

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Work Session - January 25, 2010 - 4:00 PM  
District Administration Building, 210 County Rd. 101 N., Plymouth

### **AGENDA**

- |    |  |    |
|----|--|----|
| 1. | CALL TO ORDER/ROLL CALL  | 3  |
| 2. | ADMINISTRATIVE   |    |
|    | A. Race To The Top Update - C. Anderson, Others                  |    |
| 3. | CURRICULUM AND INSTRUCTION                                       |    |
|    | A. "Reading and Riding" - J. Sigford, D. Schultz, K. Jones       |    |
|    | B. Technology Plan Update - W. Phillips                          | 4  |
|    | C. Plymouth Creek Site Plan - K. Thompson                        | 22 |
| 4. | FINANCIAL  |    |
|    | A. Capital Budget Process/Options - J. Westrum, B.Noyed          | 50 |
|    | B. 2010-2011 General Budget Update/Legislative News - J. Westrum |    |
|    | C. 2009-2010 Budget Revision - J. Westrum, B.Noyed               |    |
| 5. | HUMAN RESOURCES  |    |
|    | A. Administrative Structure Discussion - A. Doughty              |    |
| 6. | BOARD REPORTS  |    |
| 7. | SCHOOL BOARD   |    |
|    | A. Tentative Board Agenda for February 8, 2010                   | 52 |
| 8. | ADJOURN  | 53 |

**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 – January 25, 2010

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

**COMMENTS BY:** Board Chair Peterson

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



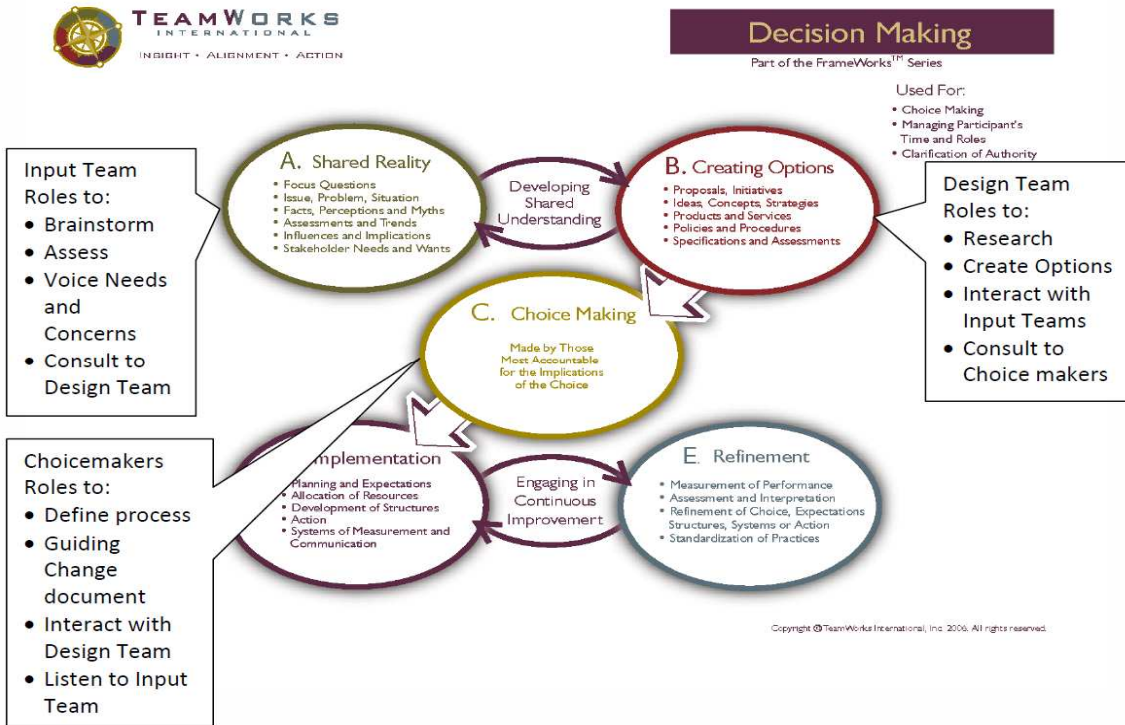
## Technology Planning Process Update Brief

*Office of Technology – Wade Phillips*

Wayzata Public Schools has made a commitment to invest in a forward thinking technology planning process shaped by inputs from the school district’s constituents. During this process, we have applied intentional focus to the process of strategic and constructive change in our instructional and operational technology systems. The intended outcome will be an innovative technology plan that aligns our technology strategies with the district’s Vision, Directions, and Guiding Values.

The district has partnered with Dennis Cheesbrow, from Teamworks International, to assist in the public design phase of this planning initiative. Dennis has provided our teams with leadership, direction and facilitation during this innovative design process. Dennis has a great deal of experience in helping districts with specific initiatives and general strategic planning. To date, he has been involved by helping us design the process, facilitate the Design and Input Team activities and getting our planning initiative to the current status.

### Design Process:



**Philosophy:**

- Human Centric
- Student \ Learner Focused
- Innovative Design Process - inherently and deliberately messy
- Adaptable, flexible, authentic, living plan
- “We are better together”

**Technology Planning Framework:**

**Learning:** Provide access to high-quality learning experience. Understand and deliver a learning framework that is relevant to today’s students.

**Assessment:** Collect, analyze, and use student data to guide instructional decisions.

**Teaching:** New ways to support those who support learning. Provide systems and opportunities to support learning tasks, activities, and experiences.

**Productivity:** Redesign systems and processes to free up education resources to support learning.

**Engagement:** Enhance community relationships through dynamic communication mediums.

**Capacity:** Deliver operational excellence in systems and service.

**Top Ten Themes:**

Individualized Learning Opportunities	Seamless Access to Relevant Data \ Information
Focused Professional Development	Common and Formative Assessment
Personalized Learning Plans	Dynamic and Seamless Web Presence
Learning relevance – 21 Century Skills	Anytime, Anywhere, Any Device --Access
Service Delivery Model -- Customer Centric	Full and Equitable Student Learning Device \ Access

**Next Steps:**

- Two community focused Input Team meetings (Feb 2<sup>nd</sup>, March 9<sup>th</sup>)
- Four Design Team meetings
- Analysis, synthesis of material
- Formalizing the working plan

*Supporting Documents: Guiding Change, Options Grid, and Tech Plan Framework.*

# STUDENT ACHIEVEMENT

**Learning:** Provide access to high-quality learning experience and seek to understand and deliver a learning framework that is relevant and engaging for today's students.

**Assessment:** Collect, analyze, and use student data to guide instructional decisions.

**Teaching:** Provide systems and opportunities to support learning tasks, activities, and experiences as well as support those who support learning.

**Productivity:** Redesign systems and processes to free up education resources to support learning.

**Engagement:** Enhance community relationships through dynamic communication mediums.

**Capacity:** Deliver operational excellence in systems and service.



Learning



Assessment



Teaching



Productivity



Engagement

Capacity

District Technology Plan Process  
**Guiding Change Document DRAFT 6.1**

**Wayzata Public Schools**  
Wayzata, Minnesota

*January 4, 2010*



*Prepared by:*

**Dennis Cheesebrow**

Founder and Principal

Email: [dennisc@teamworksintl.net](mailto:dennisc@teamworksintl.net)

TeamWorks International, Inc.

Phone: 651-429-7340

Fax: 651-429-7782

*Prepared for:*

**Wade Phillips**, Director of Technology

Wayzata Public Schools

305 Vicksburg Lane

Wayzata, Minnesota 55447

Phone: 763-745-5101

Email: [Wade.Phillips@wayzata.k12.mn.us](mailto:Wade.Phillips@wayzata.k12.mn.us)



**TEAMWORKS**  
INTERNATIONAL  
INSIGHT · ALIGNMENT · ACTION

## Wayzata Public Schools Decision Making Process Concept

### Technology Plan — Begin with the end in mind (DRAFT)

November 16, 2009 — Wade Phillips

#### DISTRICT

##### Vision

The vision is the school district's description of the envisioned future for the organization. Striving for and achieving this vision is a high priority of the Board of Education, the Superintendent and District Administration, the Professional Teaching Staff and all other staff members of the school district.

The vision for the Wayzata Public Schools is: *A Model of Excellence Among Learning Communities*

##### Mission

The Wayzata Public Schools has established the following as its 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 the personal wellness, and fosters respect for self and others.*

##### District Directions

- 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.

##### Guiding Values

1. Build Community
2. Dream Big and Inspire Hope
3. Enrich Talent and Grow Leaders
4. Envision, Design and Deliver the Ideal
5. Know and Do What Matters
6. Improve Continuously
7. Make a Difference

#### WAYZATA TECHNOLOGY PLAN 2014 VISION

**Learning:** Provide access to high-quality learning experience and seek to understand and deliver a learning framework that is relevant and engaging for today's students.

