

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session - March 23, 2009 - 4:00 PM
District Administration Building, 210 County Rd. 101 N., Plymouth, MN

AGENDA

- | | | |
|----|--|-----|
| 1. | CALL TO ORDER - Board Chair Moroz | 3 |
| 2. | ADMINISTRATIVE | |
| | A. Budget/Legislative Updates - C. Anderson, B. Noyed | 4 |
| 3. | CURRICULUM AND INSTRUCTION | |
| | A. Sunset Hill Elementary Site Plan - K. Keffeler | 15 |
| | B. District Student Assessment and Evaluation - J. Sigford | 48 |
| | C. Middle School Self Study - J. Sigford | 67 |
| 4. | FINANCIAL | |
| | A. Special Education Transportation Contract - F. Retzloff | |
| 5. | HUMAN RESOURCES | |
| 6. | BOARD REPORTS | |
| 7. | SCHOOL BOARD | |
| | A. Tentative Board Agenda for April 13, 2009 - J. Moroz | 103 |
| 8. | ADJOURN | 104 |

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

VISION

A model of excellence among learning communities

MISSION

The mission of the Wayzata School District is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.

District Directions for 2008-2010

To ensure high achievement on the part of each student and to realize our vision, the district's directions for 2008-2010 are:

- *Provide a more personalized education for each student.*
- *Eliminate the predictability of student achievement based on race.*
- *Provide opportunities for students to engage in global connections.*
- *Prepare students in skills that they will need to function effectively in the future including creative thinking, diplomacy, problem solving and teamwork.*
- *Enhance the sense of ownership and engagement in the district by all segments of the community.*

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – March 23, 2009

AGENDA ITEM: 1. CALL TO ORDER/ROLL CALL

COMMENTS BY: Board Chair Moroz

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

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*Leadership Council – Budget Gap
Presentation*

March 18, 2009

Wayzata Public Schools

Governor's Budget Proposal

- ★ January release of governor's budget – increase in education funding of about 1.2 percent for biennium
- ★ Funding would come through “pay for performance” in academic growth and increase in alternative compensation funding
- ★ Recent revision adds \$30 million to K-12 budget
- ★ Addresses the \$4.5 billion deficit

Wayzata Public Schools

Legislative Budget Proposals

- ★ Senate DFL leadership – proposed across the board cuts of seven percent for 2010-2011 and 2012-2013 fiscal years
- ★ Would “backfill” education with about \$600 million from federal stimulus (fiscal stabilization)
- ★ Actual cut to K-12 schools would be about 3-4 percent
- ★ Addresses \$6.4 billion deficit and balances budget through 2013

Wayzata Public Schools

Legislative Budget Proposals

- ★ House DFL leadership to announce proposal this week – expected to include five percent cut in K-12 Schools
- ★ House Republican leadership – proposed a freeze for K-12 budget

Use of OPEB Bonds

- ★ OPEB – Other Post Employment Benefits
- ★ District currently contributing \$1.5 million per year to OPEB trust
- ★ District planning to issue about \$5 million in OPEB to cover future liability
- ★ \$1.5 million contribution not needed for at least two years
- ★ Transfer \$630,000 per year from OPEB trust to general fund
- ★ Would generate about \$2.1 million for current year

2009-2010 Budget Gap Solution

- ★ Based on zero percent increase in state funding to address \$2.1 million budget gap
- ★ Budget adjustments are:
 - ★ Reduce OPEB contribution -- \$1.5 million
 - ★ Transfer from OPEB trust to general fund -- \$630,000
 - ★ TOTAL -- \$2,130,000

State Funding Decrease – 1%

- ★ Use budget adjustments for zero percent scenario plus:
 - ★ Reduce contribution to severance fund -- \$400,000
 - ★ Shift cost of bus garage lease to capital fund -- \$170,000
 - ★ TOTAL -- \$2,700,000

State Funding Decrease – 2%

- ★ Use budget adjustments for zero and 1 percent scenarios plus:
 - ★ Increase in special education funding from federal stimulus -- \$500,000
 - ★ TOTAL -- \$3,200,000

State Funding Decrease – 3%

★ Use budget adjustments for zero, 1 and 2 percent scenarios plus:

★ Use previous fund transfer from capital fund to general fund -- \$600,000

★ TOTAL -- \$3,800,000

State Funding Decrease – 4%

★ Use budget adjustments for zero, 1, 2 and 3 percent scenarios plus:

★ Reduce building supply allocations (carryover budgets) -- \$600,000

★ TOTAL -- \$4,400,000

★ Fund balance would be used to cover more than four percent reduction

Wayzata Public Schools

Yet to be Decided

- ★ Alternative compensation – do not expect any cut in funding, but still unknown
- ★ Integration funding – do not expect any cut in funding for 2009-2010; changes likely in future years
- ★ Status for 2010-2011 – district budget gap likely to be more than \$3 million

School Improvement Plan

March 23

School Board Work Session

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

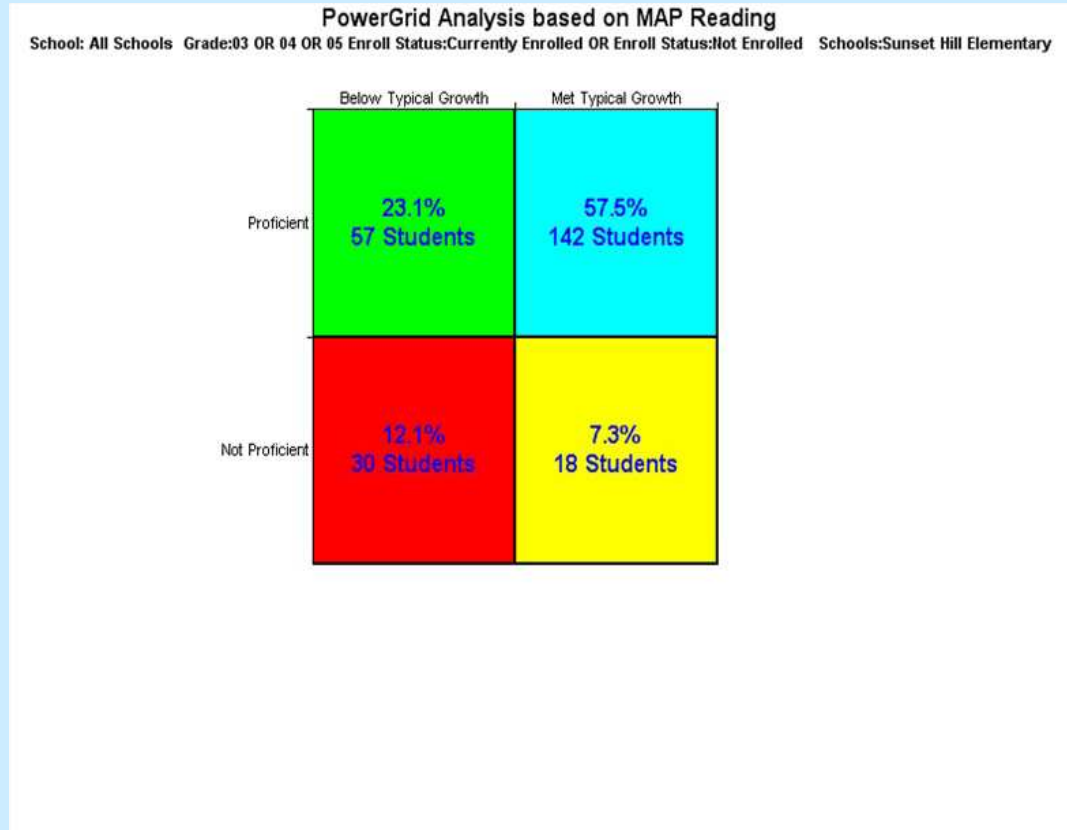
Sunset Hill 2008-2009

- ★ Enrollment of 573 students
- ★ 2.0 FTE Literacy Specialists for reading and mathematics
- ★ NUA as a professional development focus
- ★ Trojan Pride on the Sunny Side

A Model of Excellence Among
Learning Communities

Wayzata Public Schools

MAP Reading Results 2007-2008

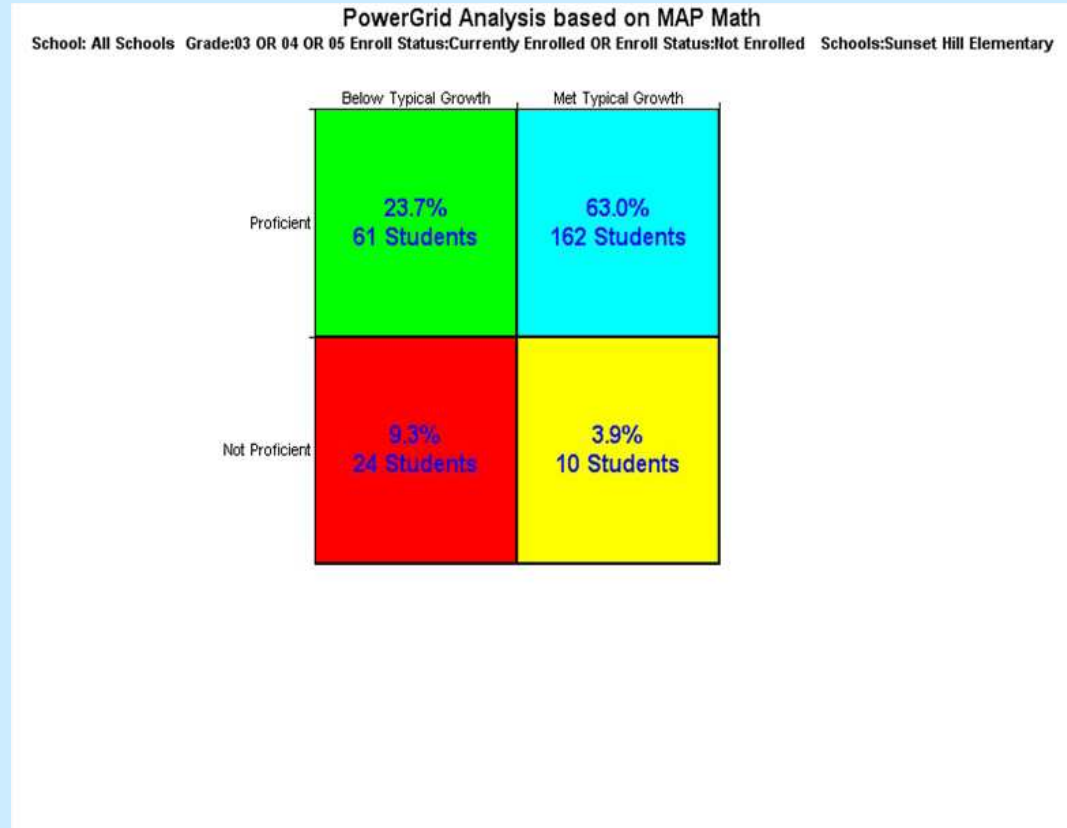


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A Model of Excellence Among
Learning Communities

Wayzata Public Schools

MAP Math Results 2007-2008



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A Model of Excellence Among
Learning Communities

Wayzata Public Schools

Wayzata Schools Mission

The mission of the Wayzata School District is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.

**A Model of Excellence Among
Learning Communities**

Wayzata Public Schools

...providing a challenging education which builds academic competence...

- ★ NUA strategies foster high intellectual performance from all students
- ★ Teams focus on formative assessments in the area of math for pacing of units
- ★ The use of guided reading groups in the primary grades allow for differentiated instruction.



A Model of Excellence Among
Learning Communities

Wayzata Public Schools

...develops responsible citizenship...

