

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - May 19, 2014 - 4:00 PM

District Administration Building, 210 County Road 101 N., Plymouth, MN

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE** 3
 - A. Wayzata High School College Visits *J. Landy 30 minutes* 4
 - B. Staff Engagement Presentation *A. Doughty 30 minutes* 5
 - C. Early Education Strategic Update *B. Wittman & M. Treno 30 Minutes* 25
 1. Bright Start Program Facility Update
 2. Early Education Long Term Facility Plan
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 - A. District Assessment and Testing Overview *J. Johnson and S. Lackner 30 minutes* 31
4. **BUSINESS AND FINANCE** 35
 - A. Revised Budget 2013 - 2014
 - B. Proposed Budget 2014 – 2015
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 - A. Tentative Board Agenda for June 9, 2014 - *5 minutes* 38
7. **ADJOURN**

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and valued employees;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.



**5.19.14 Work Session
District Administration Building**

ADMINISTRATIVE

WHS College Visits

Staff Engagement Presentation

Early Education Strategic Update

Counselor Updates: College Visits and Applications

Between August 2013 and June 2014, the counselors at Wayzata High School have made a strategic effort to get out and see a variety of colleges and universities across the country. Getting on campus helps the counselors gain a better understanding of the opportunities available to students as they look for specific criteria in their college search. We have tried to make connections with a variety of campuses across the country, looking for tours set up by the colleges, identifying high interest schools for our students, and looking at specific geographic regions. It has also been helpful to get on campus to make some personal connections with the admissions office.

August 2013 (Mandy)

Iowa State, Drake

November 2013 (Royce, Cindy, Mandy)

Carleton

St. Olaf

December 2013 (Jen)

Decemberfest Tour in California

Claremont McKenna, Harvey Mudd, Scripps, Pitzer, Pomona, Occidental, Cal Tech, Redlands, Whittier

January 2014 (Mark)

University of MN, Duluth

February 2014 (Mark)

NDSU, Minnesota State University – Moorhead

March 2014 (Sarah, John, Brian, Jen)

St. Catherine's, St. Paul, MN

Oakland University in Rochester Hills, MI (Jane)

April 2014 (Brian)

Miami University, Ohio (College sponsored Fly-in)

University of Dayton

May 2014 (Sarah)

University of Washington (College sponsored Fly-in)

USC (Jen), UND (John)

June 2014 (Mark)

Best of Boston Tour– Northeastern, Tufts, Boston University (Mark)



Employee Engagement 2014

School Board Work Session

May 19, 2014



Excellence. For each and every student.

Engagement Defined:

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



Why Is It Important?

Bottom Line –



Teacher Engagement Affects
Student Achievement



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What Does The Research Say?

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Gallup Data



- 2013 Gallup State of Global Workplace Study reported that **30%** of employees are Highly Engaged and **20%** are Disengaged.
- Another Gallup Study found **31%** of Teachers were Highly Engaged.



Manpower Results



Employees in 2013:

- 1 in 2 regard their managers as incompetent
- Only 1 in 3 are engaged
- As many as 84% indicate they want to leave their job

10



Reminders About the Survey

- ❖ Facilitated by an **outside source** – K12 Insights
- ❖ This was a **census survey**