**Assessment:** Collect, analyze, and use student data to guide instructional decisions.

**Teaching:** Provide systems and opportunities to support learning tasks, activities, and experiences as well as support those who support learning.

**Productivity:** Redesign systems and processes to free up education resources to support learning.

**Engagement:** Enhance community relationships through dynamic communication mediums.

**Capacity:** Deliver operational excellence in systems and service.

#### WAYZATA TECHNOLOGY THEMES

The following technology themes were developed by a district curriculum review committee and are based on a compilation of the MEMO, ISTE, and 21st Century Skills.

- Digital Citizenship
- Digital Literacy
- Critical Thinking, Problem Solving, and Decision Making
- Global Perspectives
- Technology Skills
- Personalized Education

**MEMO Standards (Minnesota Educational Media Organization)**

- Responsible use of Information and Technology
- Reading and Media Literacy
- Technology Skills
- Research Process

**ISTE Standards (International Society for Technology in Education)**

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

**21<sup>st</sup> Century Skills**

- Digital Age Literacy
- Inventive Thinking
- Interactive Communication
- State of the Art Results

**CURRENT TECHNOLOGY PLAN**

- Curriculum Integration
- Infrastructure
- School Sites
- Maintenance and support
- Data for decision making
- Staff development
- Communication
- Safety and facilities

TeamWorks International proposed the use of the effective and highly used Decision Making and Guiding Change FrameWork™s as the macro Process organizers for the development of the District 2010 – 2014 Technology Plan.

The Guiding Change FrameWork is used to assist the Choicemakers in the Decision Making Process to articulate the shared agreement as to the Context (why), the Results (what) and the Unacceptable Means (not how). These critical elements assist in framing the work, the limitations and the expectations for all those in the District and public who are engaged in and affected by the process.

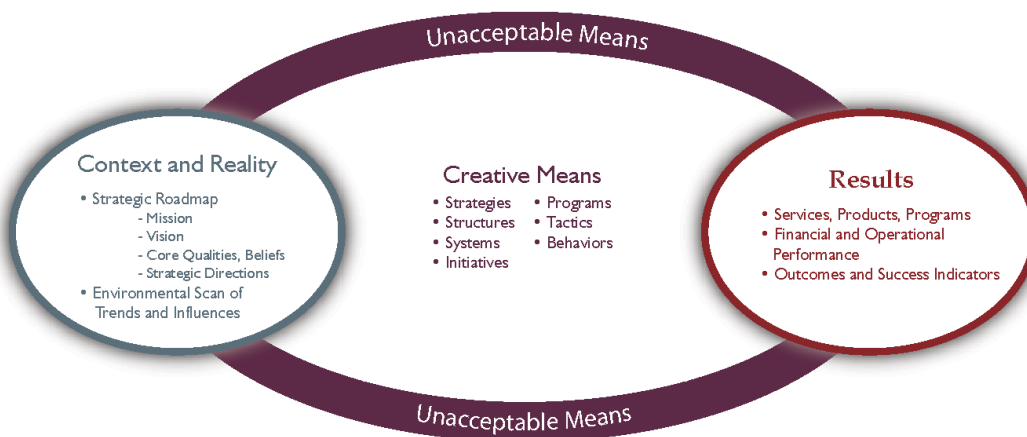


## Guiding Change

Part of the FrameWorks™ Series

Used For:

- Governance and Operational Leadership
- Establishing Boundaries for Creative Work
- Clarity of Roles, Responsibilities, Boundaries



Copyright © TeamWorks International, Inc. 2006. All rights reserved.

In addition, the proposed Process will employ the Decision Making FrameWork to assist in defining the roles, responsibilities, sequence and timing of the Process.

The purpose of the workshop was to develop the key elements of a Guiding Change Document DRAFT 01.

Wayzata Public Schools 2014 Technology Plan GUIDING CHANGE Document DRAFT 6.1 January 4, 2010		
Vision 2014 Arena	Current Reality <i>The context and reality in our District and education in which our work occurs:</i>	Desired Outcomes <i>What the Options must deliver:</i>
<b>Learning</b>  <i>Provide access to high-quality learning experience and seek to understand and deliver a learning framework that is relevant and engaging for today's students.</i>	<ul style="list-style-type: none"> <li>• Learning targets dictated by state standards are the basics, not the bar</li> <li>• Digital natives (kids exposed to technology their entire lives) learn differently</li> <li>• More to learn – deciding what matters</li> <li>• What content is necessary for memorization (instant recall) access vs. recall. Content vs. context.</li> <li>• Curriculum documents written from student learning perspective – not teaching perspective</li> <li>• Understanding the current impact of learning with technology and its effectiveness</li> <li>• Focus on learning, not teaching</li> <li>• Independent and personalized learning</li> <li>• Differentiation – (creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process)</li> <li>• Making connections between disciplines</li> <li>• Students deserve to be engaged</li> <li>• Differentiated learning engages</li> <li>• More opportunities for distance or blended learning</li> <li>• Digital divide and inequities limits engagement opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Move beyond the State basic level to the Wayzata High bar level for all students</b> <ul style="list-style-type: none"> <li>○ Continued focus on staff development and the “minimum expectations” with ongoing, frequent training and professional development</li> <li>○ Increase the achievement of all students</li> </ul> </li> <li>• <b>Implement an individualized and highly engaging approach to learning in all subject and content areas in the District</b> <ul style="list-style-type: none"> <li>○ Kids do not want to “power down” (technology infused experience at home and school)</li> <li>○ Increased individualized education and acceleration path.</li> <li>○ Finding different virtual/mediums to build learning communities, all year long</li> <li>○ Recognize and address the impact on the whole child- balanced approach.</li> <li>○ More virtual worlds / simulations for interactive learner and individualized instruction</li> <li>○ Flexible / adaptable to respond to fast-paced change at school and home</li> </ul> </li> <li>• <b>Increase the use and benefits of technology for learning</b> <ul style="list-style-type: none"> <li>○ Flexible / adaptable to respond to fast-paced change in the school, home, administration and department offices and settings</li> <li>○ Impact of change on the people in our organization, feelings and experiences</li> <li>○ Parent real time access to systems, people and feedback</li> <li>○ Collaborative and interdisciplinary work is an important “tool set”</li> </ul> </li> </ul>

Wayzata Public Schools  
**2014 Technology Plan GUIDING CHANGE Document DRAFT 6.1**  
 January 4, 2010

<b>Vision 2014 Arena</b>	<b>Current Reality</b> <i>The context and reality in our District and education in which our work occurs:</i>	<b>Desired Outcomes</b> <i>What the Options must deliver:</i>
<b>Assessment</b>  <i>Collect, analyze, and use student data to guide instructional decisions.</i>	<ul style="list-style-type: none"> <li>• Assessment has the greatest impact on learning when (Goal &amp; Trend)               <ul style="list-style-type: none"> <li>○ Data is used correctly</li> <li>○ Change teacher practice</li> <li>○ Feedback is timely</li> <li>○ Common among all teachers at a certain level</li> <li>○ High expectations</li> <li>○ Support from the community</li> </ul> </li> <li>• Assessment of student learning is the focus of teacher professional development now</li> <li>• Common assessments for common courses</li> <li>• Common formative assessment data is to lead to beginning more individualized learning</li> <li>• Assessments should be for the sake of improving student learning, not for the purpose of accountability</li> <li>• We are becoming more effective in the practice of using of data</li> <li>• Immediate feedback with tech devices on a pilot basis</li> <li>• Best practices of assessment in education are becoming more sophisticated</li> <li>• Emphasis on learning teams and collaborative culture</li> <li>• Current letter grades are not standard across all teachers/levels</li> <li>• Federal and State assessments gives priority to math, reading, writing and science &amp; does not assess other disciplines and skills</li> <li>• Limited resources to provide people to assist with quality data analysis, input, etc</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Formative assessment across all subject and content areas and its professional use to differentiate teaching to be a core competency</b> <ul style="list-style-type: none"> <li>○ We will use data to better prioritize what we teach and what teachers focus on</li> <li>○ Assessment administered, collecting, managing and reporting becoming more formal and streamlined process.</li> <li>○ Teacher preparation for continuous change</li> </ul> </li> <li>• <b>Assessment leads to increased student learning</b> <ul style="list-style-type: none"> <li>○ Increased access to technology at all times</li> <li>○ Must be able to adapt to rapid change</li> <li>○ Fundamental structure of levels and grades beginning to be challenged</li> <li>○ Teachers are able to give immediate feedback</li> </ul> </li> <li>• <b>Assessment data used for individualized instruction and family connection</b> <ul style="list-style-type: none"> <li>○ Secure access for anyone, anywhere, anytime with any device</li> <li>○ Grades are more reflective of what students know. Rates of learning not age, we will challenge the traditional structure of grades and levels based on age</li> <li>○ Improved integration across data and communication systems</li> </ul> </li> </ul>