- ★ Trojan Pride on the Sunny Side
- ★ Adopt-a-Family, Pennies for Patients



A Model of Excellence Among Learning Communities

Wayzata Public Schools

...encourages creativity, promotes lifelong learning...

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Learning Communities

Wayzata Public Schools

...advances critical thinking skills...

- ★ Math Masters, KMO, Geography Bee
- ★ Moodle, Webquests

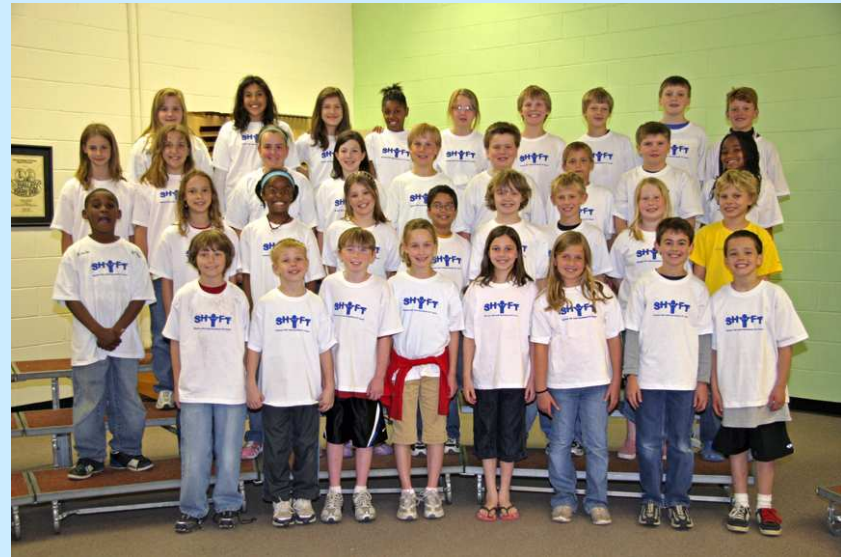


A Model of Excellence Among Learning Communities

Wayzata Public Schools

...instills a commitment to personal wellness...

- ★ S.H.I.F.T program
- ★ Staff involvement



A Model of Excellence Among Learning Communities

Wayzata Public Schools

...fosters respect for self and others...

Trojan Pride
On The Sunny Side

I Will Respect

☀️ Myself

☀️ Others

☀️ Property

☀️ Community



A Model of Excellence Among Learning Communities

Wayzata Public Schools

Trojan Pride on the Sunny Side

Cafeteria

I will respect:

Myself

- ☀️ Eat your own food
- ☀️ Make healthy food choices

Others

- ☀️ Wait calmly in line
- ☀️ Keep your hands to yourself
- ☀️ Say please and thank you
- ☀️ Use proper table manners
- ☀️ Use a quiet voice

Property

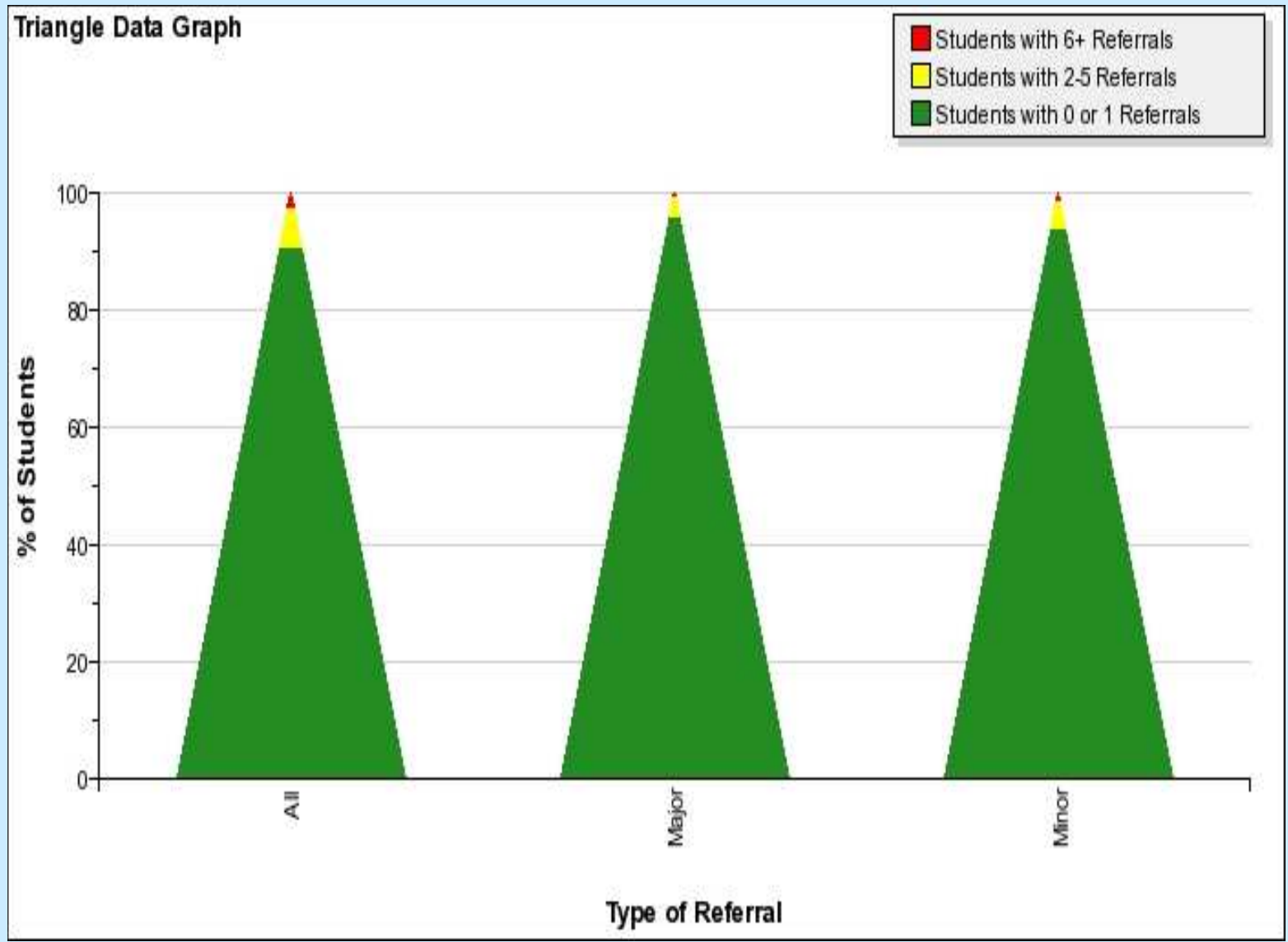
- ☀️ Take only what you need
- ☀️ Clean up your tables

Community

- ☀️ Put trash in cans
- ☀️ Show others how to make good choices
- ☀️ Pick up trash that you see

A Model of Excellence Among Learning Communities





A Model of Excellence Among Learning Communities

Wayzata Public Schools

We Are Proud To Be Sunset Hill



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Learning Communities

Wayzata Public Schools



Independent School District 284
Wayzata, Minnesota

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DISTRICT DIRECTIONS for 2008-2010

- *Provide a more personalized education for each student.*
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Shared Decision Agreement Between School and the Wayzata School Board for

School Name: *Sunset Hill Elementary*

This plan was reviewed on: _____

Signature of District Design Team _____

This plan was approved on: _____

Signature of School Board Chair _____



Shared Decisions Agreement Review Team Check List Form

Procedure:

Prior to presentation to the Board, Site Improvement Plans will be reviewed for compliance with statutes, contracts, policies, and administrative regulations. Site Teams are advised that plans should be submitted at least thirty (30) days prior to date of desired Board action.

- Site Improvement Plans are sent to the Office of the Superintendent of Schools.
- Copies of the Site Improvement Plan will be sent to the following members of the review team as designated by the District Shared Decisions Design Team.
- This response sheet will be returned by reviewer to the Superintendent’s Office within ten (10) days.
- Any areas of concern will be noted on response sheet along with suggestions for waivers where applicable.
- All response sheets will be forwarded to the chair of the site team.
- Review team members will decide if the Site Improvement Plan should be reviewed by any other departments such as Transportation, Food Service, Building and Grounds, etc. and forward a copy with a cover sheet for check-off response to the appropriate individual.

Review Team Response

Office of the Superintendent

Check here if an additional page is attached detailing questions or concerns.

Signature and Date

Executive Director of Curriculum and Instruction

Check here if an additional page is attached detailing questions or concerns.

Signature and Date

Executive Director of Finance

Check here if an additional page is attached detailing questions or concerns.

Signature and Date

Executive Director of Human Resources

Check here if an additional page is attached detailing questions or concerns.

Signature and Date

Wayzata Education Association Representative

Check here if an additional page is attached detailing questions or concerns.

Signature and Date



Site Team Members:

<u>Name</u>	<u>Position</u>	<u>Year</u>
Karen Keffeler	Principal	ongoing
Heather Lane	Parent	2007-2009
Darcie Rodman	Parent	2008-2010
Renee Shakerin	Parent	2008-2010
Stacy Shamblott	Parent	2007-2009
Bonnie Hatton	Teacher	2006-2009
Andrew Worth	Teacher	2008-2010
Sam Bass	Teacher	2008-2010
Lesya Parekh	Teacher	2008-2010



School Name: Sunset Hill Elementary

School Year: 2008-2010



Indicate the District student academic achievement goal for the Q Comp plan:

Improve student achievement in the areas of reading and math as measured by performance on Minnesota Comprehensive Assessments II (MCA II) and Measures of Academic Progress (MAP).

Indicate the Q Comp schoolwide student academic achievement SMART goal:

The percent of students in grades 3-5 at Sunset Hill, who meet or exceed their individual RIT target score in reading will increase from an average of 60.13 percent in the previous testing seasons to 62.13% in the 08-09 testing season.

Provide the rationale and supporting data used to determine the above Q Comp schoolwide goal.

a) Rationale for this goal:

Sunset Hill’s goal last year was 54% of the students would meet or exceed their individual reading RIT target score. We have increased the number of students who will meet or exceed their individual RIT target growth by slightly more than 10% (54% plus 5.4% =59.4) setting this year’s goal at 60% of our students meeting or exceeding their target RIT score. Achieving the goal of 60% of our students meeting or exceeding their target RIT score would place Sunset Hill in the 70th percentile of all schools in the nation. Although we have only two years of data with which to work, we are confident that we will be able to achieve this goal.

b) Supporting data:

Identify standardized assessment: MAP									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades: 3-5						District Performance on MCA II (Percent proficient)		
	School trend data			District trend data					
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Measure of student achievement (Percent Meeting Growth Target.):		Fall-Spring Growth 3 rd -4 th -5 th -50.5	Fall-Spring Growth 3 rd -4 th -5 th -64%		Fall-Spring Growth 3 rd -4 th -5 th -63%	Fall-Spring Growth 3 rd -4 th -5 th -70.9%		Spring 2007 3 rd -4 th -5 th -90%	Spring 2008 3 rd -4 th -5 th -87%
Number of students tested:		258	255		2109	2156		2109	2156

Indicate the action plan for the Q Comp schoolwide goal:

1. Sunset Hill will focus on effective NUA (National Urban Alliance) strategies to improve achievement in the area of reading. The effective strategies are as follows:

1. Frame of Reference and Circle Map
2. Taxonomy
3. Metacognition
4. Defining Format
5. Keyword notes
6. Sentence stretchers and List, Group, Label
7. Read, Talk, Write and Dancing Definitions
8. All Thinking Maps*

Strategies **2, 3**, and “**sentence stretchers**” are found in *Writing As Learning* by Rothstein, Rothstein and Lauber (second edition)

Strategies **4, 5**, and “**read, talk, write**” are found in *Thinking Strategies for Student Achievement* by Nessel and Graham (second edition)

“Dancing Definitions” can be found on www.successfulteachers.com

*Thinking Map strategies are found in *Thinking Maps Tools for Learning* by David Hyerle

Thinking Maps, Inc.