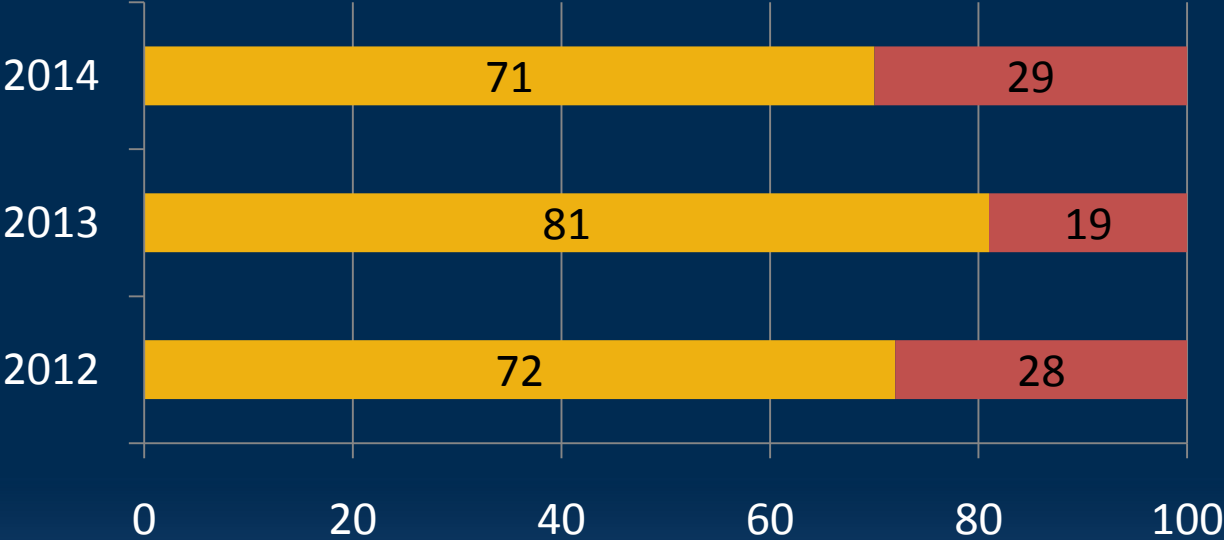


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Response Rate

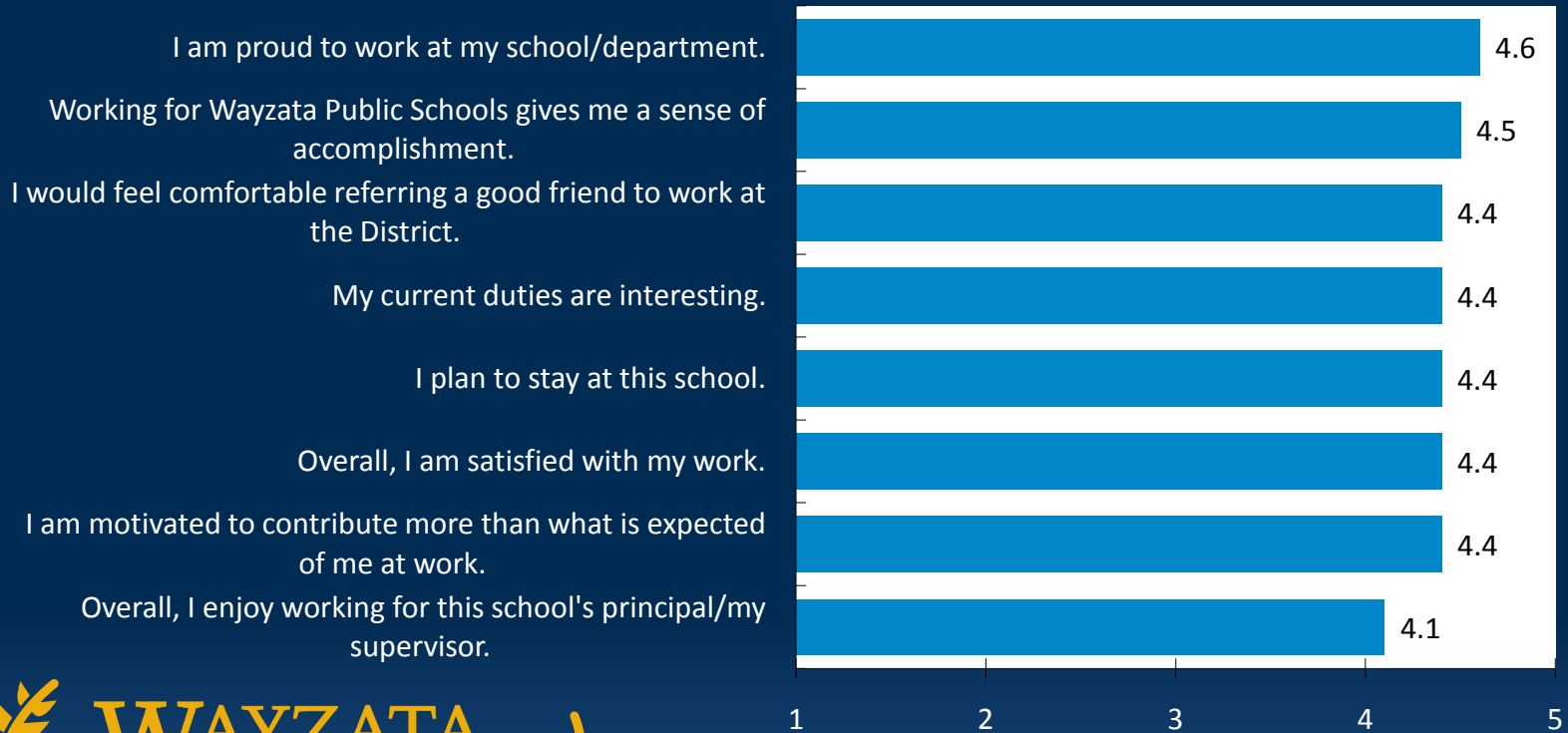
Out of the 1,483 delivered invitations, more than 1,000 staff members completed the survey to provide an overall **completion rate of 71%**.