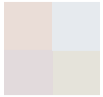
Wayzata Public Schools  
**2014 Technology Plan GUIDING CHANGE Document DRAFT 6.1**  
 January 4, 2010

<b>Vision 2014 Arena</b>	<b>Current Reality</b> <i>The context and reality in our District and education in which our work occurs:</i>	<b>Desired Outcomes</b> <i>What the Options must deliver:</i>
<b>Teaching</b>  <i>Provide systems and opportunities to support learning tasks, activities, and experiences as well as support those who support learning.</i>	<ul style="list-style-type: none"> <li>• Some students currently not meeting minimum standards</li> <li>• No Child Left Behind (NCLB)</li> <li>• New expectations for skills needed to graduate</li> <li>• Beginning to see conclusive data about learning</li> <li>• Data-driven instruction</li> <li>• Addition of technology has expanded classroom out into world</li> <li>• Technology integration into the curriculum</li> <li>• It's hard to establish what <u>every</u> teacher has to know and do, especially setting District criteria vs. parent expectation</li> <li>• Focused on supporting the human component needed for learning; communication with students and parents needs to be balanced with technology</li> <li>• Tools change so fast, it's hard to establish a basic "toolbox" that is standard</li> <li>• Support teachers in decision making about "the right tools"</li> <li>• Opportunity for professional development</li> <li>• Limits on time to implement new teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Improved teaching through consistent application of technology tools</b> <ul style="list-style-type: none"> <li>○ Technology which provides more options for individualized education</li> <li>○ Broader spectrum of possibilities providing for a greater use of technology leading to the increased need for quality of data.</li> <li>○ With the use of technology we will have quality data with less rework</li> <li>○ Development of expectations for the use of technology in instruction</li> <li>○ Assessing for and eliminating obsolete teaching practices</li> <li>○ Continued focus on staff development</li> <li>○ A teaching staff that integrates technology into instruction</li> </ul> </li> <li>• <b>Increased high quality interaction student – teacher</b> <ul style="list-style-type: none"> <li>○ More opportunities for students-teacher contact</li> <li>○ Teachers to give immediate feedback</li> </ul> </li> <li>• <b>Improved communication between teacher – student - family</b> <ul style="list-style-type: none"> <li>○ Shared responsibility between parent – student – teacher</li> <li>○ Secure access for anyone, anywhere, anytime with any device</li> <li>○ Clarification of learner outcomes</li> <li>○ Increased transparency regarding data throughout the system</li> </ul> </li> </ul>



Wayzata Public Schools  
**2014 Technology Plan GUIDING CHANGE Document DRAFT 6.1**  
January 4, 2010

<b>Vision 2014 Arena</b>	<b>Current Reality</b> <i>The context and reality in our District and education in which our work occurs:</i>	<b>Desired Outcomes</b> <i>What the Options must deliver:</i>
<b>Productivity</b>  <i>Redesign systems and processes to free up education resources to support learning.</i>	<ul style="list-style-type: none"> <li>• Increased demands with same time and resources</li> <li>• We are more intentional and staff is doing more with technology</li> <li>• We can do more, therefore we expect more e.g. webpage, Moodle (course management system)</li> <li>• Present resources can limit options</li> <li>• Limited time for staff development</li> <li>• Increased expectations for communication</li> <li>• Need to clarify what is “stopped and dropped”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increased unity in systems design</b> <ul style="list-style-type: none"> <li>○ Increased, unified and an improved integration of data and communication systems</li> <li>○ Increased portability with secure access</li> <li>○ Service-oriented district is easy to do business with (on-line payment, registration)</li> <li>○ Core technologies and standards are identified to provide access and equity</li> <li>○ Ease of access</li> </ul> </li> <li>• <b>Increased collaboration and creativity</b> <ul style="list-style-type: none"> <li>○ Collaboration, sharing resources and creating a supportive culture</li> <li>○ Impact of change on the people in our organization, feelings and experiences.</li> <li>○ Need more training overall in acceptable use, sophisticated use</li> </ul> </li> <li>• <b>Increased productivity and usefulness for staff, students and community</b> <ul style="list-style-type: none"> <li>○ Secure access for anyone, anywhere, anytime with any device</li> <li>○ Ongoing training for all stakeholders</li> <li>○ Higher levels of adaptability</li> <li>○ Streamlined data collection for efficiency and communication</li> </ul> </li> </ul>

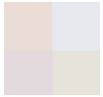


Wayzata Public Schools  
**2014 Technology Plan GUIDING CHANGE Document DRAFT 6.1**  
January 4, 2010

<b>Vision 2014 Arena</b>	<b>Current Reality</b> <i>The context and reality in our District and education in which our work occurs:</i>	<b>Desired Outcomes</b> <i>What the Options must deliver:</i>
<b>Engagement</b>  <i>Enhance community relationships through dynamic communication mediums.</i>	<ul style="list-style-type: none"> <li>• We are more immediate when using technology vs print</li> <li>• Engagement of families provides district support</li> <li>• Increased need for relevance to engage all aspects of the community</li> <li>• Many families, “marketplace” demands communication</li> <li>• There are social/political implications</li> <li>• Expect more communications. internally as well</li> <li>• Lack of engagement limits communication</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Engagement of families in the student learning and development</b> <ul style="list-style-type: none"> <li>○ Shared responsibility between parent – student – teacher</li> <li>○ Learning is connected in real time, online.</li> <li>○ More community training overall in acceptable use – parental digital citizenship</li> <li>○ Increase our multi-modal delivery of communication</li> </ul> </li> <li>• <b>Increased operational efficiencies</b> <ul style="list-style-type: none"> <li>○ Streamlined data collection for efficiency,</li> <li>○ Improved integration across data and communication systems</li> </ul> </li> <li>• <b>Engagement of staff in change process through implementation</b> <ul style="list-style-type: none"> <li>○ Continued focus on staff development and the “minimum expectations”</li> <li>○ Impact of change on the people in our organization, feelings and experiences (address the impact of change on the org)</li> </ul> </li> </ul>

Wayzata Public Schools  
**2014 Technology Plan GUIDING CHANGE Document DRAFT 6.1**  
 January 4, 2010

<b>Vision 2014 Arena</b>	<b>Current Reality</b> <i>The context and reality in our District and education in which our work occurs:</i>	<b>Desired Outcomes</b> <i>What the Options must deliver:</i>
<b>Capacity</b>  <i>Deliver operational excellence in systems and service</i>	<ul style="list-style-type: none"> <li>• Our current and prior financial resources did not allow us to sustain a planned replacement cycle that keeps pace with current technologies</li> <li>• We are limited by our current level of resources, both human and capital</li> <li>• Current equipment doesn't meet needs and pace –Replacement cycles and needs make this an ongoing financial commitment</li> <li>• Significant reliance (to the point of dependence) on technology and tech support staff</li> <li>• Partial alignment of job roles to needs</li> <li>• High community expectations</li> <li>• Human capacity of digital immigrants limits our ability to effectively implement new technology for learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Secure access for anyone, anywhere, anytime with any device</b> <ul style="list-style-type: none"> <li>○ Increased access to technology at all times</li> <li>○ Students use mobile computing anytime, anywhere</li> <li>○ Flexible / adaptable to respond to fast-paced change in the school, home, administration and department offices and settings</li> <li>○ Instantaneous expectations from community</li> <li>○ Build and maintain a leading edge networking, communications, operational and educational delivery system</li> </ul> </li> <li>• <b>Unified data systems across schools and departments</b> <ul style="list-style-type: none"> <li>○ Higher levels of adaptability</li> <li>○ Learning opportunities outside of the school day powered by technology innovation</li> </ul> </li> <li>• <b>Capacity to utilize technology efficiently and effectively</b> <ul style="list-style-type: none"> <li>○ Ongoing, frequent training and professional development</li> <li>○ Teacher preparation for continuous change</li> <li>○ Need more training overall in acceptable use, sophisticated use</li> <li>○ Full alignment of job roles with needs</li> <li>○ Maximize people's strengths using technology</li> <li>○ Our jobs are more sophisticated</li> <li>○ More literacy needed in reading, technology, math, etc.</li> <li>○ Future focus- Adaptable to change</li> </ul> </li> </ul>