401 Cascade Pointe Lane

Cary, North Carolina 27513

(800) 243-9169

3. Teachers will work within professional learning communities to develop and examine pre-assessment data to inform instruction and flexible grouping.
4. Sunset Hill will have dedicated time blocks within each grade level for language arts instruction with support.
5. Sunset Hill will implement PBIS strategies to teach expectations and improve behavior.



DATA ANALYSIS OF PREVIOUS ALT COMP GOAL

Goal:

2007-2008 School year:

At Sunset Hill, 54% of the students who participate in spring MAP testing will meet or exceed their individual reading RIT target score.

Summary/Interpretation of Data Analysis:

Results of Spring MAP testing by grade level:

Fall to Spring Growth

Third Grade: 70.8%

Fourth Grade: 55%

Fifth Grade: 62.8%

Total average: 62.86%

Total number of students tested: 255

Of those achieving targeted growth, 58.4% would be expected to be proficient on the MCAII tests. Overall, 81.4% of the students were proficient.

Goal Achieved: X Yes No



Please list other building initiatives.

Initiative:

PBIS

Positive Behavior Interventions and Supports. PBIS is a systems approach supporting social competence and academic achievement through systems, data and practice.

This began with an introduction to staff in the spring of 2008. A grant was written and accepted by the Minnesota Department of Education that same time. The Department of Education will support the school with training and resources through the 2008-2010 school years.

Strategies/Activities:

- **Institute school-wide behavior expectations for common areas**

Status: Achieved

Date Completed: 12/08 Ongoing:

- **Develop classroom expectations using a common matrix**

Status: Some teachers have done this on an individual basis. It will be introduced in the Fall of 2009

Date Completed: Ongoing: xx

- **Develop and implement behavior tracking system.**

Status: Achieved. Currently using SWIS system to track and report data

Date Completed: 09/08 Ongoing: xx

- **Develop Tier II interventions for social skills and organization**

Status: Beginning

Date Completed: Ongoing: XX

Person/Group Responsible:

Trojan Pride Team: Karen Keffeler, Amy Schmidt, Becky Avelar, Robyn Vethe, Sara Koskela, Mari-lynn Wilson, Jane Reynolds and Eileen Walsh.

Timeframe:

2008-2010 and beyond

Trojan Pride on the Sunny Side Behavior Expectations

		SETTING					
		Playground	Hallway	Cafeteria	Bus Line	Bathroom	Independent Media Center Visits
EXPECTATIONS	Myself	<ul style="list-style-type: none"> ✓Play within boundaries ✓Use climbing equipment safely ✓Avoid playing tag on equipment ✓Line up when signal is given 	<ul style="list-style-type: none"> ✓Walk down the right side of the hall ✓Take the direct route 	<ul style="list-style-type: none"> ✓Eat your own food ✓Make healthy food choices 	<ul style="list-style-type: none"> ✓Have everything you need before you leave the building ✓Stand in your own bus line ✓Walk to the bus 	<ul style="list-style-type: none"> ✓Go only when necessary ✓Close the stall door ✓Flush toilet ✓Wash your hands 	<ul style="list-style-type: none"> ✓Return books to book drop ✓Speak quietly ✓Use time wisely
	Others	<ul style="list-style-type: none"> ✓Use respectful language ✓Avoid playing tag on equipment ✓Include others ✓Take turns in games and on equipment ✓Use peaceful contact 	<ul style="list-style-type: none"> ✓Keep your hands at your side ✓Walk in a single file line ✓Remain quiet 	<ul style="list-style-type: none"> ✓Wait calmly in line ✓Keep your hands to yourself ✓Say please and thank you ✓Use proper table manners ✓Use a quiet voice 	<ul style="list-style-type: none"> ✓Listen to the bus line leader, supervisor and safety patrol ✓Keep your body and backpack to yourself ✓Watch out for siblings 	<ul style="list-style-type: none"> ✓Keep the bathroom clean ✓Wash your hands with soap ✓Use a quiet voice ✓Respect other's privacy 	<ul style="list-style-type: none"> ✓Allow others to do their work ✓Wait quietly in line to check out
	Property	<ul style="list-style-type: none"> ✓Use equipment properly ✓Put litter in garbage cans ✓Return equipment at end of recess 	<ul style="list-style-type: none"> ✓Keep your hands to yourself ✓Pick up any litter that you see 	<ul style="list-style-type: none"> ✓Take only what you need ✓Clean up your tables 	<ul style="list-style-type: none"> ✓Stay behind the yellow line ✓Keep all belongings in backpack 	<ul style="list-style-type: none"> ✓Flush the toilet ✓Keep the area clean ✓Use all fixtures properly 	<ul style="list-style-type: none"> ✓Use shelf markers ✓Push in chairs ✓“Hug” books ✓Pick up due date slips off floor
	Community	<ul style="list-style-type: none"> ✓Include everyone in games and play. ✓Line up when signal is given ✓Return to your classroom quietly 	<ul style="list-style-type: none"> ✓Only leave class with permission 	<ul style="list-style-type: none"> ✓Put trash in cans ✓Show others how to make good choices ✓Pick up trash that you see 	<ul style="list-style-type: none"> ✓Leave your classroom only when dismissed ✓Show others how to make good choices 	<ul style="list-style-type: none"> ✓Respect other people's privacy ✓Tell an adult of any problems or needs ✓Use assigned restroom 	<ul style="list-style-type: none"> ✓Use quiet voices ✓Take AR tests quickly

Initiative:

RtI

Response to Intervention is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction, and applying child response data to important educational decisions.

Strategies/Activities:

- **Change the intervention team concept from part of the special education referral process to one of problem solving to improve student achievement**

Status:

Date Completed: **Ongoing: XX**

- **Revise the referral form to focus on student strengths, motivations for student behavior, and tracking progress through measurable goals.**

Status:

Date Completed: 10/08 Ongoing:

- **Schedule team time during the school day for the purpose of discussing student achievement and teaching strategies (PLC model).**

Status:

Date Completed: Ongoing: XX

Person/Group Responsible:

Problem Solving Team members: Karen Keffeler, Amy Schmidt, Kerry Hill, Susan Wright, Krista Ice, Eileen Baker, Jill Gottlieb

Building Leadership Team members: Krista Ice, Sam Bass, Janette Wachs, Anne Rydland, Joette Rispalje, David Wiegert, Theresa Walsworth, Chip Brofford, Charlie Carr, Bonnie Hewitt

Timeframe:

2008-2011



Sunset Hill Elementary

Student Demographics

Student Population by Grade

	2007-2008			2006-2007			2005-2006		
Grade	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size
Kdg	46	42	16.8	41	47	17.6	51	42	18.6
1	42	48	22.5	54	46	22	41	44	21.25
2	54	56	22	51	42	23.25	41	38	19.75
3	51	40	22.75	46	39	21	47	43	22.5
4	50	34	24	49	46	23.75	42	47	22.25
5	48	42	22.5	48	48	24	42	40	27.3
Total	291	262		289	268		264	254	



**Sunset Hill Elementary
Student Demographics**

Ethnic Distribution

	2008-2009	2007-2008	2006-2007	2005-2006
White American	421	418	429	402
African American	79	63	55	56
Asian American	51	50	50	37
Hispanic/Latino American	23	20	22	22
Indian American	1	2	1	1

Percent of Students on Free/Reduced

	2008-2009	2007-2008	2006-2007	2005-2006
Free	19.1%	19.8%	18.3%	18.0%
Reduced Price	5.5%	5.8%	4.1%	3.5%

Student Mobility

The percent of students entering and leaving during the year, computed by dividing the number of transfers by the October 1 enrollment.

2006-2007	2005-2006	2004-2005
15.44%	7.72%	15.59%



Student Demographics

Average Daily Attendance

(Please insert three years of data provided by the Office of Assessment.)

2006-2007				2005-2006				2004-2005			
1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
96.43	96.31	96.74	96.41	95.63	96.31	95.85	96.13	96.04	95.72	96.2	96.09

Percent of Parents Attending Conferences

(Please insert data provided by the individual building.)

2006-2007		2005-2006		2004-2005	
Fall	Spring	Fall	Spring	Fall	Spring
96%	95%	95%	95%	95%	95%



**Sunset Hill Elementary
Student Achievement**

2007-2008 Minnesota Comprehensive Assessment (MCA-II)

	Grade 3 Math		Grade 3 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Sunset Hill	91.8	366.2	87.8	369.5
Wayzata	92.9	366.2	92.8	372.0
State	81.4	359.1	78.9	363.1

	Grade 4 Math		Grade 4 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Sunset Hill	81.3	461.6	77.1	460.1
Wayzata	88.4	465.3	88.1	464.4
State	71.6	456.7	72.2	457.2

	Grade 5 Math		Grade 5 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Sunset Hill	80.8	560.3	80.0	559.6
Wayzata	84.8	562.5	87.0	565.1
State	66.0	554.2	73.4	557.1

2006-2007 Minnesota Comprehensive Assessment (MCA-II)

	Grade 3 Math		Grade 3 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Sunset Hill	87.4	365.5	88.4	369.4
Wayzata	90.4	365.3	91.8	372.8
State	79.3	358.7	79.6	363.2

	Grade 4 Math		Grade 4 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Sunset Hill	79.3	461.4	76.1	460.3
Wayzata	86.7	464.2	85.3	464.5
State	70.9	456.7	71.4	457.0

	Grade 5 Math		Grade 5 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Sunset Hill	75.5	563.2	86.6	564.3
Wayzata	84.6	563.8	90.1	566.1
State	63.2	554.1	73.2	557.5



**Sunset Hill Elementary
Student Achievement**

2005-2006 Minnesota Comprehensive Assessment (MCA-II)

	Grade 3 Math		Grade 3 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Sunset Hill	89.3	363.0	90.9	371.0
Wayzata	92.0	365.2	89.5	373.1
State	77.8	357.8	81.6	365.3

	Grade 4 Math		Grade 4 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Sunset Hill	87.4	464.3	88.0	467.7
Wayzata	87.3	463.0	90.5	467.3
State	69.0	455.0	76.7	459.6

	Grade 5 Math		Grade 5 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Sunset Hill	73.5	557.8	79.5	561.7
Wayzata	85.0	562.8	90.6	567.8
State	55.0	551.8	76.9	559.1



**Sunset Hill Elementary
Student Achievement**

Measures of Academic Progress (MAP)-

(SS=Average Scale Score; PR=Average Percentile Rank)

2007-2008

Math	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Sunset Hill	219	82	224	74	229	71
Wayzata	216	79	228	82	234	79
National	202	50	211	50	219	50

Reading	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Sunset Hill	207	70	210	62	218	66
Wayzata	208	72	215	73	221	73
National	200	50	207	50	212	50

2006-2007

Math	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Sunset Hill	218	80	224	75	232	76
Wayzata	215	78	226	79	235	81
National	202	50	211	50	219	50

Reading	Grade 3		Grade 4		Grade 5	
	SS	PR	SS	PR	SS	PR
Sunset Hill	205	67	210	62	219	71
Wayzata	207	70	214	70	220	72
National	200	50	207	50	212	50



Staff Demographics

(Please insert data provided by Human Resources Department.)