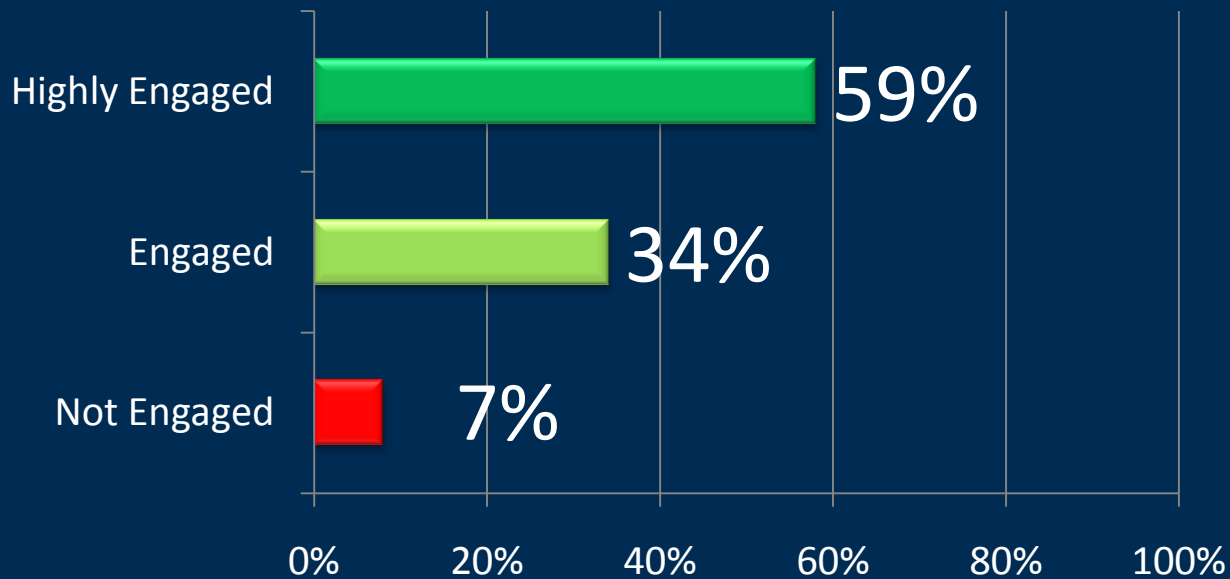
12



Engagement Scale Items



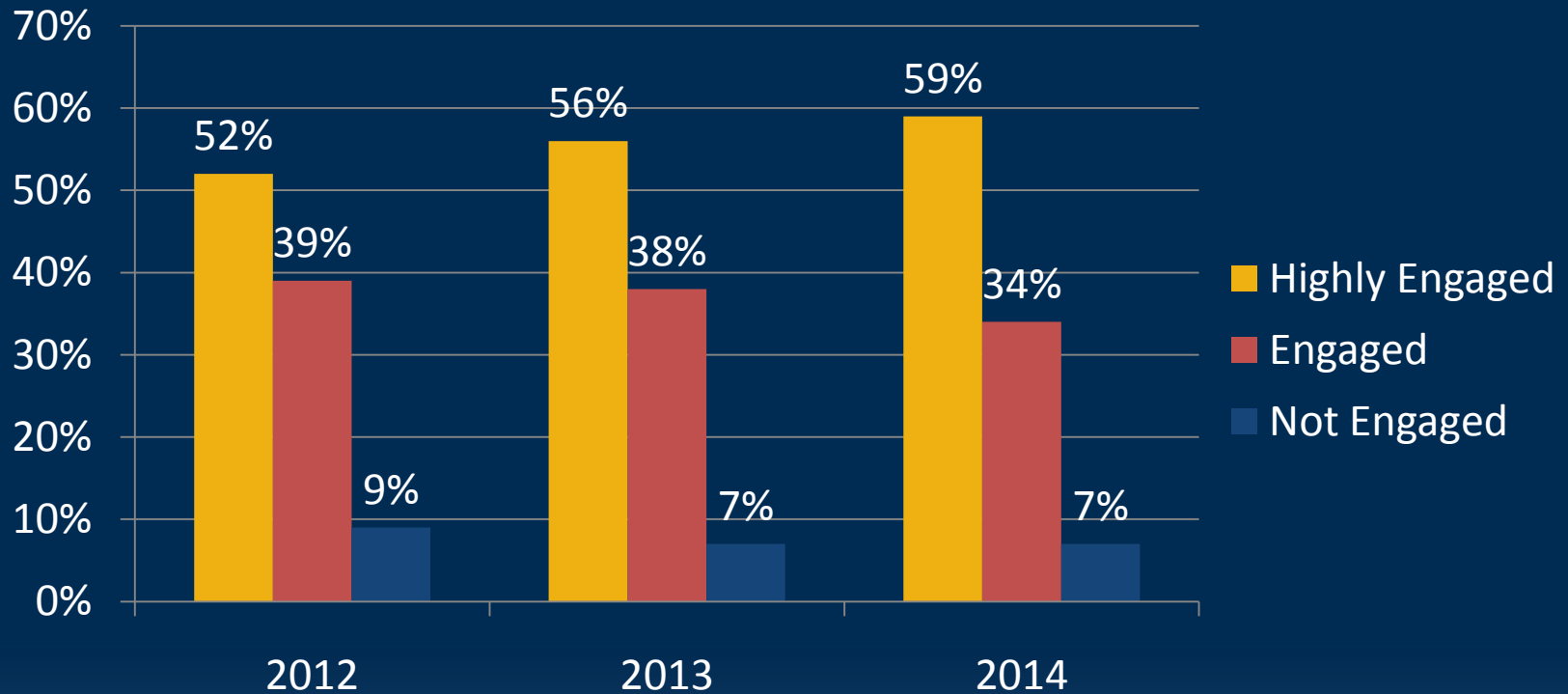
Overall Level of Engagement – Teachers



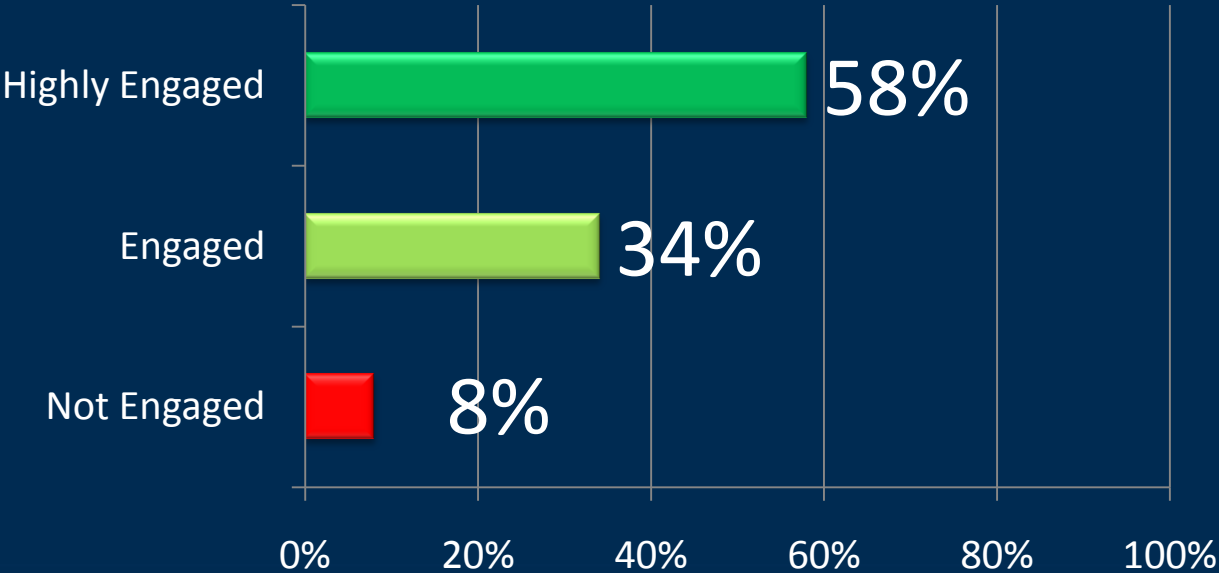
14



3-Year Comparison- Teachers



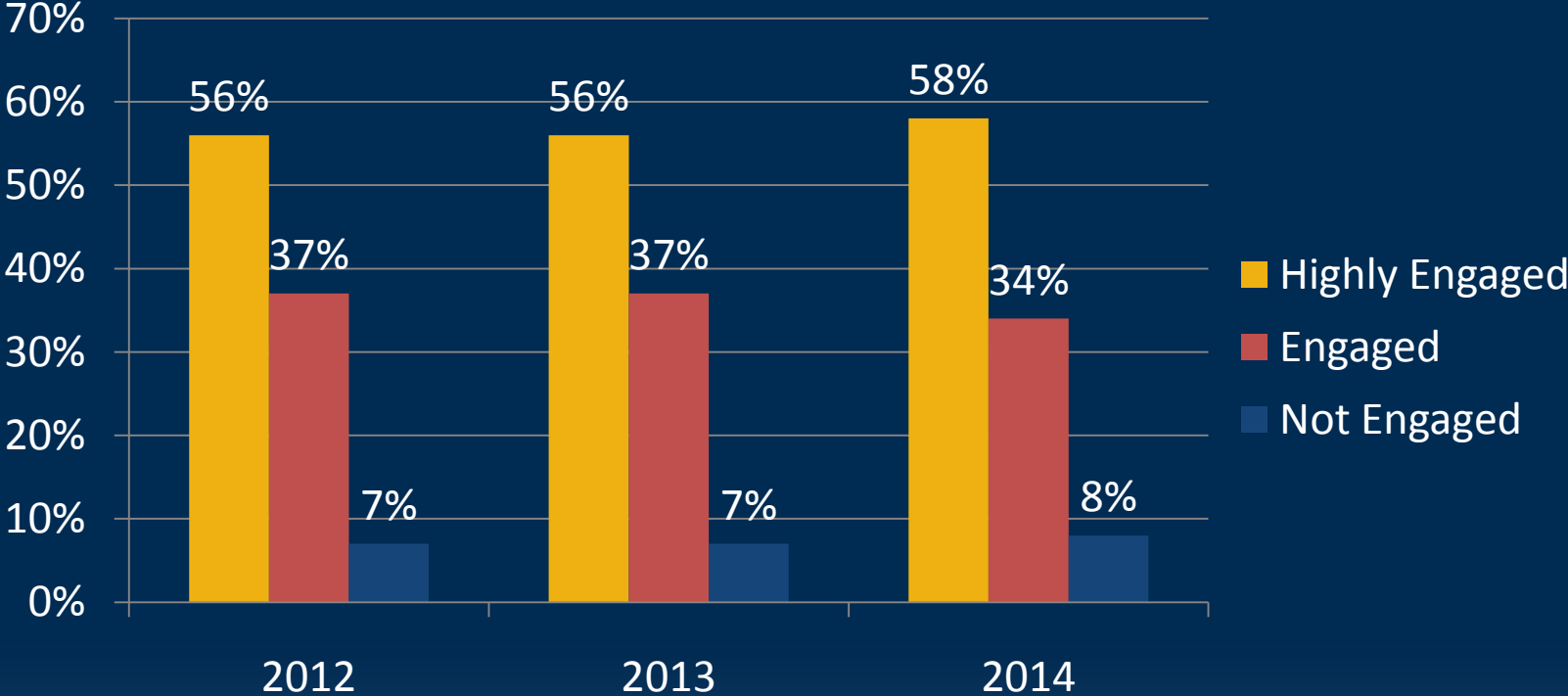
Overall Level of Engagement – All Staff



16



3-Year Comparison – All Staff



17



Best Opportunity for Gain or Maintain

18

	Driver Rating	Correlation to Engagement
My principal/supervisor helps me understand how my job contributes to the success of the school/organization.	3.82	0.54
I am encouraged to pursue professional development opportunities.	3.94	0.48
Administrators make good decisions for the school/department overall.	3.61	0.53
My principal/supervisor demonstrates a genuine concern for my welfare.	3.97	0.53
My suggestions and feedback are considered when my building/department makes decisions that affect me.	3.62	0.52
If I received a job offer with the same pay and benefits, I would choose to stay at this school/department.	4.12	0.69
Overall, I know what is expected of me in my job.	4.32	0.55
I have authority to execute my job effectively.	4.19	0.52
I receive adequate learning opportunities (coaching, mentoring, on-the-job challenges).	3.98	0.49



Relation To Engagement			
		High	Low
Rating	Low	Primary Focus	
	High	Secondary Focus	

What's Working Well

Respondents most commonly identified caring and hard-working staff as a strength of the district.