Wayzata Public Schools  
**2014 Technology Plan GUIDING CHANGE Document DRAFT 6.1**  
January 4, 2010

### **Unacceptable Means of All Options**

**We will not design or implement systems which:**

- Create inequities among students for access to technology and learning opportunities
- Compromise student learning needs
- Misalign with District directions, mission, values and vision
- Fail to analyze the impact on security and architectural integrity.
- Standardize end user devices at the cost of limiting features and functionality
- Exceed District budget and resource limitations
- Misalign to industry best practices or standards and are deemed not to be interoperable with current or future systems and process.
- Place an emphasis on following the latest fad without piloting, prototyping, and testing
- Violate law, policy, employee contracts, vendor contract or agreement

District Technology Plan Process  
**Options Development Meeting 03**  
 Wayzata Public Schools  
 January 11, 2010

<b>Common Elements</b>	<ul style="list-style-type: none"> <li>• Individualized Learning</li> <li>• Increased ease of access to data and information throughout the district</li> <li>• Minimizing data entry and use of shared data points</li> <li>• Increased use of formative assessments on a continuous basis and entry of assessment data into data warehouse</li> <li>• Increased use of common assessments and end-of-course assessments</li> <li>• Reduction in use of paper</li> <li>• Minimize the digital divide and access based on socio-economics of families and students</li> <li>• Increase the flexibility of the system for creativity and integration of new approaches and methodologies across all schools, content areas and district departments</li> </ul>
------------------------	---

19

	<b>Systemic Change Elements, Features, Benefits</b>	<b>Meeting 1 Ideas #</b>	<b>Incremental Change Group Elements, Features, Benefits</b>	<b>Meeting 1 Ideas #</b>
<b>Learning</b> Provide access to high-quality learning experience and seek to understand and deliver a learning framework that is relevant and engaging for today's students	A. Personalized learning plans, continuous growth, students should take ownership B. Multiple ways of expression i.e.: podcast, video, term paper, play C. Student flexibility- ex. online/distance learning- Students may not be in school all day everyday D. Students may not be in a given grade at a given time E. True relevance of learning so that our curriculum reflects the skills students need for their future F. Students understand their role in/impact on a global community G. Real life application of skills H. Core competencies- Core classes that all Wayzata students must take I. Balance High Tech/ High Touch	A. 1, 2, 9, 10, 17, 19, 29, 30, 38, 39, 40, 45 B. 1, 2, 6, 35, 38 C. 10, 18, 21, 28 D. 10, 21 E. 13, 33, 37, 44 F. G. 6 H. 3, 12, 14, 20 I. 25, 26, 46	A. Increase focused professional development B. Look at the school day differently and school year differently/ class placement C. More on-line components that enhance learning; balance while maintaining the balance between personal interaction and screen D. (UDL) Universal Design for Learning- Technology hardware and software systems that will wrap around the unique needs of the learner (voice to text, digital books) E. Allow students to bring their own technology for learning enhance to include equity F. New graduation requirements, curriculum	A. 8, 37 B. 3, 21 C. 6, 17, 18, 19, 23, 25, 26, 32, 63, 64, 69 D. 22, 27, 29 E. 4, 24, 46, 108 F. 12, 14, 33, 32, 70 *Explore 112

<p><b>Assessment</b> <i>Collect, analyze, and use student data to guide instructional decisions.</i></p>	<p>A. Progressing based on attainment of knowledge, not on age</p> <p>B. Common assessments to unify learning</p> <p>C. Multiple ways to assess learning that includes portfolio, products, tests, etc...</p> <p>D. Immediate feedback that informs instruction</p> <p>E. Optimal assessment environment alternative ways to take assessments</p>	<p>A. 56, 63, 64, 77</p> <p>B. 60, 66, 72, 75</p> <p>C. 51, 70</p> <p>D. 51, 57, 59, 62, 66, 71, 76</p> <p>E. 74</p>	<p>A. Improve the student data info system or explore other options</p> <p>B. Flexible- faster, aligns data/student system, ability to customize, user friendly- intuitive</p> <p>C. Increase purpose/ frequency of conducting formative assessments (eva), response to learner needs is quicker</p> <p>D. Student response system accessible to all, no wait</p> <p>E. Using data to instruction (guide)</p> <p><i>Push goes out to parents</i></p> <p><i>Pull parents goes to website</i></p>	<p>A. 76, 116</p> <p>B.</p> <p>C. 49,57, 63, 77</p> <p>D. 57, 62</p> <p>E. 49, 56, 58, 61,70, 71</p>
<p><b>Teaching</b> New ways to support those who support learning</p>	<p>A. Tech access is not bound to location or time</p> <p>B. Multiple representation, engagement and expression so students can produce their products in many different ways (movie, paper, podcast, etc)</p> <p>C. Virtual environments, Multi-User Virtual Environments</p> <p>D. Global classroom connecting with students from all over the world</p> <p>E. Allowing students for around the world to enroll in our classes</p> <p>F. The teacher could be from any district or place</p> <p>G. Core competencies- core classes that all Wayzata students must take</p>	<p>J. 81, 82, 100</p> <p>K. 81, 100</p> <p>L. 79, 100</p> <p>M. 93, 94</p> <p>N. 93, 94, 100</p> <p>O. 101, 103</p> <p>P. 91</p>	<p>A. <u>Define the Model Classroom</u></p> <ul style="list-style-type: none"> <li>• Smart Boards as a standard classroom tool</li> <li>• Document camera</li> <li>• Sound field systems</li> <li>• Student response technology</li> <li>• Projector</li> <li>• Computer</li> <li>• Assistive technology</li> </ul> <p>B. Professional Development: that aligns with grade and age level need</p>	<p>Tools: 34L, 39L, 70</p>
<p><b>Productivity</b> Redesigning systems and processes to free up education resources to support learning</p>	<p>A. Allocation of resources is based on priorities- through the use technology we will allocate resource based on need</p> <p>B. Aligning our databases and communication systems</p> <p>C. Staff/Parent/Student Portals with Single Sign On</p> <p>D. Paperless flow</p> <p>E. Energy Management systems</p> <p>F. Inventory systems</p>	<p>A. 108</p> <p>B. 109</p> <p>C. 114</p> <p>D. 119</p> <p>E.</p> <p>F.</p> <p>G. 115</p> <p>H.</p> <p>I. 78, 89,</p>	<p>A. Transition from computer labs to mobile computer labs: for increased accessibility</p> <p>B. Increased capability and access to work from non-traditional locations, telecommuting</p> <p>C. Explore electronic payment system (“One Stop Shop”), electronic completion and/or affirmation of annual forms such as health forms, emergency contacts...</p> <p>D. Uniformity in software applications (ie PC’s with Windows 2007) (common sense type tools)- reword, define process on how to add a new tool</p> <p>E. Improve Student Info System: allow systems to talk to each other</p>	<p>A.</p> <p>B.</p> <p>C. 43L, 115</p> <p>D.</p> <p>E. 38L, 40L</p> <p>F.</p> <p>G.</p> <p>H. 107</p>

	<ul style="list-style-type: none"> <li>G. Online payments for all school based fees</li> <li>H. Keyless entry systems/ security systems</li> <li>I. All staff use the district technology tools</li> </ul>	92	<ul style="list-style-type: none"> <li>and link to grade levels...move from what we have to make it more flexible</li> <li>F. Access for all</li> <li>G. Go paperless; explore ways to reduce use for paper in the district</li> <li>H. Video conferencing</li> <li>I. Website redesign</li> </ul>	I. 109
<p><b>Engagement</b> Provide systems and opportunities to support learning tasks, activities and experiences</p>	<ul style="list-style-type: none"> <li>A. Redefining a new fluid sense of community- no more class of 2020, when does school end?</li> <li>B. Multiple means of engagement- parents and students have real time access, portals</li> </ul>		<ul style="list-style-type: none"> <li>A. Provide more online opportunities for parents to be involved</li> <li>B. Provide for community online access to information and services</li> <li>C. Dynamic website is a priority</li> </ul>	<ul style="list-style-type: none"> <li>A. 36, 52, 76 (reword)</li> <li>B. 20, 5, 7, 108, 109</li> </ul>
<p><b>Capacity</b> Enhance our systems and processes to deliver a robust educational learning and service framework</p>	<ul style="list-style-type: none"> <li>A. Education is not exclusively brick and mortar- more and more, students will access their learning from home</li> <li>B. Will Wayzata Public Schools cease to exist? Will students access classes from around the country (world?) to meet the requirements of a national curriculum?</li> <li>C. Management of the system becomes virtual</li> </ul>		<ul style="list-style-type: none"> <li>A. Wireless in all district buildings</li> <li>B. Available Tech support when needed</li> <li>C. Streamline operations</li> <li>D. Enhance service delivery and customer service</li> <li>E. Power reduction- power conservation</li> </ul>	<ul style="list-style-type: none"> <li>A. 41L</li> <li>B.</li> <li>C. 43L</li> <li>D. 7</li> <li>E.</li> </ul>

# Plymouth Creek Elementary Site Plan

January 25, 2010

School Board Work Session

A Model of Excellence Among  
Learning Communities

*Wayzata Public Schools*

# Plymouth Creek 2009-2010

- ★ **Goal:** At Plymouth Creek Elementary, 66.6 percent of all students in grades 3-5 will achieve or exceed their individual RIT score growth target on the reading NWEA Map in spring 2010.