Experience Profile of Staff (Percent of Licensed Staff by Years of Teaching Experience)				Education Profile of Staff (Percent of Licensed Staff by education/training)		
1st Year	2 - 7	8 - 20	20+	BA	Masters	Doctorate
14%	52%	21%	13%	45%	55%	

Staff Roster

Name	Assignment
Avelar, Rebecca	0.5 FTE Kindergarten
Baker, Eileen	Third Grade
Barnes, Caroline	Reading Recovery/Lit spec
Bass, Samuel	0.9 Music
Brofford, Chip	Fourth Grade
Burdick, Cheryl	Fourth Grade
Carr, Charles	Fifth Grade
Crow, Mindy	0.5 Reading Recovery
Denn, Liz	0.5 FTE First Grade
Durand, Sara	Special Ed
Gilbertson, Liz	0.5 K/0.5 Math spec
Gottlieb, Jill	0.5 FTE Second Grade
Gregory, Jill	0.9 Art
Hatton, Bonnie	Vision 21
Hill, Kerry	speech/language
Hinnenkamp, Adam	Third Grade
Howard, Katie	First Grade
Ice, Krista	Literacy Specialist
Koskela, Sara	Third Grade
Kraemer, Kareena	0.8 FTE Tech
Leuer, Jan	PE teacher
Lindquist, Laurie	Media Specialist
Linsday, Beth	First Grade
Neve, Kristin	Setting III spec ed
Parekh, Lesya	Fourth Grade
Pearson, Katie	Second Grade
Petersen, Sue	ELL
Peterson, Lindsey J.	Kindergarten
Reynolds, Jane	Fourth Grade
Rispalje, Joette	Second Grade
Rydland, Anne	First Grade
Sala, Michael	Setting III social worker
Schmidt, Amy	social worker
Tietema, Pat	Fifth Grade
vanKoeverden, Erik	Third Grade
Vethe, Robyn	Second Grade/ Spanish
Wachs, Janette	Kindergarten Plus
Walsh, Eileen	Fifth Grade
Walsworth, Theresa	Third Grade
Wiegert, David	Second Grade
Wilson, Mari-Lynn	0.5 FTE First Grade
Wojtkiewicz, Kathie	Psychologist
Worth, Andrew	Fifth Grade
Wright, Susan	Special Ed

Assessment Overview

March 23, 2009

Work Session

A Model of Excellence Among
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Wayzata Public Schools

- ★ “Quality classroom assessment has the largest positive impact on student learning and achievement ever documented. Students engaged in quality classroom assessment learn more *and* do better on external tests. This is especially true for students who struggle.” Wiliam et. al.

Past focus for assessments

- ★ Rationale for grades
- ★ Sorting devices

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New focus

- ★ What has a student learned?
- ★ Effective feedback as to progress

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Assessment Lexicon

★ **Assessment**

★ **Formative Assessment—*for***

★ **Summative Assessment –*of***

★ **Common Assessment**

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Where are we in Wayzata?

- ★ Resource teachers train during curriculum review
- ★ Professional development as requested
- ★ Focus of district days
- ★ Increased curriculum review time
- ★ Assessment Summit – June 2009

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Homework Practices

- ★ Purpose is to provide practice
- ★ Should be differentiated
- ★ Not graded
- ★ Should give information to teachers about where students are

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Standards-based report cards

- ★ Done at elementary
- ★ Need to create at secondary
- ★ Need to use technology
- ★ Working with Skyward

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Summary

- ★ We are on an assessment journey
- ★ Assessments, grading practices, homework, standards-based report cards all a part of the journey

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★ It's about students and student learning!!!

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Wayzata Public Schools

Assessment Overview
Report to Wayzata School Board Work Session
March 23, 2009
Compiled by Jane Sigford

“Quality classroom assessment has the largest positive impact on student learning and achievement ever documented. Students engaged in quality classroom assessment learn more *and* do better on external tests. This is especially true for students who struggle.” Crooks, 1987, Black & Wiliam, 1998, 2001, Miesels et al., 2003, Rodriguez, 2004.

There are three practices that can change student achievement and they can be implemented tomorrow. The three practices are: inclusion of non-fiction writing across all content areas, effective assessment practices, and changing grading practices. (Assessment Summit, Fall 2008)

In Wayzata Public Schools we include more non-fiction writing with our new adoption of elementary language arts materials. We also have many opportunities for non-fiction writing at the middle and high school levels. We still have work to do in being consistent with writing across all content areas. However, writing itself is taking different forms because of all the different writing styles that are necessary when using different media. There are different styles for blogging, email, social networking, texting, and so on. This is a separate topic which is being examined through the curriculum review process currently underway for technology.

In the past the focus of assessment has been to provide rationale for assigning grades and for sorting students by ability. Who gets an A? Who is in the top half of the class? We need to change the focus so it is about the learning. Students should know what it is that they need to learn and they should know when they accomplish their goal. Assessments should provide feedback to students as to where they are in their learning journey. There should be no tricks or surprises. Plus, much like a driver’s test, there should be more than one opportunity to learn and to demonstrate what has been accomplished. Currently, this is not happening and we need to change these practices.

Assessment Lexicon:

Assessment : Assessment is a way to measure what students have learned. The assessment itself is a learning activity and it should inform instruction. Good assessments provide feedback to students as to what they have learned. To do this effectively, assessment feedback must be **specific, timely, and accurate**. Assessment is different from testing because there are many ways to assess: oral feedback, thumbs up-thumbs down, exit slips, homework, to name a few. The word *test* has become synonymous with grades and finality. A test comes at the end of a unit of study. Assessment, however, must be ongoing.

Formative Assessment: Formative assessments are *for* learning. They help the teacher understand what a student knows already and where the instruction must go. They can be simple “thumbs up-thumbs down” approaches or a written test. Formative assessments should not be graded; their purpose is to provide feedback.

Summative Assessment: Summative assessments are those at the culmination of learning. They are assessments *of* learning. Grades may be assigned to these assessments.

Common Assessments: Common assessments are assessments that are given by all the teachers who teach the same subject. For example, our 8th grade science teachers from all three middle schools have designed common assessments for the end of their units.

SAMPLE:

Plate Tectonics Test

Targets	Possible	1 st Try	2 nd Try
Earth's Interior	7		
Heat Transfer	5		
Drifting Continents	6		
Sea-floor Spreading	7		
Plate Tectonics	10		
Total	35		

Name _____
 Core _____

Plate Tectonics Test
Thursday, December 4

Targets	Possible
Earth's Interior	7
Heat Transfer	5
Drifting Continents	6
Sea-floor Spreading	7
Plate Tectonics	10
Total	35

Earth's Interior (pages 124-131)

Key terms – you should be able to define and apply each key term

- Crust
- Mantle
- Core (inner and outer)
- Lithosphere
- Asthenosphere
- Lower mantle (mesosphere)

Key Concepts-you should be able to explain or apply each key concept

- Identify ways scientists know about Earth's interior.
- Identify characteristics of the Earth's layers.

Heat Transfer (pages 132-135)

Key terms – you should be able to define and apply each key term

- Convection
- Conduction
- Radiation
- Density

Key Concepts-you should be able to explain or apply each key concept

- Explain how heat is transferred through radiation, conduction and convection
- How do convection currents form in Earth?

The power of common assessment is to enforce fidelity of implementation of the curriculum and to understand what students know in relation to the academic standards. Assessments need to be aligned to standards. When they are, teachers across the district can see how students are progressing by their learning targets. Teachers can also dialogue with their peers about how they achieved success (or not) with their students. If one teacher's students are doing better in an area, then that information can be shared among all teachers, therefore, providing rich opportunities for professional discussion and development linked to student learning.

The real power of common assessment is the power of the discussion among the teachers in the design of the assessment and in the post-assessment dialogue when teachers decide how to reteach and make the learning better. These discussions take time. If we truly wanted to improve academic achievement, we would find a way for our teachers to have common discussion time, much like schools in Singapore and Japan.

Where are we in the Assessment Journey in Wayzata Public Schools?

- The curriculum and instruction resource teachers (and many of the peer coaches) are trained in assessment and continue their own personal growth in the area.
- All review committees receive professional development in effective assessment practices.
- Few, if any, teachers received training in writing effective test questions in their pre-service training. Therefore, we are developing new skills.
 - There are several types of test questions including selected response, extended written response, performance, and personal communication. We are providing training in writing effective test questions so that we have valid tests that truly assess what was taught. It is amazing how many poor questions are embedded even in state tests.
- To provide time for assessment development and implementation fidelity, I have extended the intensive curriculum review process so that it lasts three years. Previously, the in-depth review was completed when materials were chosen and the new curriculum documents were written. However, that did not allow for time to write effective assessments or to monitor and fine tune the implementation. Some times supplements need to be added; sometimes items need to be deleted. Teachers need to work through the new curriculum at least once and then write common assessments based on the appropriate learning targets which is the work of the third year.
- The common assessments will be linked to the new C & I website.
- What will be necessary, however, is ongoing discussion even past the third year of review (on a six year cycle) so that assessments are current and teachers are discussing student learning. In a sense the review is never complete; it is always a work in progress.
- We have two ½ days of district professional development every year— 1/2 day before school starts and ½ day mid-year. For the past year the focus of those days has been on assessment practices. Because each curricular area and each team of teachers are in

different places based on their knowledge of, and experience with, assessment, those days are designed to provide options for teachers to take them from where they are to the next level of proficiency in their practice.

- We are offering an Assessment Summit this summer—June 9 & 10—based on requests and needs expressed by our staff. The schedule is attached to this update. (see schedule at the end of this report) Teachers will be paid curriculum writing to attend. It is voluntary. We are suggesting they come with a team. There will time for training and then work time. Teachers can attend one session or all.
- We will continue this assessment work next year particularly with discussion around grading practices and standards-based grading.

Grading Practices:

The discussion about common assessments leads to a discussion about effective grading practices and standards-based grading.

The purpose of grading should be to describe learning and to provide feedback to students as to what they have or have not learned. By looking at a grade, students and families should be able to know what the student has learned and with what degree of success which forces the question about current grading practices.

- If grades are truly about learning, they should not include behavior, attendance, attitude, or homework because these do not tell students and families what was learned.
- Grades should not be computed using the mean scores. Averaging points does not give a valid indicator of the learning because extreme scores on the top or bottom can skew the mean.
- Zeros should be eliminated.
- Grades across teachers who teach the same subject should be the same, emphasizing the need for common assessments.
- Comment codes should be specific, not generic, if they are truly giving feedback about the learning.

Therefore, as we move forward in the assessment process, we need to talk about grading practices.

Homework practices:

The purpose of homework should be to provide necessary practice to enhance learning. Including homework in computing a grade is a residual practice from the 20th century industrial model of schools when it was thought that the completion of homework taught responsibility. We have found that not to be true.

Having the same homework for all students is the same as providing the same glasses' prescription for all people who need to wear glasses. Some students need homework; some don't. The irony of homework is that if students already know how to do the work, why assign

homework? In contrast, if a student does not know how to do the work, then how can s/he complete the work?

Homework should not be graded, if it is truly about practice and the learning. Homework should give teachers information as to when they need to intervene, reteach, or differentiate.

We should differentiate homework. Students are in different places and need different practice. Some may not need homework at all.

Examining homework practices will continue to be part of the discussion as we move forward.

Standards-based report cards

Currently, we have a standards-based report card at the elementary level. It is more difficult to do at the secondary because of the complexity of standards and the need to have grades for transcripts. We have had an Academy study group looking at creating a standards-based grading system at middle level. It becomes more difficult at the high school when credits are attached.