Many respondents noted effective communication as a strength.

Respondents cited school leaders as supporting and caring.

Respondents shared that there are frequent opportunities to collaborate .

Respondents feel that proper technology has been implemented.

Respondents cite frequent opportunities for quality professional development.

An overall supportive environment – from leadership, parents and other staff was noted as a strength.



Suggested Improvement

Teachers would like more time to learn new initiatives before they are implemented.

Teachers desire clear, consistent communication.



Insights' Identified Highlights

- More than 1,000 staff participated
- 92% are engaged in their work
- 6 in 10 staff are highly engaged
- There was concern about groups that had a lower participation rate than previous years (e.g. non-licensed staff).



Insights' Suggested Next Steps

- District leadership should follow up with groups that experienced a decrease in participation in order to determine whether there is an engagement issue or whether these groups with less access to the online version of the survey faced a logistical challenge in responding to the questionnaire. ✓
- Engagement data should be reviewed by site and by job description to deepen the district's understanding of the work environment. ✓



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What Questions Do You Have?



Further Learning on Employee Engagement

www.employeeengagement.ning.com/video/the-x-model-of-engagement-blessingwhite

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Wayzata Community Education
A Future Focus Framework
Progress Update May 19, 2014
Bob Wittman, Director of Community Education

A May 19, 2014 Perspective – So Much Has Happened in Just Two Months

The Wayzata Community Education Future Focus Framework, developed in March 2014, is a dynamic strategic plan created to provide an operational framework that will position Wayzata Community Education for maximum impact and future success. The ultimate goal is for Wayzata Community Education to make an even greater positive impact on the District's Strategic Roadmap, while continuing to deliver on its core mission and vision of serving the lifelong learning needs and wants of its over 60,000 District resident learners of every age. Now two months into implementation, there are successes to celebrate and new conversations to initiate. This report is intended to do both.

A Report on Progress as of May 19, 2014

The focus of these past two months has been on responses 3, 4 and 5 -- retooling, relocating and realigning. Here is the update on those three areas of focus:

Response # 3: Retool Community Education Staffing to Support the Future Strategic Focus

- 1.) We are in the final stages of selecting a new **Coordinator of Early Childhood Education**, who will oversee ECFE, Parent Education, Peppermint Fence, School Readiness, Peppermint Fence PLUS, Family Literacy and the operations of the Family Learning Center. This person will also be key in the revisioning process for early education and focusing on creating better alignment between early education and K-5.
- 2.) **Lynn Zemlin** has been appointed the **Coordinator of Out-of-School-Time Programming**. This new division of Community Education includes Home Base, Bright Start, Wishes, Drivers Education, Club YES and Community Use of Facilities. Lynn will also be key in providing the leadership needed to create a new vision for all Out-of-School Time Programming, and working to create better connections between what happens during the regular school day and out-of-school time.
- 3.) We have merged Youth Enrichment (WISHES) and Adult Enrichment into a new **Lifelong Enrichment Program** with **Deb Slomkowski** as the manager. That merger has now been completed and is operational.
- 4.) **Sally Wheeler** will continue in the position of **Facilities Manager**, which will be expanded to include management of office operations, and special programs and projects.
- 5.) We are completing a job description for the **new Home Base Program Manager** and anticipate posting in early June.
- 6.) Our next focus will be on re-evaluating our **support team structure**, creating a new plan for positions and having any new hires completed by the end of summer, if not before.

Response #4: Relocate Community Education Programs and Operations as Needed

- 1.) Community Education office operations has completed its **move to the new Education Services Center** on 16th Avenue in Plymouth. Our staff was the first to relocate and has settled in nicely to the new office.
- 2.) On May 13, Lynn Zemlin and I represented Wayzata Community Education, and Chris Loew represented Plymouth Presbyterian Church, as we requested and were granted a conditional use permit from the City of Plymouth to use **Plymouth Presbyterian Church for two sections of Bright Start**. That was an important step in securing two off-site, community classrooms that we will use for the next two years to serve up to 40

Bright Start students. We are excited about this development and are developing a good working relationship with our new partners from the church.

- 3.) A plan for **the fifth Bright Start section, to be housed in the Family Learning Center**, is now being finalized with some construction being done this summer to accommodate this new addition. The addition of Bright Start will provide the Family Learning Center with a new all-day (6:30 a.m.-6:15 p.m.) care option for four-year-olds. Some renovation will need to be done to make this happen, and construction will be done this summer in time for us to begin operations in the fall. The addition of this section, plus the two at Plymouth Presbyterian Church, along with one each at Sunset and Oakwood Elementary Schools, **allows us to realize our goal of having at least five sections** for the next two years.
- 4.) **Home Base classrooms** at Greenwood, Kimberly Lane, Plymouth Creek and Birchview have all been relocated within their respective schools and will be sharing space with a school-day program. All of our Home Base programs now have a plan in place and will be moving during the summer.