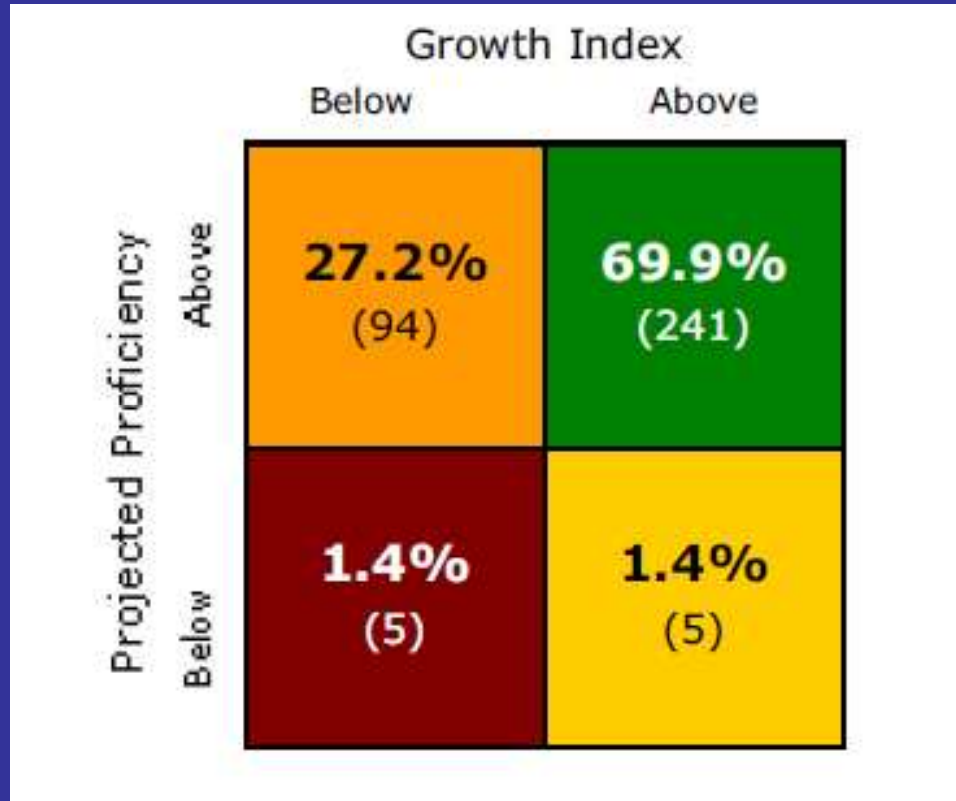
A Model of Excellence Among  
Learning Communities

*Wayzata Public Schools*

# Equity Goal

- ★ The percent of elementary black students who meet the MCA projected proficiency level as measured by the NWEA MAP spring 2010 reading assessment will increase from 73% to 78%.

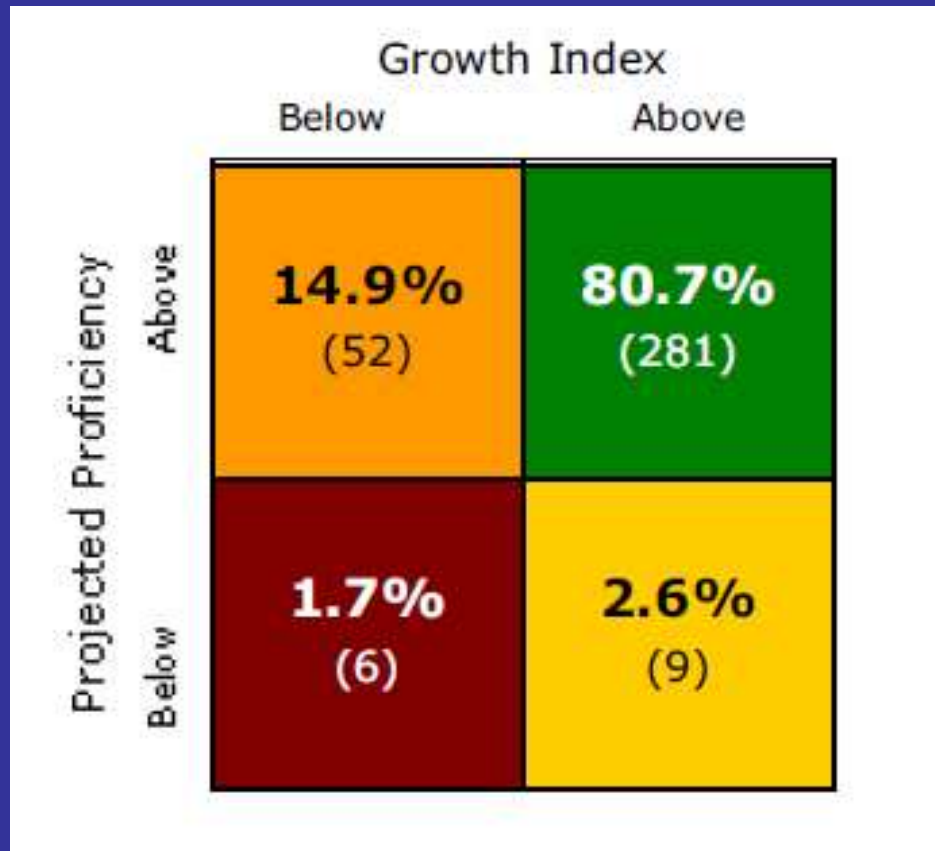
# MAP Reading Data



A Model of Excellence Among  
Learning Communities

*Wayzata Public Schools*

# MAP Math Data



A Model of Excellence Among  
Learning Communities

*Wayzata Public Schools*

# Plymouth Creek Initiatives

- ★ **Positive Relationships – Pals**
- ★ **Cultural Awareness**
- ★ **Panther Pride: PBIS**
- ★ **Environmental Awareness**  
– **Green Team**

A Model of Excellence Among  
Learning Communities

*Wayzata Public Schools*

# Student Demographics

Student Population by Grade

Grade	2008-2009			2007-2008			2006-2007		
	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size
K	59	49	18.0/ 23.4	42	51	19.0	51	38	17.8
1	62	61	20.5/ 23	68	54	20.7	46	49	19.0
2	73	55	21.3/ 23.6	59	62	24.2	49	29	19.5
3	65	64	25.8/ 24	61	39	25.0	57	48	21.0
4	69	42	27.1/ 24	64	50	22.8	47	43	22.5
5	69	51	24.0/ 29	53	49	25.5	54	47	25.3
Total	397	322		347	305		304	254	

A Model of Excellence Among Learning Communities

Wayzata Public Schools

# Student Demographics

## Ethnic Distribution

Ethnicity	2008-2009	2007-2008	2006-2007
Native American	5 / 2	1	0
Asian/Pacific Islander	130 / 165	92	57
Hispanic/Latino	14 / 20	14	7
Black	47 / 47	42	17
White	523 / 497	503	477

A Model of Excellence Among  
Learning Communities

*Wayzata Public Schools*

# Student Demographics

Percent of Students on Free/Reduced Lunch

	2008-2009	2007-2008	2006-2007
Free	58 / 65	46	17
Reduced	15 / 23	10	2

A Model of Excellence Among  
Learning Communities

*Wayzata Public Schools*



# **SCHOOL IMPROVEMENT PLAN**

**Plymouth Creek Elementary**

**Karla Thompson, Principal**



## **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**

- **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.**



**Shared Decision Agreement  
Between Plymouth Creek  
Elementary and the Wayzata  
School Board**

**This plan was reviewed on:** \_\_\_\_\_

**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.

- The Site Improvement Plan must be completed at least **thirty days** prior to the initial presentation at the Work Session. Electronic copies must be given to Superintendent, Curriculum Director, Finance Director and Director of Human Resources and WEA representative for review, in case changes have to be made prior to being reviewed by the Board of Education.
- Final copies of the Site Improvement Plan are sent electronically to the Office of the Superintendent of Schools.