We are looking at ways to create a standards-based gradebook for secondary teachers that is aligned to standards, easy to use, and will import easily into transcripts. We have people attending national Skyward conferences to look at this possibility because changing grading practices aligned to standards is becoming a national discussion.

Grading and a standards-based gradebook will be an ongoing discussion because we believe that grades should be feedback, not sorting devices; grades should tell students and families what was learned and what is still needed to be learned; students are more able to self-assess with standards-based grading and, after all, it is about student learning.

Summary

- We need to change the focus of curriculum adoption, assessment, and grading practices so that they are all about student learning.
- All three are closely linked.
- We are in the process of providing job-embedded professional development on effective assessment practices
- Effective assessment and grading practices are crucial to student success.

Assessment Summit Schedule

Day/Session	Classroom Formative Assessment	Developing an Assessment	Grading	Responding to Assessment Data	Using Technology for Assessment
<p>Tuesday, June 9th 8:00 –11:00 AM</p> <p>Central Middle School</p> <p>6 breakout sessions</p>	<p><u>1. Use of NUA Strategies for Formative Assessment</u> Target Audience – K-12 teachers Facilitators – Amy Swenson, Bobby DeWitt & Ali Storti Room –</p>	<p><u>2. Writing Effective Test Questions</u> Target Audience – 6-12 Facilitators – Sally Platt Room -</p> <p><u>3. Identifying Learning Targets</u> Target audience – E-12 teachers Facilitators – CariJo Kiffmeyer & Lindsey Peterson Room –</p>	<p><u>4. Moving Towards Standards-Based Grading</u> Target Audience – 6-12 teachers Facilitators – Nancy McCoy, Kassidy Rice, Sarah Gohman & Seth Brown Room -</p>	<p><u>5. Differentiation for Relearning and Enrichment</u> Target Audience – E-12 teachers Facilitator – Julie Light Room -</p>	<p><u>6. Online Tools for Assessment</u> Target Audience – E-12 teachers Facilitator – Belinda Hartzler Room - CMS Room A410</p>
<p>Tuesday, June 9th 12:00-3:00 PM</p> <p>Central Middle School</p> <p>5 breakout sessions</p>	<p><u>7. Using Observation Assessment to Differentiate Instruction</u> Target Audience – K-2 classroom teachers Facilitators – Terry Anderson & Jodi Anderson Room -</p>	<p><u>8. Writing common assessments</u> Facilitators – Jill Baumtrog, Michelle Reinke & Erica Nikstad Room -</p>	<p><u>9. How to Give More Effective Feedback and Grade Less</u> Target Audience – K-12 teachers Facilitators – Denise Falls, Shelly Nelson & Samara Eugene Room -</p>	<p><u>10. Using Test Data Effectively</u> Target Audience – K-12 teachers who use Quick Scan Facilitators – CariJo Kiffmeyer & classroom teachers Room –</p>	<p><u>11. The 3 E’s of Data Analysis Using Excel – Easy, Effective, Efficient</u> Target Audience – E-12 Teachers Facilitator – Dave Zukor Room - CMS A410</p>

Day/Session	Classroom Formative Assessment	Developing an Assessment	Grading	Responding to Assessment Data	Using Technology for Assessment
<p>Wednesday, June 10th 8:00-11:00 AM</p> <p>Central Middle School</p> <p>6 breakout sessions</p>	<p><u>12.Embedding Assessment with Instruction</u> Target Audience – K-12 Teachers Facilitators – Megan Speers and Mandy Kraus Room –</p>	<p><u>13.Writing Effective Test Questions</u> Target Audience – 6-12 Facilitators – Amy Swenson Room -</p>	<p><u>14.How to Give More Effective Feedback and Grade Less</u> Target Audience – E-12 teachers Facilitators – Denise Falls, Shelly Nelson & Samara Eugene Room -</p>	<p><u>15. Using Strand Analysis and Power Standards to Focus Instruction and Professional Dev.</u> Target Audience – K-6 teachers Facilitators – Tom Koch & Shannon Starvel Room –</p> <p><u>16. Differentiation for Relearning and Enrichment</u> Target Audience – K-12 teachers Facilitators – Julie Light Room –</p>	<p><u>17.Using Moodle for Assessment</u> Target Audience – 6-12 Facilitator – Tyler Shepard Room – CMS A410</p>
<p>Wednesday, June 10th 12:00-3:00 PM</p> <p>Central Middle School</p> <p>5 breakout sessions</p>	<p><u>18. Use of NUA Strategies for Formative Assessment</u> Target Audience – K-12 teachers Facilitators – Sally Platt, Stacy Calvert & Sam Bass Room –</p>	<p><u>19. Writing common assessments</u> Facilitators – Jill Baumtrog, Michelle Reinke & Erica Nikstad Room -</p>	<p><u>20.Looking at Homework in A Different Way</u> Target Audience – 6-12 teachers Facilitator – Jane Sigford Room -</p>	<p><u>21. Students’ Role in Assessment and Analysis</u> Target Audience – K-12 Facilitator – Samara Eugene Room -</p>	<p><u>22. Using Senteos for Formative & Summative Assessment</u> Target Audience – K-12 teachers Facilitators – Jerrod Nelson, Caitlin Neuworth, Amy Nelson and AnnMarie Podobinski Room –</p>

Middle School Self-Study Update

March 23, 2009

School Board Work Session

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Wayzata Public Schools

Background

- ★ Middle schools began in 1997-98
- ★ Completed study in 2001 as follow-up

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Study in 2008-Process

- ★ Convened Steering Committee
- ★ Examined best practice from Turning Points
- ★ Developed charge for Task Force groups in each building

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Task

- ★ Establish top 3 recommendations in each of the Seven Pillars
- ★ Through consensus building establish our operating values
- ★ Develop implementation schedule and timeline

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Next steps

- ★ **Advisory committee**
- ★ **Scheduling committee**
- ★ **Visioning committee**
- ★ **Establish timeline for items on matrix**

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Why this process is helpful

- ★ Provides foundation for upcoming decisions—budgetary, curriculum, etc.
- ★ Reflective in nature
- ★ Continue self study

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- ★ “Social fabric is created one room at a time.”
 - ★ “The essence of creating an alternative future comes from citizen-to-citizen engagement that focuses at each step on the well-being of the whole.”

Peter Block *Community*

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★ Thank you for your attention...

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Wayzata Public Schools

WAYZATA PUBLIC SCHOOLS
MIDDLE SCHOOL SELF-STUDY

2008-2009

Middle School Self-Study School Year 2008-2009

Background for 2001 study

During 1992-93 and 1993-94 school years, teachers and administrators in the Wayzata School District, began learning about the middle school concept. Beginning with 1997-98 school year, the Wayzata school district was reconfigured from a high school of grades 10-12, a junior high of grades 7-9, and K-6 elementary schools to a high school of grades 9-12, middle schools consisting of grades 6-8, and elementary schools of grades K-5.

A commitment was made to examine the model after seven years of implementation. A study was initiated in the fall of 2001. Dr. Jerry Rottier from the University of Wisconsin-Eau Claire, was contracted to complete the study.

The study had two facets: one was to use a middle level instrument to obtain the perceptions of teachers, students, and parents about all facets of middle schools. The second was to conduct focus groups as a follow-up to the information gathered on the perception surveys. The focus groups were: staff members, parents, students from each of the three middle schools and a group of ninth grade students from the high school.

Prior to the study we wanted to know what it was that students saw as important or not, how parents perceived the education of their children, what teachers saw as issues from the move away from junior high to middle schools. We wanted to see if the change had accomplished its goal of increasing relationships, offering exploratory opportunities, and maintaining a rigorous education.

Study results in 2001

I. Strengths

- A. Teaming--The teaming arrangement for teachers allowed a common planning time for teachers and interaction with a common group of students.
- B. Flexible scheduling and flex time --The flexible period in the school day allowed teachers to design a customized instructional program for students on the team.
- C. Transitions--The middle schools' structure allowed teachers to help students transition from middle to high school.
- D. Interdisciplinary teaching--Teachers reported some efforts, although limited, to make connections among subjects
- E. Parental involvement--Parents were encouraged and provided with opportunities to become involved with the daily life of the school
- F. Overall middle school concept--The middle school concept allowed a healthy balance between academic rigor and personal needs of students.
- G. Discipline referrals-- In a study completed by the Assessment and Evaluation Office of the Wayzata School District, disciplinary contacts decreased from the final year of East Junior High to the 1999-2000 school year of East middle school which is consistent with national middle school research about this topic.

II. Areas of concern:

A. Communication Issues:

- 1. There seemed to be a lack of communication and coordination between teachers assigned to teams and those not on teams. Teachers off the teams felt like they are "out of the loop."
- 2. Some parents and students were confused about the inconsistencies of teachers' academic and social expectations for students
- 3. Parents felt a need to improve communication strategies between teachers and parents.

B. Transitions: Transition from 6th to 7th grade students seemed difficult for some.

C. Instructional strategies, including interdisciplinary practices

- 1. Teachers realized and felt a need for more connections across curricular areas and a need for more professional development to address this issue.
- 2. Moving from a junior high to a middle school required changes in instructional practices which some teachers were able to do more easily than others.

D. Advisory -- Advisory was a concern in that it is inconsistent among the schools and

3/18/2009

js

3

parents were confused about the role of this program.

III. Recommendations and follow-up (*in italics*) since 2001:

A. Teaming

1. Decide whether teams are disciplinary or interdisciplinary.
Teams are disciplinary but they do interdisciplinary activities and lessons when appropriate. For example, language arts and social studies may join together on a research project with language arts grading the mechanics and social studies grading the content.
There could probably be more interdisciplinary instruction but time and professional development would be necessary.
2. Teachers on core teams need to review their communication procedures with all staff members in the middle school.
Since 2001 the use of electronic communications has multiplied. Email, use of blogs, Moodle, wikis, etc. has increased the degree of communication many fold. However, this is an area where it appears that there is never enough.
3. Staff development is needed to improve the potential of teaming in the middle school.
After this study we provided training on effective teaming. Karen Keffeler, assistant principal at East Middle School at the time, provided training to many people. However, as time elapsed, we hired many new teachers and the request resurfaced in this middle school study. Recently, in 2008 the district has become involved in training with Emily Puetz on Building Leadership Capacity. This training is ongoing. In addition, we hope to contract with her to provide training in summer of 2009 specifically geared to middle school teachers and effective teaming practices.
4. Decide if all teachers should be on teams
There will still be core and encore teachers, partly because of the need for supervision.
5. Team meetings need to be more efficient and effective
Some teams became engaged in a daily/weekly conversation about students, using the “thumbs” approach to gauge how students were doing. In a team meeting, the facilitator would do a roll call about students. As students’ names were mentioned, teachers would signal thumbs up, down, or sideways depending on their level of concern for the student. Based on that quick assessment, the team would then have further conversation about the student.
The training with Emily Puetz will continue to work on this topic.
6. Improve the leadership of teachers on teams
Between the time of the 2001 study and the current study, Wayzata Public Schools became part of the Q Compensation program. As part of that program, study groups and academy classes were formed. The groups and classes were facilitated by teachers within the district. Leadership is becoming more and more dispersed among the staff.