Response #5: Realign Systems to Best Support the District's Strategic Roadmap

In support of the District's need to move forward with critical strategic directions outlined in the District Strategic Roadmap, three programs that have been part of the Community Education department in the past will either be realigned now or considered for realignment in the future:

- 1.) The District Volunteers Program and its staff members Charlene Barghini and Colleen Wier, along with Margy Herbert and the Communities in Collaboration Council Program, have successfully transitioned to the Department of Communications and Community Engagement.
- 2.) Upon further review of the pros and cons of relocating the Community Use of Facilities Program, it was decided that it remain with the Community Education department.

What's Next?

The process of retooling the Community Education team will continue over the summer, as new positions are filled and new staff members are brought on board. Our new coordinators will also get the chance to evaluate and fill out their respective management and support teams. Once our staff teams are in place, our attention will shift to engaging our staff, District colleagues, strategic partners and broader community in the process of creating a new vision for early learning, out-of-school time programs and adult learning. In addition, our work plan for next year will include working with the District's Department of Communications and Community Engagement to assess the communication and marketing needs of Community Education and develop a plan to address those needs.

New Possibilities and New Conversations – Keeping the Future Focus Framework a Dynamic Plan

The best strategic plans are dynamic and ever changing; thus is the case with the Wayzata Community Education Future Focus Framework. A new conversation, aligned to response # 4 dealing with relocation of programs and operation and with significant implications for the future of Wayzata Community Education, is:

How would the Board like us to continue thinking about the long term facility needs for our early education programs? Our practice in the past has been to house Home Base Bright Start in a dedicated room in each elementary school. The Wayzata Family Learning Center has been a center-based program, integrated with ECSE, for early childhood and parent education programs. What guidance would you have to offer in regards to future thinking about how to best house programs currently at the Family Learning Center, our Home Base Bright Start sections, as well as early learning programs, yet determined, that might evolve?

Wayzata Community Education
A Future Focus Framework
As Adopted March 2014
Bob Wittman, Director of Community Education

Preface

This document is an executive summary of the work done over the past year to create an operational framework that positions Wayzata Community Education for maximum impact and future success. The ultimate goal of this framework is to position Wayzata Community Education to make an even greater positive impact on the District's Strategic Roadmap while continuing to deliver on its core mission and vision of serving the lifelong learning needs and wants of its over 60,000 District resident learners of every age.

Background

The Wayzata School District has undergone significant change over the past five years, including (but not limited to) accelerated growth, the addition of state-funded All-Day Kindergarten, the closing of open enrollment, a shortage of district instructional and administrative space, the passage of the \$109,645,000 bond referendum that will lead to the expansion of the high school and the addition of an eighth elementary school, the extension of the District's Technology Levy, and the adoption of the new District Strategic Roadmap.

Changing Landscape and On-Going Community Support

During the past two years and looking into the near future, Wayzata Community Education has and will continue to experience significant staff and program changes. In total, six key positions in Community Education have been or will be in transition since the middle of the 2013-2014 school year. Community trust in the District and its leaders, as evidenced through a variety of indicators including continued positive community engagement, survey responses and election results, reinforces the need to continue providing programs and services that positively impact all families.

Growing Statewide and National Momentum for Early Education

The addition of state-funded All-Day Kindergarten, along with accelerated District population growth, has had significant impact throughout the entire District, including Community Education. There is a heightened awareness of the importance of quality early education and care for our youngest learners, prenatal-age 5, and the critical impact it has on a child's ability to learn throughout his/her lifetime.

Strengthening and Expanding Out-of-School Time Programming for Youth

The positive potential impact of existing before and after school, weekend and summer programming, has left us wanting and advocating for more and better. Opportunities exist to strengthen and expand enrichment and intervention programs in support of the larger K-12 programming needs.

Untapped Potential in the Adult Learner Community

Participation in Community Education activities by our adult learners reinforces district-wide community trust and partnership. Providing a comprehensive menu of interesting programs for our adult learners, with an expanded focus on those without a direct connection to the K-12 system, particularly with our senior population and empty nesters, is a critical strategic need to ensure solid trust and partnership. Oftentimes, their only

connection with the District comes through their involvement with Community Education. The direction provided by the School Board with the adoption of the Strategic Roadmap and the increased focus on personalized learning and success for each and every student, translates in the world of Community Education to be anytime and anywhere personalized learning that is both formal and informal in its nature and meets the needs and wants of each and every lifelong learner.

The Community Education Response

In response to these changes, challenges and opportunities, the Community Education Leadership Team has worked proactively to explore various staffing models that will best position the Wayzata Community Education program to embrace these exciting new challenges and flourish in response to the possibilities. This work has included exploring the LERN model to understand trends and current best practices relative to staffing models; reviewing Community Education staffing models from other metro school districts, and working with Superintendent Anderson and the Strategy Leadership Team to explore staffing models that might best support the Wayzata Public Schools Strategic Roadmap. The summary of this learning journey has resulted in the following recommendations:

Response #1: Bring an Enhanced, Strategic Focus to Three Critical Areas

Create a renewed and deepened focus and commitment to these three core focus areas:

- 1.) Early Education;
- 2.) Out of School Time Programming for Youth;
- 3.) Adult Learning.

Response #2: Find our Niche that Positions Us for Maximum Success

For each of these three areas of focus, identify which of these best positions each area of focus for success:

- 1.) Product Leadership;
- 2.) Operational Excellence;
- 3.) Customer Intimacy.