### 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>
Karla Thompson	Principal	ongoing
Amanda Reineck	Bright Start Teacher	1
Kim Dunford	4 <sup>th</sup> Grade Teacher	2
Kristin Bloomquist	Parent	2
Lori Weisberg	Parent	1
Kelly Hayman	Parent	1

### Building Leadership Team

Anika Swanson	Kindergarten Teacher	1
Andrew Kaus	1 <sup>st</sup> Grade Teacher	1
Anne Martin	2 <sup>nd</sup> Grade Teacher	2
Jim Hebeisen	3 <sup>rd</sup> Grade Teacher	2
Kari Dorsey	4 <sup>th</sup> Grade Teacher	2
Erin Bloom	4 <sup>th</sup> Grade Teacher	2
Angie Kostik	5 <sup>th</sup> Grade Teacher	2
Lori Burros Shoultz	Social Worker	2
Laurel Johns	Literacy Specialist	2
Karla Thompson	Principal	ongoing



## **Student Achievement Goals 2008-2009**

**2008-2009 Site Goal:** 66.1 percent of Plymouth Creek students in grades 3-5 will meet or exceed their RIT score growth target as measured by the NWEA MAP reading assessment.

**Goal Achieved:** 71.3 percent of Plymouth Creek students in grades 3-5 met or exceeded their RIT score growth target as measured by the NWEA MAP reading assessment.

**2008-2009 Elementary Equity Goal:** Increase the reading mean RIT growth for black students from 8.76 to 10.76 as measured on the NWEA MAP reading assessment.

**Goal Achieved:** Mean growth for black students 12.2 RIT points as measured on the NWEA MAP reading assessment.

## **Student Achievement Goals 2009-2010**

**2009-2010 Site Goal:** The 66.6 percent of all students in grades 3-5 at Plymouth Creek Elementary will achieve or exceed their individual RIT score growth target on the reading NWEA Map in spring 2010.

The grade-level percentage of students that achieved or exceeded their individual RIT score growth target (fall to spring) from the 2008-2009 school year was 65.9 percent of third going to fourth, and 72.9 percent of the fourth going to fifth grade. The projection for the percent of students who achieve or exceed their individual RIT score growth target for those students in third grade in 2009-2010, 54.9%, is based on average growth data for third grade students. Using this cohort model we identified 64.6 for our growth performance in 2008-2009. The cohort model growth performance in 2008/2009 is based on a weighted average, reflecting 139 students in grade 3, 127 students in grade 4 and 111 students in grade 5.

### **2009-2010 Elementary Equity Goal:**

The percent of elementary black students who meet the MCA projected proficiency level as measured by the NWEA MAP spring 2010 reading assessment will increase from 73% to 78%.

Identify standardized assessment: NWEA MAP									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other	Identify assessed grades:3-5						District trend data for all grades (MCA-II/MTAS)		
	School trend data			District trend data			07 Percent proficient	08 Percent proficient	09 Percent proficient
	06-07	07-08	08-09	06-07	07-08	08-09			
<b>Measure of student achievement</b> <b>Individual Growth Target met or exceeded</b>	Fall-Spring Growth 3 <sup>rd</sup> -64% 4 <sup>th</sup> - 58% 5 <sup>th</sup> - 56%	Fall-Spring Growth 3 <sup>rd</sup> -73.2% 4 <sup>th</sup> -65.5% 5 <sup>th</sup> -68.0%	Fall-Spring Growth 3 <sup>rd</sup> -65.9% 4 <sup>th</sup> -72.9% 5 <sup>th</sup> -75.7%	Fall-Spring Growth 3 <sup>rd</sup> - 64% 4 <sup>th</sup> - 62.4% 5 <sup>th</sup> - 63%	Fall-Spring Growth 3 <sup>rd</sup> -75.5% 4 <sup>th</sup> -72.0% 5 <sup>th</sup> -70.9%	Fall-Spring Growth 3 <sup>rd</sup> -75.7% 4 <sup>th</sup> -76.6% 5 <sup>th</sup> -77.8%	Spring 2007 3 <sup>rd</sup> - 92.7% 4 <sup>th</sup> - 84.9% 5 <sup>th</sup> - 90.6%	Spring 2008 3 <sup>rd</sup> - 91.8% 4 <sup>th</sup> - 89.0% 5 <sup>th</sup> - 87.6%	Spring 2009 3 <sup>rd</sup> - 91.4% 4 <sup>th</sup> - 88.5% 5 <sup>th</sup> - 90.8%
<b>Number of students tested</b> Grades 3-5	292	327	355	2109	2156	2267	2145	2164	2283
<b>Number of students enrolled</b> Grades 3-5	296	327	360	2151	2172	2301	2151	2172	2301

**Summary/Interpretation of Data Analysis:**

- When comparing Plymouth Creek Elementary School to others schools in the nation that administer the NWEA MAP test, the school percentile rank for the percentage of students meeting or exceeding their RIT point growth target in reading is as follows:  
 Third grade students approximately the 75<sup>th</sup> percentile  
 Fourth grade students approximately the 95<sup>th</sup> percentile  
 Fifth grade students above the 95<sup>th</sup> percentile
- Students can show growth without meeting or exceeding their expected RIT growth target.
- Significant decrease in the number of students who were below projected proficiency (for those students who made expected growth and those students who did not make expected growth) from the 07-08 school year to the 08-09 school year. In the 08-09 school year, a total of 10 students were below projected proficiency.
- Greatest opportunity for growth continues to be with the students whose MAP scores identify them as projected proficient on the MCA, yet are not making expected growth.
- In relation to the equity goal, Plymouth Creek black students gained an average of 14.7 RIT points.

### **Action Plan to Achieve Goals:**

- Train all staff to use new electronic reading resources on the curriculum and instruction website beginning September 1, 2009.
- Train all staff to work in PLCs (Professional Learning Communities) beginning September 1, 2009 with follow-up training at staff meetings and quarterly planning days.
- Train all staff to set up classrooms with a “Readers Workshop” model.
- Use unit tests, running records, guided reading notebooks, and common teacher developed assessments to monitor student progress and differentiate instruction to meet the needs of all learners.
- Use Emergent Reader strategies with low quartile students.
- Use fall and spring assessments in grades K-2 to measure accuracy, fluency, and comprehension.
- Use fall and spring MAP testing in grades 3-5 to measure growth in vocabulary, comprehension, and literature.
- Use grade-level and cross-grade-level sharing of reading strategies and interventions to monitor progress at quarterly grade level planning days and staff meetings.
- Use classroom visits and observation to gain feedback about reading instruction in individual classrooms.
- Develop individual teacher and/or team goals to address individual student needs.
- Utilize grade level Data Coaches to help monitor student growth and plan for appropriate intervention.
- Train a third cohort using NUA (National Urban Alliance) strategies. Continue to train all staff at staff meetings in November, February and March.
- Host an Academy Class studying the “Café Book” by Gail Boushey and Joan Moser and “The Next Step in Guided Reading” by Jan Richardson.



## **Building Initiatives**

### **Initiative 1**

Build connections and positive relationships with staff and students

Classroom teachers have identified 47 students who would benefit from having a staff member at Plymouth Creek serve as their mentor (Plymouth Creek Pal). We believe that making personal connections with students will help to build a positive learning community.

#### **Strategies/Activities**

- Staff members are paired with students and throughout the year they will spend time making specific connections with their assigned Pal. This consists of writing positive notes, playing games, working on homework, eating lunch, reading books, and other student centered activities.

#### **Status**

**Date Completed:**      **Ongoing: X**

#### **Strategies/Activities**

- All mentors and mentees meet two times a year as a whole group and participate in community building activities. In October, pictures were taken with our pal, we got to know each other over a light breakfast, and played bingo. In May we will play a game of kickball with the students challenging the staff pals. Each month from November to May, Pals will get together for a common activity.

#### **Status**

**Date Completed:**                      **Ongoing: X**

#### **Person/Group Responsible**

Lori Burros Shoultz

#### **Timeframe**

2009 and beyond

## **Initiative 2**

Create opportunities for students to experience and develop cultural awareness

### **Strategies/Activities**

- World Cultures Day: The Minnesota International Center will sponsor a series of cultural showcases which will include presentations from Nigeria, China, Spain, India and many other locations. The children will be involved in various activities while learning about different cultures and traditions. The mission of the Minnesota international Center is to inspire our community to understand global issues and cultures in an ever changing world. The Plymouth Creek World Cultures Day is scheduled for Friday, March 5, 2010.