7. Establish greater consistency in expectations within and between teams
Academically, No Child Left Behind (NCLB) has forced discussions about consistency in curriculum across the middle schools. However, there is still some flexibility and differences among the schools. One of the assets of Wayzata Public Schools has been our ability and willingness to meet the needs of students wherever they are. We do not have a “cookie cutter” approach to students, nor to our schools. Although the students should be receiving the same content, there may delivery variations between and among students and buildings, based on individual needs. This is a plus, not a minus.
- B. Transitions: Study the transition processes: into and out of middle school, and the transition from grade six to seven needs to be studied.
Students from elementary visit the middle schools prior to the first day of school. Rising eighth grade students also spend time at the high school prior to the first day so that they are aware of the building layout, the location of their locker, and their advisory. Counselors from the high school spend a day in each middle school in the spring to help students choose courses and get to know the counselors themselves.
For the transition from 6th to 7th grade, as the curricula have become more aligned with state standards, we have seen less of a jump in the instructional strategies and content from 6th to 7th.
- C. Advisory: Explore ways to improve advisory
One middle school has an advisory committee who was trained in effective advisories and maintains a monthly meeting to talk about the content of the advisory. Another middle school uses the time to have a check-in daily with students. The advisory program is improving.
- D. Instructional strategies--Explore ways to make connections within the curriculum
Curricular review processes are one way we make connections within the curriculum. We have professional development within the content and across Content areas when appropriate to make the content richer. With the increasing use of technological tools such as Smartboards and web 2.0 tools, more and more connections are made.
Since 2001 No Child Left Behind has become a motivator for us to align curriculum and procedures across the district. Because we are held accountable for student achievement and there are financial implications if a certain degree of progress is not made, there is an incentive for dialogue across grade levels and content areas to make certain all students are being taught according to the requirements of the academic standards as outlined by the Minnesota Department of Education.
- E. Communication with staff and parents—
1. Examine better and more ways to communicate, including the use of technological solutions
Since the 2001 study the buildings have gone electronic with their newsletters,

and announcements. Many teachers have Moodle sites which are an interactive classroom tool where students can log in from home, complete their homework, chat with friends, complete peer editing, and so on. Some administrators use blogs to communicate with families. In addition, we have call-out systems for notification. For example, we can program the call-out to target one middle school, call all the phone numbers we have on file for parents to let them know such things as a late bus, conference schedule, or pending registration information.

In addition, parents have access to Family Access where they can see their child's grades, attendance, even the child's selection patterns for school lunch. Our parents access this often.

2. Improve communication among all members of the staff

Electronic communication among staff members also utilizes many technological tools including email, phone blasts, staff intranet, Moodle, and so on.

F. Parental involvement--Develop more ways for parents to be involved in a healthy aspect of middle school.

Parents are involved in our schools in many ways—volunteering, tutoring, chaperoning events, supervising homework in their own homes and so on. We recognize the importance of parental involvement in all aspects of a child's life.

G. Professional development

1. Staff development is needed to assist teachers make connections among curricular areas

Just as there is never enough communication, there is never enough professional development. Because we are constantly improving our practice, we always have more to learn.

The Q Compensation program with the study groups and academy classes have broadened the scope of professional development immensely. The courses and study groups have followed the best practice of job-embedded professional development. In addition, the Curriculum and Instruction Resource Team provides specific professional development as it is related to specific content areas.

2. Staff development should be developed about the differences of teaching in a junior high and teaching under middle school philosophy.

We have had several retirements and some turnover since the 2001 study. Our new hires have been middle school licensed teachers who understand the philosophical underpinnings of an effective middle school. Some of this issue has disappeared as we have hired new staff.

Study process in 2008

Background

As a district we recognize that it is important to examine our practice on a regular basis to ensure continuous improvement. “From an organizational perspective, reflective practice is a powerful norm that is required for continuous improvement of teaching and learning practices that results in high levels of student achievement” (DuFour & Eaker, 1998, Garet, Porter, Desimone, Birman & Yoon, 2001; Hawley & Osterman & Kottkamp, 2004; Senge et al., 2001) as quoted in *Reflective Practice* by Jennifer York-Barr, et. al 2006. In the summer of 2008, middle school principals and the Executive Director of Curriculum and Instruction met to plan a self-study for our middle school programming. It had been seven years since the last reflection had occurred and it was time to reflect.

Since the last study several things had changed, including the passage of No Child Left Behind (NCLB) with its emphasis on accountability. Another change in our district was the adoption of Q Compensation, a state initiative to pay teachers differently. Because of this program, the district began a peer coaching program, professional development in the form of courses and study groups taught and attended by members of our own staff designed to fit specific needs, and a site goal setting process to focus on student achievement. In addition, many retirements have occurred which has precipitated the hiring of many new staff.

Plus, the population of the district is changing. For example, in 2001-2002 the black student population was 3.9%; in 2008 it was 8.3%. The percentage of students who were eligible for free/reduced lunch in 2001 was 6%; in 2008 it was 11%. Although these numbers are not as large as some of our neighboring districts, it is the sign of a changing population for our district and it renews our commitment to ensure a high quality, rigorous education where all students can be successful.

How have these factors influenced middle schools? First, NCLB forced every school district to be very analytical about student achievement. We analyze data in ways we have never done before to see where students are succeeding or not. We disaggregate data on various criteria such as race, eligibility for free/reduced lunch, English Language Learner status, to name a few. The alternative compensation program (Q Comp) has allowed us to hire 12 peer coaches who work with teachers to improve instruction because we know that peer coaching and the reduction of isolation improves professional practice. Plus, Wayzata’s program is heavily weighted toward providing professional development activities through courses and study groups. Over 80% of our teachers take advantage of these additional opportunities outside the school day. According to Stephanie Hirsch, executive director, and JoEllen Killian, deputy executive director of the National Staff Development Council, “NSDC (National Staff Development Council) believes that without educators learning every day, the opportunity for all students to achieve is severely diminished.” *Kappan*, March 2009, p. 467.

We have had a large turnover in staff over the past few years. District-wide we have replaced over 200 of the 700+ teachers in our district. Many of the teachers who had taught in the junior highs have been replaced by teachers trained and licensed in middle school education. The philosophy of middle school education is different from that of a junior high

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which traditionally has more of a high school model. Middle school philosophy recognizes the need for smaller communities for learning so that students are able to build relationships with peers and adults. The Task Force on Education of Young Adolescents in *Turning Points: Educating Adolescents in the 21st Century*, recognized that schools need to focus “squarely on the characteristics and needs of young adolescents. It [middle grade school] creates a community of adults and young people embedded in networks of support and responsibility that enhance the commitment of students to learning.” *Turning Points*, p. 3. Plus, two of the three building head principals are new since the change from junior high to middle school and even since the last study. Two of the three schools also have new assistant principals as well.

It was decided that we would conduct a self-study, as opposed to a strategic plan, because we wanted to be reflective in nature and forward thinking in practice. We wanted to create the language of our future, to paraphrase Peter Block in *Community*. We recognize that the process must be engaging, and transparent. We recognize that it will be “messy” and organic and that people must know this ahead of time and be willing to sit with uncertainty at some points.

We are dealing with a dilemma, not a problem. According to Larry Cuban, professor at Stanford University and author of many books, including *Tinkering Toward Utopia*, a problem is an issue that can be solved. For example, if there are not enough parking spaces for students, for example, one can build a bigger parking lot or start a lottery. The problem is solved. If however, the issue is a dilemma, it can only be managed because it is messy and has no ONE solution. Attendance policies are an example. Having the best written attendance policy on paper will not solve the issue of making certain that all students are in school all the time. There are many reasons for lack of attendance; no one policy will “fix” the issue. Therefore, this must be “managed” because it cannot be solved. It is a dilemma. Many of the issues we deal with on a daily basis are dilemmas and we treat them as problems. Therefore, we become frustrated when the dilemma reappears.

Many of the issues we are discussing in 21st century middle schools are dilemmas so the process must remain alive and organic in order to be effective in how we deal with the issues. However, people must learn to be uncomfortable with uncertainty which is often not easy for us who want answers and immediate, successful changes.

I. Process

The process was designed to engage all members of the staff of the three middle schools at some point but to be facilitated around a steering committee composed of representatives from each of the three buildings, including parents. The steering committee was designed to be a conduit to and from the buildings. We created summer meetings as a kick-off to look best practice, create our language of the future, make recommendations, and establish timelines for implementation of the recommendations. The intense process was designed to take a year with follow up meetings to ensure we were on our journey. However, we recognized that a year might not be enough time but we gave ourselves permission to continue the intense process, if necessary, which we did. We did not have a prescribed outcome but wanted the process to be dynamic, transparent, fluid, and creative.

- A. The purpose of the Steering Committee was as follows:
1. The Steering Committee has representation across all three schools so will act as a synthesizer and conduit of information to individual schools.
 2. SC will share the Charge Statement with their respective sub-committee in each building.
 3. SC will facilitate the meetings around the seven topics at individual sites and will be responsible to make sure that notes are taken.
 4. SC will be trained in Best Practice strategies around middle schools and will act as the trainers for their individual study groups.
 5. This information about best practice will be begun on August 18 by the middle school principals who will provide training that day.
 6. SC will act as a “dipstick”, “barometer”, aggregator, --whatever word we choose.
 7. SC will be the aggregator of recommendations for a report to the C & I Board sub-committee and then will possibly assist in reporting to the School Board.
 8. SC will help devise an implementation plan for our recommendations.

B. Middle School Models: One of the roles of the Steering Committee was to become aware of best practice thinking around middle school philosophy. All members were given the book *Turning Points 2000: Educating Adolescents in the 21st century* by Anthony W. Jackson and Gayle Davis.

We looked at three specific models of middle schools before deciding on Turning Points. They were: NASSP’s (National Association of Secondary School Principals) *Breaking Ranks for Middle Schools* which is based on the practice of rigor, relevance, and relationships; [*This We Believe: Successful Schools for Young Adolescents*](#), a landmark position paper from National Middle School Association in which the association's vision for a successful school for 10- to 15-year-olds is delineated in 14 characteristics. Below please find the comparison of the three philosophies:

3 R’s—Rigor, relevance, and relationships	Turning Points	This we Believe
Rigor	Rigorous & Relevant Curriculum	<i>Culture Educators who are prepared to work with this age group</i>
Relevance	Effective Instructional Practice	<i>Courageous, collaborative leadership</i>
Relationships	Staffing & Professional Development	<i>Shared vision that guides decision</i>
	Personal Relationships for students	<i>Inviting, supportive, & safe environment</i>
	Participatory Staff Decision Making	<i>High expectations for every member of learning community</i>
	Safe & Healthy School	<i>Students and teachers</i>

	Environment	<i>engaged in active learning</i>
	Parent & Community Relationships	<i>Adult advocate for every student</i>
		<i>School initiated family and community partnerships</i>
		Schools Provide:
		Curriculum that is relevant, challenging, integrative, and participatory
		Multiple learning and teaching approaches that respond to their diversity
		Assessment and evaluation programs that promote quality learning
		Organizational structures that support meaningful relationships and learning
		School-wide efforts that foster health, wellness, and safety
		Multifaceted guidance and support services

Based on the information we needed, we decided to use Turning Points as the tool that would give us the most helpful information.

C. In addition, to the Steering Committee we established Task Force groups around each of the Seven Pillars of a best practice middle school as defined by *Turning Points*. Each school would have seven groups, facilitated by one of the Steering Committee. After the task force completed their work, the Steering Committee reconvened to allow for dialogue across all three buildings around each of the seven pillars.

D. The charge of the task force groups were as follows:

1. **These groups were fact-finding, discovery, discussion groups. They made recommendations to the Steering Committee which, eventually, recommend to the C & I Board sub-committee and, ultimately, to the School Board. These groups are not decision-making groups.**
2. The groups were building specific. Each building had 7 sub-groups or task forces.
3. These groups distilled information to make recommendations to the Steering Committee whose members spanned all three middle schools.
4. Each group examined their topic through the lens of “What is a model of excellence about [topic]?”