Response #3: Retool Community Education Staffing to Support the Future Strategic Focus

To support the delivery of total quality experiences for each of the three areas of focus, retool the Community Education staff by finding and hiring the best and the brightest, and implementing a staffing structure where they and the entire Community Education enterprise can be successful:

- 1.) Hire for the soon-to-be vacant Early Childhood Education Coordinator;
- 2.) Solidify the position of Out-of-School Time Coordinator;
- 3.) Solidify the position of Youth and Adult Enrichment Program Coordinator;
- 4.) Hire a new secretary for Youth and Adult Enrichment and Drivers Education Programs;
- 5.) Hire for the vacant Community Education Department Paraprofessional;
- 6.) Hire a new Coordinator of Home Base and Bright Start.

Response #4: Relocate Community Education Programs and Operations as Needed

Due to space constraints throughout the District for at least the next two years, Community Education, its programs and operations, will need to remain flexible, responsive and creative while maintaining its commitment to high quality programs and experiences. This will include for 2014-2015:

- 1.) Relocating Community Education office operations to the new 16th Avenue Office Complex;
- 2.) Relocating one Bright Start Program to the Family Learning Center;

- 3.) Finding and relocating 2-4 more Bright Start sections to community space;
- 4.) Redesigning Home Base space at Birchview, Greenwood, Plymouth Creek and Kimberly Lane.

Response #5: Realign Systems to Best Support the District's Strategic Roadmap

In support of the District's need to move forward with critical strategic directions outlined in the District Strategic Roadmap, three programs that have been part of the Community Education department in the past will either be realigned now or considered for realignment in the future:

- 1.) Communities in Collaboration Council to Communications and Community Engagement;
- 2.) Volunteers to Communications and Community Engagement;
- 3.) Community Use of Facilities to District Buildings and Grounds.

Response #6: Address Community Education's Need for Increased and Enhanced Communications

Enhanced communications with district learners and families will be a critical component of this streamlined Community Education future focus. To accomplish this, the District's Communication Team will provide resources and expertise in assisting Community Education with its communication and promotional needs in a manner that is consistent with all other departments in the school district.

Summary

This is an exciting time for the Wayzata Public Schools Community Education Program. Achieving greater focus on three key strategic areas; 1) Early Education, 2) Out of School Time Programming for Youth, and 3) Adult Learning, will position Wayzata Community Education to not only provide meaningful and enriching learning experiences for constituents of the school district but to also foster and support the larger Mission and Vision of the Wayzata Public Schools. These changes will reposition the Community Education enterprise as a streamlined internal strategic partner within the Wayzata Public Schools that will help ensure the achievement of "Excellence, for Each and Every Student," regardless of unique learning needs and interests or age of the student.



TEACHING AND LEARNING

District Assessment and Testing Overview



District Standardized Assessment Overview
School Board Work Session
May 19, 2014

The purpose of this document is to provide an overview of the current Wayzata Public Schools standardized assessment plan for the 2014-15 school year. Standardized assessments are tests that are administered in a similar way to all test takers. They provide a method of comparing student performance across all participants. The Wayzata school district administers several standardized tests that are required by state and federal statute as part of the educational accountability system. The district has also adopted additional standardized tests that inform our instruction and program decisions. Final details of the 2014-15 Wayzata Public Schools standardized assessment plan, including assessment dates and grade levels tested, will be determined in collaboration with building principals this spring.

In addition to district standardized tests, Wayzata teachers also administer District Common Assessments (Benchmark Tests), Intervention Progress Monitoring Assessments, and Classroom Formative Assessments to assist with decision-making at the building, grade, classroom, small-group and individual student level. Information on these types of assessments is not included in this overview.

State and Federal Accountability Assessments – Required

Federal Law: Elementary and Secondary Education Act (ESEA), a.k.a. “No Child Left Behind” (NCLB)

State Law: Minnesota Statutes, section 120B.30 (2013 revision)

Minnesota Comprehensive Assessments (MCA)

- Title I Accountability
- Used for calculation of Adequate Yearly Progress (AYP) & Multiple Measurement Rating (MMR)
- High stakes for schools and districts
- Schools must test all students in the specified grade level.
- Measures MN Academic Standards
 - Math: Grades 3-8 and 11 (used in AYP/MMR reports)
 - Reading: Grades 3-8 and 10 (used in AYP/MMR reports)
 - Science: Grades 5, 8, and HS (required, but not calculated into AYP/MMR reports)
- Most students take the MCA. A small number of special education students who have the most severe cognitive impairments (1% of total enrollment) take the alternative MTAS.
- The Minnesota Department of Education (MDE) sets the testing dates, administration procedures, and security requirements.
- 2014 embargoed results will be reported to districts for planning throughout the summer (June-Aug).
- 2014 MCA results will be released publicly on August 26, 2014.
- 2014 AYP/MMR results will be released publicly in the fall.

ACCESS for ELLs

- Title III Accountability
- Used for calculation of Annual Measureable Achievement Objectives (AMAO)
- High stakes for schools and districts
- Schools must test all students in the district who are coded as English Language Learners (EL) in the MARSS state student reporting system.

- Measures English Language Proficiency
 - Reading, Writing, Listening and Speaking: Grades K-12
- Most ELs take the ACCESS. There is an Alternative ACCESS test available for ELs who are severely cognitively impaired.
- MDE sets the testing dates, administration procedures, and security requirements.
- 2014 embargoed results will be reported to districts for planning purposes at the end of May.
- 2014 ACCESS results will be released publicly on August 26, 2014.
- 2014 AMAO results report date has yet to be determined by MDE.

