The administrators make good decisions for the school/department overall.	3.68	0.57
My principal/supervisor demonstrates a genuine concern for my welfare.	3.94	0.67
My suggestions and feedback are considered when my building/department makes decisions that affect me.	3.59	0.58
I receive adequate learning opportunities (coaching, mentoring, on-the-job challenges).	3.83	0.54
My direct supervisor takes the initiative to recognize me for work well done.	3.78	0.59
My principal/supervisor helps me understand how my job contributes to the success of the school/organization.	3.97	0.66
Overall, I know what is expected of me in my job.	4.37	0.64
If I received a job offer with the same pay and benefits, I would stay at this school/department.	4.13	0.77
I have authority to execute my job effectively.	4.15	0.59
I am encouraged to pursue professional development opportunities.	3.83	0.43
I am kept well informed about changes in the school/department that could affect my work.	3.53	0.50
In my school/department, when people say they will do something, they do it.	3.82	0.52
I have the materials and supplies to do my job.	4.21	0.45
Staff in other departments/schools cooperate with me so I can do my work effectively.	4.16	0.48
I feel competent and fully able to handle my job.	4.59	0.48
I enjoy spending time with my co-workers.	4.37	0.52
I am a positive influence on students and my co-workers.	4.47	0.46

Verbatim Responses – What's Working Well

- **Teachers:**
 - Positive comments regarding school atmosphere and working environment
 - Appreciative of professional development opportunities
 - Satisfaction with school decision-making and inclusion in the process
 - Agreement that focus is to give students necessary support so that they succeed
 - Satisfaction with support available for technology integration in the classroom

- **Administrators:**
 - Satisfied with defined focus and goals for the district
 - Appreciative of collaborative environment and positive colleagues

- **Support Staff:**
 - Feelings of being valued and community with colleagues
 - Credit to Strategic Road Map for guiding goals
 - Satisfaction with district maintaining financial stability
 - Grateful for training opportunities

Verbatim Responses – Areas of Improvement

■ **Teachers:**

- Concerns about conflicting messages from school leadership
- Desire for more time to be allocated toward collaboration sessions and PLC meetings
- Suggestions for more strides to be taken to close achievement gap
- Need for more recognition of good job performance
- Desire for more direct feedback from supervisors

■ **Administrators:**

- Comments that there is a lack of transparency in decision-making and directives
- Suggestions to create more staff development programs
- Enhance communication between schools

■ **Support Staff:**

- Desire for more support from administrators for handling student discipline issues
- Desire for more resources for special needs students
- Request for training on how to handle student issues
- Concern that information across staff members is not consistent

So..... Now What?

- Site Improvement Plans will now include Employee Engagement Data - **Ongoing**
- Principals will involve staff to understand/make sense of their schools' data and together develop action steps to improve Employee Engagement in their building - **Ongoing**
- Develop Action Steps In Collaboration with District Leaders – **Summer/Fall 2012**
- Follow-Up Surveys – **Ongoing**



What Questions Do You Have?

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - September 10, 2012 - 7:00 PM
Wayzata City Hall
600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
 - A. Approval of Minutes
 1. Regular Meeting - August 13, 2012
 - B. Finance and Business Recommendations
 - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
 - A. July Employee of the Month
 - B. August Employee of the Month - Special Services -
 - C. September Employee of the Month -
 - D. Wayzata Public Schools 2012-2013 Retirees
5. REPORTS FROM ORGANIZATIONS
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
 - A. Student Council
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 1. Report on the Start of the 2012-2013 School Year
 - B. Teaching and Learning
 1. Summer School Program Updates - B. Wittman, L. Fildes, A. Nisbet
 - C. Finance and Business Services
 1. Monthly Financial Reports
 2. Scoreboard Update - J. Westrum
 3. Award Sale of Certificates of Participation - J. Westrum
 4. Preliminary Pay 2013 Property Tax Levy - J. Westrum
 - D. Human Resource Services
7. OTHER BOARD ACTION
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
9. BOARD REPORTS
 - A. Superintendent Evaluation/Compensation Committee - J. Moroz
10. ADJOURN