### **Status**

**Date Completed:**            **Ongoing: We hope to make this an ongoing activity**

### **Strategies/Activities**

- Student Focus Groups will meet over lunch with Lori Burros Shoultz, Social Worker, and Dr. Thompson, principal to discuss feelings of inclusion, curriculum relevance, social or behavior concerns etc.
- Parent Focus Groups will also be invited to meet with Mrs. Shoultz and Dr. Thompson to share parent perceptions of inclusion, curriculum, practices and procedures and the level of cultural sensitivity and celebration.
- Chinese Acrobats Assembly (Each year we plan to highlight a different culture)
- Morning News Culture Spotlight

### **Status**

**Date Completed:**            **Ongoing: X**

### **Person/Group Responsible**

Focus Groups: Lori Burros Shoultz, Social Worker

News Culture Spotlight: Denise Thoma, News Director and John Brown, ELL Teacher

Chinese Acrobats: Leadership Team

### **Timeframe**

2009-2010

**Initiative 3**

Create standard expectations for behavior with consistent positive reinforcement

**Strategies/Activities**

- Direct Instruction of behavior expectations, behavior redirection, and consequences
- Posters of expectations are displayed throughout the school
- School assembly and t-shirts to remind students and staff of expectations
- Weekly drawings to reinforce positive behavior
- Train all staff on “Active Supervision”
- Record behavior reports and analyze data to make decisions regarding behavior

**Status**

**Date Completed:**                      **Ongoing: X State Grant for 2009 - 2011**

**Person/Group Responsible****PBIS Leadership Team:**

<b>Janie Hill</b>	<b>K Teacher</b>	<b>Denise Thoma</b>	<b>Specialist</b>
<b>Kristen Gendreau</b>	<b>2<sup>nd</sup> Grade Teacher</b>	<b>Lori Burros Shoultz</b>	<b>Social Worker</b>
<b>Jim Hebeisen</b>	<b>3<sup>rd</sup> Grade Teacher</b>	<b>Bridget Mackin</b>	<b>Paraprofessional</b>
<b>Jane Panning</b>	<b>4<sup>th</sup> Grade Teacher</b>	<b>Diana Berg</b>	<b>Paraprofessional</b>
<b>Deb Skogheim</b>	<b>Home Base</b>	<b>Karla Thompson</b>	<b>Principal</b>

**Initiative 4**

Promote environmental awareness by educating students, staff, and families about the organic recycling program and reduce, reuse, and recycle

**Strategies/Activities**

- The Plymouth Creek “Green Team” produces videos to promote recycling of batteries, paper, cans and bottles; reducing the use of energy by turning off lights and computers and closing window blinds at night and riding the bus; the reuse message has been to use the back of paper.
- Green Team videos are shown on the morning news show: “Panther Update.”
- All students and staff participate in the lunchroom composting program.

**Status**

**Date Completed:**                      **Ongoing: X**

**Person/Group Responsible**

**Green Team Directors: Marc Wegner and Alex Papp**

**Organic Recycling: Culinary Express**



## Staff Roster

**Principal:** Dr. Karla Thompson

**Secretary:** Bev Gudrais

**Office Para:** Lora Erickson

**Attendance/Health:** Shari Hanson

**District Nurse:** Meg Reese

**Kindergarten:**

Becky Avelar

Janie Hill

Jane Johnson

Anika Swanson

**Grade 1:**

Mary Brandshaug

Andrew Kaus

Tia McAuliff

Lisa McLaughlin

Carolyn Wilhelm

**Grade 2:**

Michele Burniece

Kristen Gendreau

Anne Martin

Alison Nelson

Ruth Scheef

**Grade 3:**

Jill Freshwaters

Jim Hebeisen

Alex Papp

Sara Pinske-Czech

Marc Wegner

Jill Wiehle

**Grade 4:**

Kristin Baldwin

Erin Bloom

Kari Dorsey

Kim Dunford/Jane Panning

Christine Lackas

**Grade 5:**

Amy Belikoff

Angie Kostik

AnnMarie Podobinski

Carol Wyffels

**Art:**

Kate Brayman

**Literacy Specialist:**

Laurel Johns

Marci Murphy

**Media:**

Sharon Lapensky

Kris Barsness,

Paraprofessional

**Music:**

Tim Almen

Sam Bass

Monica Healy

**Phy Ed:**

Kelly Allgaier

Sherri Strelow-Lundblad

Sally Gerber, Adaptive PE

**Spanish:**

Liz Seeland

**Technology:**

Denise Thoma

Nancy Walsh,

Paraprofessional

**Vision 21:**

Vaira Druva

**Peer Coach:**

Jill Yeager

**Special Education:**

Linda Lindstrom

Stella Hamblet

**Kindergarten**

**Paraprofessionals:**

Nancy Anderson, Kris

Barsness, Diana Berg,

Janelle Bowman, Debbie

Flannery, Keenan Jones,

Eddie Rhombs, Erica Ribnick,

Kelly Sundquist

**Paraprofessionals:**

Janelle Bowman, Michelle

Glasgow, Lois Hale,

Cynthia Landis, Erica

Ribnick, Ian Paul, Wendi

Stern, Nancy Vogt

**Special Education Paras:**

Nancy Anderson, Rick Baker,

Diana Berg, Allison

Cornell, Sue Cossa, Fern

DeRubeis, Michelle Glasgow,

Suzie Harrer, Lori Knudsen,

Janice Little, Bridget Mackin,

Lori McCarthy, Jan McQuiston,

Deb Oelke, Becky O'Toole,

Robin Redman, Molly Stoeckel,

Angela Zufall

**Psychologist:**

Molly Jacobs

**Relate Mental Health**

**Specialists:**

Jayme Tichauer

**Social Worker:**

Lori Burros Shoultz

**Speech:**

Patty Bloom

**ELL:**

John Brown

Cynthia Landis, Paraprofessional

**Learning Lab**

**Paraprofessionals:**

Anne Brantner, Debbie Flannery,

Lois Hale,

Katie Hankes, Keenan Jones,

Eddie Rhombs, Erica Ribnick, Jill

Snyder

**Primary Project:**

Denise Cropp

**Culinary Express:**

Gail Hanus, Manager

Sarah Clinite, Seemeen Jabir,

Nancy King

**Custodians:**

Tim Hall, Head

Karen Brandt, Dave Nygord,

Tim Sommerfeld



### Staff Demographics

<b>Experience Profile of Staff (Percent of Licensed Staff by Years of Teaching Experience)</b>				<b>Education Profile of Staff (Percent of Licensed Staff by education/training)</b>		
<b>1-3</b>	<b>4-10</b>	<b>11-20</b>	<b>20+</b>	<b>BA</b>	<b>Masters</b>	<b>Doctorate</b>
31%	31%	31%	2%	28%	70%	2%



## Student Demographics

### Student Population by Grade

Grade	2008-2009			2007-2008			2006-2007		
	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size	# of Males	# of Females	Avg. Class Size
K	59	49	18.0/ 23.4	42	51	19.0	51	38	17.8
1	62	61	20.5/ 23	68	54	20.7	46	49	19.0
2	73	55	21.3/ 23.6	59	62	24.2	49	29	19.5
3	65	64	25.8/ 24	61	39	25.0	57	48	21.0
4	69	42	27./ 24	64	50	22.8	47	43	22.5
5	69	51	24.0/ 29	53	49	25.5	54	47	25.3
Total	397	322		347	305		304	254	

### Ethnic Distribution

Ethnicity	2008-2009	2007-2008	2006-2007
Native American	5 / 2	1	0
Asian/Pacific Islander	130 / 165	92	57
Hispanic/Latino	14 / 20	14	7
Black	47 / 47	42	17
White	523 / 497	503	477

### Percent of Students on Free/Reduced Lunch

	2008-2009	2007-2008	2006-2007
Free	58 / 65	46	17
Reduced	15 / 23	10	2

### Student Mobility

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

2007-2008	2006-2007	2005-2006
10.28	9.62 (District)	6.94

### Average Daily Attendance

2007-2008				2006-2007				2005-2006			
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
95.80	95.86	96.81	96.60	96.78	97.16	97.18	97.24	95.24	96.16	96.65	96.83

### Percent of Parents Attending Conferences

2008-2009		2007-2008		2006-2007	
Fall	Spring	Fall	Spring	Fall	Spring
95%	95%	95%	95%	95%	95%



**Minnesota Comprehensive Assessments (MCA-II)**

**Percent of Students Proficient on the MCA-II Reading  
Includes Minnesota Test of Academic Skills (MTAS)**

**Reading Total**

<b>All Students</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	98.1	94.4	91.1
<b>2008</b>	95.2	91.4	86.8
<b>2009</b>	89.9	89.1	91.4

<b>Native American</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	NA	NA	NA
<b>2008</b>	NA	NA	NA
<b>2009</b>	NA	0	100