State College and Career (Graduation) Assessments – Required

State Law: Minnesota Statutes, section 120B.30 (2013 revision)

GRAD – Discontinued

- High school students no longer take GRAD tests.
- GRAD-Retests will be available to students in the Class of 2015 and earlier, if desired, through 2015-16.

College and Career Assessments

- All students must take graduation tests to receive a high school diploma in Minnesota.
- Starting in 2014-15, all students in Grades 8, 10 and 11 will take College and Career Assessments.
- Measures College and Career Readiness
 - English, Reading, Science, Math and Writing
 - EXPLORE: Grade 8 (Predicts performance on the PLAN)
 - PLAN: Grade 10 (Predicts performance on the ACT)
 - ACT plus Writing: Grade 11 (Predicts student performance during their first year of college)
 - ACT Compass: some students in grades 10 & 11 (Diagnostic test of College and Career Readiness skills)

District Standardized Assessments – District Adopted

Measures of Academic Progress (MAP)

- Nationally produced achievement test that is aligned to, and correlated with, the MN Academic Standards.
- Measures academic instructional level and growth
 - Math & Reading
 - Grades 2-7 (some high school)
- Can measure growth for all students across the achievement spectrum
- MAP results are immediately available to teachers and principals.

Cognitive Abilities Tests (CogAT)

- Used as part of Vision 21 identification and 6th Grade Accelerated Math course placement recommendations
- Measures learned reasoning abilities
 - Verbal, Quantitative and Non-verbal abilities
 - CogAT Screening Form: Grade 2
 - CogAT Full Battery: Grade 4
- CogAT measures potential to succeed in school-related tasks. It is not a measure of general intelligence or IQ.

Advanced Placement Tests (AP Tests)

- Wayzata High School offers 26 different AP courses. Students may register to take the corresponding AP exam at WHS at the end of the year.
- Measures mastery of the content in advanced placement courses.
- Students can earn college credit or advanced placement in college, depending on their level of performance on the assessment.

District Use of Standardized Assessment Results

District educational programming decisions should always be made using multiple sources of information, which may include standardized test results, other district test results, surveys, teacher recommendations, teacher observations, and other classwork. Below are some examples of when standardized assessment information is included in district decision-making processes.

Curriculum Review

- Curriculum Review committees use MCA assessment data to identify strengths and weaknesses in K-12 subject area programming and to inform curriculum adoption decisions.

Program Evaluation

- Measuring student growth on MAP tests is part of the district's Title I Services agreement with MDE.
- MAP growth results are used in the evaluation of the Literacy Volunteer Program.

Professional Development

- Results from MCA and ACCESS are used when planning professional development activities for teaching staff.

Identification of Students for Vision 21 Services

- MAP and CogAT tests are used at the elementary and middle school level, as part of the process for identifying students needing gifted and talented educational service and support

Course Placement Recommendations

- MAP and CogAT tests are part of the information used in district recommendations for 6th Grade Accelerated Math courses.
- MCA and EXPLORE test results are used as part of the district recommendations for the 1Y Math course and Reading Support classes at the high school.

Q-Comp Goals and Site Plans

- Building leadership teams review MCA data by grade and demographic groups to determine building-level areas of need for the coming school year.

Professional Learning Communities (PLC) – Data-Driven Dialogue

- PLCs use MAP and MCA data to set goals for the year and identify students who may need intervention support.
- PLCs use MAP data as one part of the mid-year check-in for students receiving interventions.

2014-15 District Standardized Assessment Schedule by Season – DRAFT

The table below outlines the current district standardized assessment plan for 2014-15 by assessment type, assessment name, grade levels tested, and season of administration. This schedule may be adjusted after discussions with building principals this spring.

Assessment Type	Test Name	Grade	Fall	Winter	Spring
State and Federal Accountability Assessments Title I & Title III	MCA (MTAS)	3-8, 10 & 11			X
	ACCESS	K-12		X	
State College and Career Assessments	EXPLORE	8	X		
	PLAN	10	X		
	ACT	11			X
	ACT-Compass	some 10 & 11	X	X	
District Standardized Assessments	MAP	2-7, some HS	X	Some Students	X
	CogAT	2 & 4	X		
	AP Tests	some 9-12			X



BUSINESS AND FINANCE

Revised Budget 2013 - 2014

Proposed Budget 2014 – 2015



**5.12.14 Work Session
District Administration Building**

BOARD REPORTS



**5.12.14 Work Session
District Administration Building**

SCHOOL BOARD

Tentative Board Agenda for June 9, 2014

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - June 9, 2014 - 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. 5.12.2014 Regular Meeting Minutes
 2. 5.22.2014 Closed Meeting Minutes
 - B. Finance and Business Recommendations
 1. Bid Award: TBD/ Cindy Windsor
 2. Bid Award: TBD/ Cindy Windsor
 3. Bid Award: TBD/ Cindy Windsor
 - C. Human Resource Recommendations
3. **STUDENT CURRICULUM PRESENTATION**
4. **RECOGNITIONS**
 - A. June Employee of the Month -
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.
6. **SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS**
 - A. Superintendent
 - B. Teaching and Learning
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - 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. **ADJOURN**

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and valued employees;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.