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5. Then the group generated ideas of what is our current practice?
6. The next step was to look at best practice around this topic? (The training for this began on August 18 with the Steering Committee.)
7. The group made recommendations (no more than 5) of what they wanted to see in the next five years.
8. The recommendations went to the Steering Committee which will discussed them as representatives from all three buildings.
9. Every member of the middle school teaching staffs was invited to be part of the task force groups.

E. The timeline for the work of the middle school study was tentatively set as follows:

1. Initial meeting June 16 & 17, 2008
2. Meeting 2: August 18 of 2008.
3. Meeting 3: January 8, 2009. The SC distilled the ideas and generated a report complete with discoveries and recommendations to the C & I Board Sub-Committee.
Updates were shared with the C & I Board sub-committee in July , August, and January of 2009.
4. Timeline TBD: Based on the content of the recommendations, there will either be a report to a School Board work session, or sent back to the groups for further study. The work session report is scheduled for March 23, 2009.
5. Based on the discussion with the School Board, the discussion will go back to the Steering Committee and to the building committees for implementation.
6. By the end of the school year 2008-2009, we will have a document complete with recommendations and implementation plan.
7. By June of 2010, we will generate a follow-up to see where we are with our recommendations.

II. Agendas:

A. June 16 & 17, 2008

Agenda

Meeting One: June 16 & 17, 2008

The purpose of this day was to look at vision and mission of middle schools, assessing current practices, imagining the future, and examining the Seven pillars of best practice middle schools as described in *Turning Points*, in light of the District vision of “A Model of Excellence among Learning Communities.”

The group was comprised of 7-10 members from each of the three middle schools, including parents. Core and encore teachers were represented, although not every discipline had a teacher on the committee. The teachers were selected in the respective buildings by a variety of means: volunteers, asking certain representation, and invitation.

1. After warm-up activities we discussed what were successes and challenges in our current middle schools.
2. We discussed which model to use.

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3. We talked about timelines, next steps, and so on.

As a result of that meeting we realized several things:

1. We need to examine how we create a language of the future and help people understand how to move toward that.
2. We needed to pick one model of best practice middle schools to follow because it would be confusing otherwise. There are three possibilities: *Breaking Ranks Middle Level*, authored by the National Secondary School Principals Association, *This we believe*, prepared by National Middle Schools Association, and *Turning Points*. Authored by National Middle schools Association
3. As a follow-up to this meeting, administrators developed an FAQ on July 7, 2008, about what we heard in June to have common information to share with staffs. That FAQ is Appendix C.

We also developed a structure for the next meeting in August. We delineated charge statements to provide clarity for the task at hand.

B. Agenda Two: August 18, 2008

Meeting Two: August 18, 2008

The first task of the day was to establish the future timeline and to reflect on what had happened up to that point, provide professional development around best practices, and to discuss how we shape the future, especially in light of the District vision of “A Model of Excellence among learning Communities.” Participants had to read the following documents: “Framework for 21st Century Learning” written by Partnership for 21st Century Skills, the summary information for the community engagement Futures conference hosted by Wayzata schools on December 1, 2007, and led by Gary Marx, and the follow-up session on May 5, 2008. At those meetings our wider community discussed the trends of the future that will “Profoundly impact our future” as outlined by Gary Marx, particularly as those trends affect the Wayzata educational community. In addition, each participant read the following articles: “Tom Friedman on Education in the ‘Flat World’” published in *School Administrator* February, 2008 and “What Knowledge has the Most Worth? By Yong Zhao published in *School Administrator* in February, 2008. The purpose of requiring the readings was to facilitate the growth of a discussion about how we shape our own future and create middle schools that will meet the needs of students who will inherit the future.

In addition to the steering committee, we decided to have study groups in each building around each of the seven pillars. Every staff member was invited to be part of a task force; the steering committee members would facilitate the discussions.

Each task force would meet three times before we reconvened in January to help people understand creating our future, current thinking about best practice, and assessing where we are.

Prior to the meeting in January each task force submitted their report to Jane Sigford, Executive director of Curriculum and Instruction. She distributed them before winter break so that everyone could read them prior to our next meeting in January.

C. Meeting Three: January 8, 2009

Meeting Three: January 8, 2009

Enclosed please find the agenda for January 8, 2009, which included notes from *Community* by Peter Block, the notes from each task force group from each school, (See appendices)

To create a context of creating the language of our future, Jane Sigford provided some quotes from the book. Each group talked about what those messages from had to say to us.

Thoughts to help us from *Community*

1. Abraham Lincoln said —“The world belongs to those who participate”
2. If accountable, we need to say it. We need to follow through. We can't commit academic sabotage because we need to work together. Consensus means supporting the decision in front of and behind the scenes.
3. If we are building community, we have shared beliefs and values. We'll be a model .
4. We may not always be comfortable which is what it means to be human. We have to be willing to participate in decision-making, regardless of pain involved.
5. We can't have comfort without experiencing discomfort
6. Freedom creates accountability.
7. There is something about being human that does not like complete restraint, that needs freedom.
8. Conversation is so important—all 6 types as described in *Community*.
9. This is all about turning points—small groups, exploration (questioning) welcoming.
10. Questions are more transforming than answers--We have to be okay that we may not have answers. We have to continue to question but maybe next year there will be answers.
11. There will always be tension between personal wealth and common wealth. We have to make certain that we discriminate between What's best for me and What's best for we.

Community by Peter Block, 2008

Other things to keep in mind today:

1. The purpose for our being here today—We have to keep in mind –our thinking must be around what is best for kids, not what is best for adults.
2. Our process today is organic and “messy”. That is what has to happen.
3. One of responsibilities is to make certain other people understand the conversation that occurred today. The difficulty is that while being part of the process allows people time to process and to understand the thinking that occurs during the processing, it is hard to keep others who were not present for all the discussions apprised of the the richness of the process itself. Steering committee members have to give an abbreviated version to the task force members so they can understand the process, discussion, and results.
4. Tasks for the day
 - a. Each building discussed and reported out as to what key ideas from the above quotes were important.
 - b. Groups divided into groups by pillar and compiled a list of key ideas that were representative of all three buildings. Reported out. Each group made no more than three recommendations. It was important to narrow the ideas to see what is truly our top priority.
 - c. Each individual put 3 dots on your top three priorities. The dots were 3 colors so we could force people to prioritize.
 - d. As a large group, we built consensus on our recommendations. It was important to have consensus around these issues in order for there to be support throughout the district.
 - e. Developed timeline for implementation.

D. Minutes from follow-up meeting with Administrators: January 9, 2009
Administrators met on January 9, 2009, to continue the discussion in order to develop talking points for the staff because we ran out of time on the 8th.

1. First order of business was to establish what we know so far:
Last summer, because it is best for students, administration decided that all three middle schools must be the same during the student contact day, including having an advisory.
2. We also know that there are curricular issues and budgetary issues under discussion that must be decided in light of best practice for middle schools. We had waited to make decisions until the results of January 8. We were also waiting for information because of the current budgetary gap in revenues and

expenditures in the state of Minnesota. We will not know the full impact of the financial implications until the Minnesota Legislature is done with its work in late spring and we have finalized a budget.

3. We created our parameters for decisions-making. They are:
 - a. Keep students as prime concern
 - b. What are difference making activities? Avoid distractors?
 - c. We need to know that the self-study and the administrators are making decisions based on established philosophy and best practice.
 - d. We strive to find ways to fit all pieces together...
 - e. We don't want the same messiness 3-5 years down the road.
 - f. Dr. Anderson discussed how important it is that we define the operational principles which are in process of being developed. If we get a good framework in place, it will help us work hard on the hard stuff and not have to work hard on the easy stuff.
 - g. As we develop our philosophy, we need to remind ourselves: Is what we are talking about a "needle moving" activity? And how do we know?
 - h. With that in mind the following are the decisions and talking points so far to be shared with staff:

4. Talking Points to share with staff:

- a. All 3 MS will be the same in programming for students during the student contact day
- b. There will be an advisory in all 3 bldgs.
- c. We are increasing Spanish. We aren't sure how that looks yet.
- d. We need to create a task force to look at scheduling models (4 people from each bldg. 2 from core and 2 from encore. administrators will sit on the committee. As discussed at the self-study, there are issues of core/encore, block schedules, exploratories.
- e. We will create a task force on advisory (6 plus)

5. Curricular Decisions

We will:

- a. Teach 1 semester of health in 8th grade.
- b. Continue to teach 6th grade health. We recognize that there is a recommendation from the health curriculum review team and the middle school self-study as best practice that health should be taught at all 3 grade levels by a licensed health teacher. However, we cannot implement at this time.
- c. Gender-Based choir—The pilot worked this year at East but it may not every year. We have to table continued or expanded implementation until

other considerations such as budget, curricular effects, possible schedule changes fall into place.

- e. We will offer music exploration at all 3 ms at 8th grade
- f. We recommend having P.E. in 8th—all year, every other day, paired with music in all three schools
- g. We will implement an Advisory Program—Minimum 20 minutes daily in every bldg which is recommended best practice by *Turning Points* and acknowledged as such in our self-study. We will build advisory around themes.

We will create an advisory task force with 4 teachers per building—2 core and 2 encore--teachers per bldg. and 1 administrator (Jenny). They will meet and plan advisory program across buildings. The outcome will be themes of the month, although the buildings do not have to teach the same theme during the same month.

- h. We will increase the amount of Spanish. We will teach a semester in both 6th and 7th. This is an increase of a quarter in each grade.
- i. We will discuss whether we offer a full year of Spanish in 8th grade as an elective or as a required core class.
 - j. We will continue to have core/encore classes, although down the road the names may change. Best practice for middle schools describes core/encore as what is best for students. The constant issue remains as to how people feel included on teams or not, but that is something we need to work on.
- k. We will establish a committee to derive a Vision Statement as to what we believe to be our vision for 21st century Wayzata middle schools. We asked the Steering Committee to submit 7 words and we will ask a sub-group to establish a vision statement and then take it to the staff for input.

Next Steps

1. Building principals will share the Talking Points and Decisions with their staff.
2. Based on the priorities as established at the January 8 meeting, Jane Sigford compiled a draft matrix that must be discussed and finalized.
3. They will examine the draft completed matrix and on Wednesday, January 14, 2009, we will talk about finalize the recommendations and set a date for follow-up.

DRAFT

Seven Pillars of a best practice Middle school according to *Turning Points*

- R & R = Rigor and Relevance
- P.D.M.= Participatory decision making
- P.I.= Parent Involvement
- S. & H.S. = Safe and healthy schools
- E.I.= Effective Instruction
- S.P.D.= Staff and Professional Development
- Rel= Relationships.