<b>Asian</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	100	100	100
<b>2008</b>	100	92.8	100
<b>2009</b>	94.7	100	93.8

<b>Hispanic</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	100	66.7	100
<b>2008</b>	0	0	0
<b>2009</b>	100	100	0

<b>Black</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	100	50	33.3
<b>2008</b>	0	0	54.6
<b>2009</b>	53.3	87.5	75.0

<b>White</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	97.8	97.4	91.9
<b>2008</b>	93.3	92.8	91.4
<b>2009</b>	94.6	87.2	93.5



**Minnesota Comprehensive Assessments (MCA-II)**

**Percent of Students Proficient on the MCA-II Math  
Includes Math Test for English Language Learners (MTELL) and  
Minnesota Test of Academic Skills (MTAS)**

**Mathematics Total**

<b>All Students</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	98.1	92.2	87.1
<b>2008</b>	91.6	93.8	86.5
<b>2009</b>	89.2	82.1	87.1

<b>Native American</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	NA	NA	NA
<b>2008</b>	NA	NA	NA
<b>2009</b>	NZ	0	100

<b>Asian</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	100	100	100
<b>2008</b>	100	100	100
<b>2009</b>	95.0	87.0	100

<b>Hispanic</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	0	100	100
<b>2008</b>	0	NA	0
<b>2009</b>	100	50.0	50.0

<b>Black</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	0	100	33.3
<b>2008</b>	0	0	45.5
<b>2009</b>	46.7	55.6	25.0

<b>White</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	98.9	93.4	87.2
<b>2008</b>	92.6	93.6	91.3
<b>2009</b>	94.6	85.7	88.2



**Northwest Evaluation Association  
Measures of Academic Progress (MAP)**

**Percent of Students Meeting Typical Growth in Reading  
(Fall to Spring Norms)**

**Reading Total**

<b>All Students</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	66.3	64.4	56.0
<b>2008</b>	77.3	71.7	71.8
<b>2009</b>	65.9	72.9	75.7

<b>Native American</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	NA	NA	NA
<b>2008</b>	NA	NA	NA
<b>2009</b>	NA	100	100

<b>Asian</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	85.7	100	80.0
<b>2008</b>	77.8	50.0	100
<b>2009</b>	68.4	61.9	66.7

<b>Hispanic</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	100	0	100
<b>2008</b>	100	100	75.0
<b>2009</b>	100	50.0	50.0

<b>Black</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	75.0	25.0	33.3
<b>2008</b>	66.7	66.7	66.7
<b>2009</b>	66.7	87.5	100

<b>White</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	64.0	65.8	53.5
<b>2008</b>	77.5	74.7	69.1
<b>2009</b>	64.4	74.7	76.3



**Northwest Evaluation Association  
Measures of Academic Progress (MAP)**

**Percent of Students Proficient Meeting Typical Growth in Math  
(Fall to Spring Norms)**

**Mathematics Total**

<b>All Students</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	74.3	67.8	66.3
<b>2008</b>	86.7	81.4	78.4
<b>2009</b>	85.7	84.3	79.8

<b>Native American</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	NA	NA	NA
<b>2008</b>	NA	NA	NA
<b>2009</b>	NA	100	100

<b>Asian</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	100	85.7	80.0
<b>2008</b>	84.2	71.4	88.9
<b>2009</b>	89.5	90.9	73.3

<b>Hispanic</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	0	33.3	100
<b>2008</b>	0	0	75.0
<b>2009</b>	100	100	100

<b>Black</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	75.0	75.0	33.3
<b>2008</b>	85.7	100	62.5
<b>2009</b>	85.7	75.0	100

<b>White</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>
<b>2007</b>	73.0	67.1	65.1
<b>2008</b>	90.0	83.2	79.0
<b>2009</b>	84.6	82.7	80.6



Thanks to all of the staff and students at Plymouth Creek Elementary School for their hard work.

Thanks to Office of Assessment, Pat Harris, Shelly Nelson and Jodi Dilley for gathering the data and compiling the report.

Thanks to Jane Sigford for providing guidance and input throughout the planning process.

# Capital Facilities Bonds

## Under Minnesota Statutes Section 123B.62

### About Capital Facilities Bonds

Capital Facilities Bonds are general obligation bonds that can be issued by a school district without an election. The bonds are paid with the proceeds of a special levy for the debt service cost, but the district's general fund is reduced by the amount of the levy, so in essence the bonds are paid off using existing resources for capital expenditures.

The term of the bonds cannot exceed 15 years. The bonds can be used for any of the following purposes:

- Improve and repair school sites and buildings, and equip or reequip school buildings with permanent attached fixtures
- Eliminate barriers or increase disabled access
- Comply with state fire code
- Remove or encapsulate asbestos and make related repairs
- Clean up and dispose of polychlorinated biphenyls in school buildings
- Clean up and make repairs related to storage of heating fuel and transportation fuel
- Make energy modifications
- Modify buildings and equipment for security

The debt service levy for the bonds cannot exceed the lesser of:

- The district's operating capital revenue\*, or
- The sum of the district's general fund and community service fund levies for the preceding year

### Timelines

#### --Develop Scope of Project, Estimate Costs

- Work with architect and/or engineer
- Contact Northland Securities for financing assistance and preparation

#### --Review and Comment (Minnesota Statutes Section 123B.70 and 123B.71):

This is a report to the Commissioner of Education that is required of all projects with costs exceeding \$1.4 million per building. The threshold is reduced to \$500,000 if the school district has an outstanding state "capital loan", that is, a loan under the Maximum Effort School Loan Program.

- District submits proposal for Review and Comment to Commissioner
- Commissioner has 60 days to complete Review
- Commissioner reports to School Board regarding the educational and economic advisability of the project

- If Review and Comment is “Favorable,” District can proceed with the project
- If Review and Comment is “Negative” or “Unfavorable,” special procedures apply

The statute requires approval by the Commissioner of Education before issuing Capital Facilities Bonds. This is accomplished through the review and comment process. If the project cost falls below the threshold for review and comment, the district should request approval via a letter to the commissioner.

**--Publish Notice**

- **Capital Facilities Bonds Notice:** Before a district issues capital facilities bonds, it must publish notice of the intended projects, the amount of the bond issue, and the total amount of district indebtedness, both with and without the inclusion of the proposed new debt.
- **Review and Comment Notice:** If a review and comment was required, the district must publish a summary of the Commissioner’s review and comment. This publication must be 20 to 60 days before soliciting bids for the capital facilities project, i.e., 20 to 60 days before advertising for bids.

**--Petition Process**

- Within 30 days of the Board’s adoption of a resolution stating its intent to issue Capital Facilities Bonds, a petition may be filed to call for a referendum on the question of issuing the bonds. The petition must be signed by 15 percent of the registered voters in the district.

**--Solicit Bids**

The state bid laws (M.S. 123B.52 and 471.345) require two weeks’ published notice before accepting bids.

**--Issuance of Bonds**

In general terms, allow 60 days from the date of published notice for the bond sale. (Sometimes it can be done more quickly but 60 days is safe.) After the bonds are sold it will take another 3 weeks or so before the closing date, at which time the money will be wired to the district for use to pay contractors.

*\* Deferred maintenance revenue is not considered to be part of operating capital revenue for purposes of computing the amount of this levy limit calculation.*

Northland Securities, Inc.  
[www.northlandsecurities.com](http://www.northlandsecurities.com)  
 Member, FINRA and SIPC

December 28, 2009

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - February 8, 2010 - 7:00 PM  
Wayzata City Hall, 600 Rice Street, Wayzata

### **AGENDA**

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS  
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
  - A. Approval of Minutes
    1. Organizational/Regular Meeting - January 11, 2010
    2. Special Board Meeting - January 25, 2010
  - B. Finance and Business Recommendations
  - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
  - A. Plymouth Creek Student Presentation
4. RECOGNITIONS
  - A. February Employee of the Month
  - B. WPS 2009-2010 Retirees
5. REPORTS FROM ORGANIZATIONS  
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
  - A. Student Council - Lucy Andrews
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
  - A. Superintendent
  - B. Curriculum and Instruction
    1. Approval of Proposed School District Calendar - 2011-2012
    2. Approval of Plymouth Creek Elementary Proposed Shared Decisions Agreement
  - C. Finance and Business Services
    1. Monthly Financial Reports
    2. Revised Budget for 2009-2010 Fiscal Year
  - D. Human Resource Services
7. OTHER BOARD ACTION
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD  
This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
9. BOARD REPORTS
10. NEW BUSINESS
11. ADJOURN

**WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

Work Session – January 25, 2010

**AGENDA SECTION:** 8. **ADJOURN**

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

**COMMENTS BY:** Board Chair Peterson

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