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Recommendation	Priority 1,2,3 (pts)	What next	Who should be involved	timing
R & R—Common Assessments—(1 per common course at least)	25	<ol style="list-style-type: none"> 1. A Committee with reps from each bldg meet with C.J. Kiffmeyer to develop a proposal for what is needed and how to apply for district p.d. dollars—due end of Jan 2. This is also part of the p.d. request. Help figure out a plan for supporting the time needed for collaboration. Could be an outgrowth of groups meeting. 	<ol style="list-style-type: none"> 1. reps from each bldg, c.j. kiffmeyer (or other C & I resource teacher to help) 2. Could develop plan for needed collaboration time in conjunction with administrators and C & I team 	<ol style="list-style-type: none"> 1. app is due end of Jan. Need to revise plan to coincide with next Staff Development date. Also, what can each building's contribution be to this? 2. Have this done before summer begins so that we may use some time during the summer for the work and will continue during next school year

R & R—schedules allow for flexibility and consistency	25	1. Need to explore block scheduling, timing, Flex, Rdg for possible implementation in fall of 2010. Recommendations completed by end of 2009.	1. task force with reps from each bldg, Parents, and administrative representation. Budget??	1. Recommendations completed by Dec. 2009 so there can be discussions and feedback before the budgeting process for school year 2010-2011. meaning for implementation in fall of 2010 Scheduling committee— What is charge for this group? Time commitment? EAST has theirs. DATES: Steve: in charge ½ day to start? Jane will pay? Susan will share readings . Brindisi, Rice, Knabenshue, speers, 2 parents and 2 core and 2 encore from each bldg.
R & R— Communicate effectively about students from one grade level to another	2	1. Need to look at key information for our students, how we gather, store, and convey such information. Also need to look at electronic means of display	Task force of teachers from all 3 bldgs, counselors, administrators, and hs counselor and administrator	We can do this anytime. Can have a task force begin now, do some work over summer and make recommendations by mid2009 for

		and storage. May need to determine what info teachers need v. want		implementation in 2010
P.D.M Have leadership teams with representation from all groups		This is in place in some bldgs. Can be done immediately. Will take a discussion with administrators and each staff and how we can create this	Administrators with their staffs Building decision	Can be done now However, there may be more training needed on leadership and effective teaming (Emily Puetz?) Jane has spoken to Emily and is working on specified training.
P.D.M. All teams use effective meeting procedures-norms, minutes, defined roles, standardized comm. process		Can use the bldg p.d. teams to conduct a survey to see if everyone knows about eff. Meeting procedures, taking minutes, etc. Based on that survey, we can provide training for what people need.	Bldg admin and staffs. Tech dept. p.d. committees Dist p.d. committee Bldg. Ldrship Team	Can begin now This will be a work in progress and ongoing. Whose responsibility for creating the survey? Building or district-wide? Set up through tech dept?
P.D.M.—Standardized communication process for teams, and committees		Based on needs of leadership teams, committees, task forces, we can keep thinking about what we need and how we make it happen. We need to work with technology, to see what can we do to use technology to make this happen. What are	Bldgs will need to work with their staff to see what people are doing and what they need to do. Is this a bldg. issue to be addressed as we are talking about surveying	Can start now. This will be ongoing. Can start with survey of staff to see where they are and where they want to go. How should we best do this?

		our options?	staff – formal or informal?	
P. I. Create Family support Network	10	Bldg administrators can work with PTOs to see what parents would want and how to make it happen	Bldg administrators Ptos and many other parents Technology—to see what we can do electronically	Should begin now with our families. Can implement as we go.
P. I.—Welcome and inform parents as to programs, involvement opportunities, and curriculum,	7	Develop survey to see what meets our parents' needs. Decide what needs to change—do we have open houses? Curriculum nights? Then have discussions as to how we do this among the 3 bldgs. Could have a task force with teachers and parents on the committee	Bldg administrators, parents, staff	Can start committees now with parents This will be ongoing Can this be a function of site teams and PTOs?
P. I. Develop Community service partnerships	1	Can have discussions with parents, students, staff on how to define this	Students, parents, Community ed and volunteer coordinators?	Start next fall? How do we coordinate community service scheduling so not all are attempting to access agencies at the same time?
E.I—Implement Building	24	This may need to be put on	Admin. Meet with staffs	Revisit after budget

<p>Embedded Expert Resources (B.E.E.R) in these areas: literacy coach, peer coach, NUA coach, Data Coach, differentiation coach, Leadership training, technology Need for new acronym! W.H.I.S.K.E.Y?</p>		<p>hold until we finish the budget cycle this year. Administrators can meet with staffs and talk about this in the context that the budget may shape some of our decisions. Can have conversations with bldg p.d. committees and with the dist. Committee to talk about this. It will be good to have people aware that this is perceived as powerful. The question is how can we keep this as much as possible with the budget situations. Bring this up at Leadership Council?</p>	<p>and share this. Admin. Meet with bldg p.d. teams and share Bldg p.d. teams share this with dist. Team to see how we can continue. Jane share this with Chace to he is aware of the depth of feeling about this topic among the staff</p>	<p>decisions?? Is this realistic at the given time? Will this come back to BLDG staff dev. \$? Can we talk about ideas on how to implement? Sharing? NUA and Bobby & Stacy?</p>
<p>E.I.—Reallocate and increase professional collaboration time</p>	<p>17</p>	<p>Bldg admin meet with bldg. p.d. teams about this. Bldg teams take this topic to district team to see if we can generate ideas as to how to make this happen. Jane share with Denise and with C & I resource team to</p>	<p>Administrators Bldg. p.d. teams Dist. P.d. team Jane and c & I resource team</p>	<p>Can begin discussion now. Dist. P.d. team meets Feb 2 Even if there is a district commitment we should still expect buildings to contribute to meet needs of teachers within their bldgs.</p>

		see if we can create possibilities		
E.I. –Implement differentiation more effectively	2	Lois and V21 team talk with bldg administrators and a team of teachers to see what this would mean and look like Admin. Survey staffs to see what they need and want and take this info to the V21 team Develop some training?	Lois Robbins and V. 21 team Bldg staffs Administrators Dist p.d. team? Bldg p.d. teams	Who will lead this initiative? Who wants to meet with Lois and start planning? There was a group that addressed this in 2005. How do we get this out front and center again? V21 was very involved last time through
S.P.D. –Expand staff mentor program		Have conversations with Denise falls about new teacher and staff mentor program. Who would do this?	Dist p.d. team Denise falls	Wait until budget decisions are made
S&H S—Opportunities for students to improve health and fitness competencies		Some of this will be curriculum decisions. Convey knowledge to Kris Jones, resource teacher, May be decided by curricular decisions Could have conversations with community ed and community resources to see	Curriculum review Kris Jones et. Al	Budgetary and curricular decisions Decisions about the total program has ramifications for the p.e./health offerings

		about afterschool offerings		
S & H.S.—Incorporate peer leadership		Can talk with students now. With student councils, develop student leadership teams? Can form a group to see wht type of opportunities we want to create. Work with YES?	Students Parents Bldg admin Parents Community Ed Volunteer coordinators	Can begin now
S & H.S. Staff training in area of cultural competency	2	Continue offerings in cultural collaborative Talk to staffs about what people need Work with District Equity team to provide some training? Survey staff to see what the need/want	Dist. Equity team Bldg staff Administrators WMEP offerings NUA?	Can do now How are we doing with teachers taking advantage of the cultural collaborative offerings that are currently offered through WMEP? Get info from Lois re: participation
Rel—Maintain and establish best m.s practices with team configuration and small team size and teacher/student ratio	14	This could be part of the discussion around the scheduling task force. Some of this will be determined by what happens with the budget process and curriculum adoptions best practices here are quite clear accrdg to Turning points, This We Believe and Breaking	Budget teams Scheduling task force	Ongoing discussion particularly after budget and curricular decisions are made. This is an ongoing issue, never completed Budget and curriculum drives scheduling. Need to maintain MS mindset.

		Ranks. are we willing to follow them?		
Rel-Maintain and/or establish ms. Best practices in team planning, adequate time in instruction, common planning time, and continuity of teams		Staff discussions Budget and curricular decisions will affect this	Ongoing discussions with bldg. administrators, Curr teams, Budget processes, Staffing decisions and hiring	Ongoing. Never completed
Rel.—Maintain and/or establish best practice advisory program that meets character of each building based on needs /character of each building. What does "character of each building" mean?		Establish a cross-school team to share what has worked in current advisory programs, what is best practice in advisory, establish common themes across all 3 schools regardless of when they are taught Because this has been an ongoing issue, we had waited until this study to move forward and now we can.	Cross-schools team of 4 teachers per bldg (2 core/2 encore) and 1 administrator (Jenny has volunteered)	Can start now with implementation in fall of 09.

III. Future Planning

A. To Dos:

1. Convene the Visioning Committee: Principals will ask each staff member to send a list of seven adjectives to Jane Sigford. She will convene a group that is representative of each site to establish a vision that is built on the Model of Excellence among Learning Communities. This vision will be taken to the Steering Committee, hopefully, in summer of 2009 to reach consensus.

2. Convene scheduling committee: The scheduling committee will have two core and two encore teachers from each building as well as two parents. Middle school administrators will facilitate this committee. We developed the charge for the scheduling committee which is as follows:
 - Examine various scheduling models
 - Use the District vision of “A Model of excellence among learning communities” as the underpinnings for the work..
 - Make recommendation for scheduling. To do this all members of the committee will have to do some background work on best practices for various scheduling ideas, e.g. block? Looping? 8 period day? Susan will give Jane some materials which will be copied and distributed to members of the committee as background. Some members of the committee may have to visit local schools which have different models.
 - Make recommendation on use of flex time?
 - Make recommendation on use of reading time?
 - It is NOT to make curriculum recommendations. It is about “encore,encore” “Core, Core”
 - Make recommendations by November 30, 2009.

3. Convene advisory committee: Design themes for advisory that will be implemented throughout the district.

4. Complete the matrix with next steps

5. Reconvene steering committee summer of 2009 to discuss the matrix and to reach consensus on our vision.

6. Develop timeline of possible recommendations

7. After the scheduling committee completes its work, we will have to have conversations about the best scheduling model for our middle schools. We do not know if things will change or not. Some issues to be resolved are: the use of flex time and reading time, would we ever go to a block schedule or every other day block? Would looping be advantageous for our students? We will

have to make some additional curriculum decisions next year, particularly will we require 8th grade Spanish or will it remain as an elective?

8. Monitor our progress throughout.

Steering Committee

Central

Bartels, Chad
Berg, Jenny
Colanino, Leslie
Crook, Adrienne
Gallagher, Kelly ?
Reinke, Michelle
Rimington, Rob
Swartchuk, Kris

East

Bostrom, Teri
Backes, Brenda
Miller, Curtis
Paetzel, Paul
Rice, Mike
Scheidler, Matt
Simson, Kathy
Slater, Curt

West

Bond, Antoinette
Brown, Seth
Doten, Clark
Jorgenson, Bree
Prendergast, Jocelyn
Richter, Ann
Sommerfeld, Susan

Sigford, Jane, Executive Director of Curriculum and Instruction

Bibliography

- Block, P. 2008. *Community*. San Francisco: Berrett-Koehler Publishers, Inc.
- Hirsh, Stephanie & Killion, Joellen, "When Educators Learn, Students Learn: Eight Principles of Professional Learning." *Kappan* 90, no. 7 (2009): 464-469.
- Jackson, A.W & Davis, 2000. *Turning Points 200: Educating Adolescents in the 21st Century*. New York: Teachers' College Press.
- York-Barr, J et. al. 2006. *Reflective Practice*. Thousand Oaks, CA: Corwin Press.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION
Regular Meeting - April 13, 2009 - 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 - March 9, 2009
 - B. Finance and Business Recommendations
 - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
 - A. Sunset Hill Student Presentation
4. RECOGNITIONS
 - A. Employee of the Month - April -
5. REPORTS FROM ORGANIZATIONS
 - A. Student Council
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 - B. Curriculum and Instruction
 1. Approval of Sunset Hill Elementary Site Plan
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
 1. Authorization of Health and Hospitalization Insurance Rates for 2009-2010
 2. Authorization of Dental Insurance Rates for 2009-2010
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 – March 23, 2009

AGENDA SECTION: 8. **ADJOURN**

ITEM: _____

COMMENTS BY: Board Chair Moroz

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