



BOARD OF EDUCATION

Work Session Meeting - February 24, 2020 - 4:05 PM
District Administration Building

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AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **FINANCE AND BUSINESS**
 - A. Facilities Update *J. Westrum 30 minutes* 2
3. **SCHOOL BOARD**
 - A. School Board Professional Development *S. Harriday 30 minutes* 26
4. **TEACHING AND LEARNING**
 - A. Achievement and Integration Budget *J. Johnson 20 minutes* 31
 - B. Draft 2021-2022 School Calendar *J. Johnson 15 minutes* 65
5. **HUMAN RESOURCES**
6. **ADMINISTRATIVE**
 - A. Superintendent's Goal Update *C. McCullough and C. Anderson 30 minutes*
7. **ADJOURN**

Long Term Facilities Maintenance

February 24, 2020

School Board Work Session



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What is LTFM?

- Program under Minnesota Statutes, section 123B.595, where revenue can be used by Districts for the following:
 - Deferred capital expenditures and maintenance projects necessary to prevent the future erosion of facilities;
 - Increasing accessibility of school facilities;
 - Health and safety capital projects; or
 - By Board resolution, to transfer money from the general fund reserve for LTFM to the debt redemption fund to pay the amounts needed on general obligation bonds issued.



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What is LTFM?

- It is used for replacement of pre-existing elements and systems (ie, “like for like”)
- Funding does not allow for constructing new square footage
- LTFM funding is only applicable on District owned buildings, not leased facilities.



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What is LTFM?

- Once approved by School Board, the 10-year plan is submitted to MDE.
 - Annual 3- and 5- year updates.
- The ten-year expenditure plan should show that the health and safety program is maintained, accessibility expenditures are reasonable, and that the school district is planning deferred maintenance project expenditures appropriate for the age and condition of the school district owned buildings
- The Statement of Assurances (SOA) is signed by the superintendent. By signing, the superintendent provides a written commitment that the district will operate according to state and federal laws.



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LTFM Availability

- Historically, program was called “Alternate Facilities” and was reserved for Districts that had more than 1,500,000 SF and an average building age over 35 years.
- All Districts in MN now have access to LTFM.
- To qualify for LTFM revenue, school districts, cooperatives and intermediate districts (not charter schools) must have a ten-year plan adopted by the school board and approved by the commissioner.



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Categories

- Category 1: Health and Safety Expenditures
- Category 2: Health and Safety Expenditures for Asbestos Removal/Encapsulation, Fire Safety, IAQ
- Category 3: Remodeling for Approved Voluntary PreK Program
- Category 4: ADA Accessibility Projects
- Category 5: Deferred Maintenance Projects



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UFARS Finance Codes

347 Physical Hazards

349 Other Hazardous Materials

352 Environmental Health & Safety
Management

358 Asbestos Removal & Encapsulation

363 Fire Safety

366 Indoor Air Quality

367 Accessibility

368 Building Envelope (excluding roof)

369 Building Hardware and Equipment

370 Electrical

379 Interior Surfaces

380 Mechanical Systems

381 Plumbing

382 Professional Services and Salary

383 Roofing Systems

384 Site Projects



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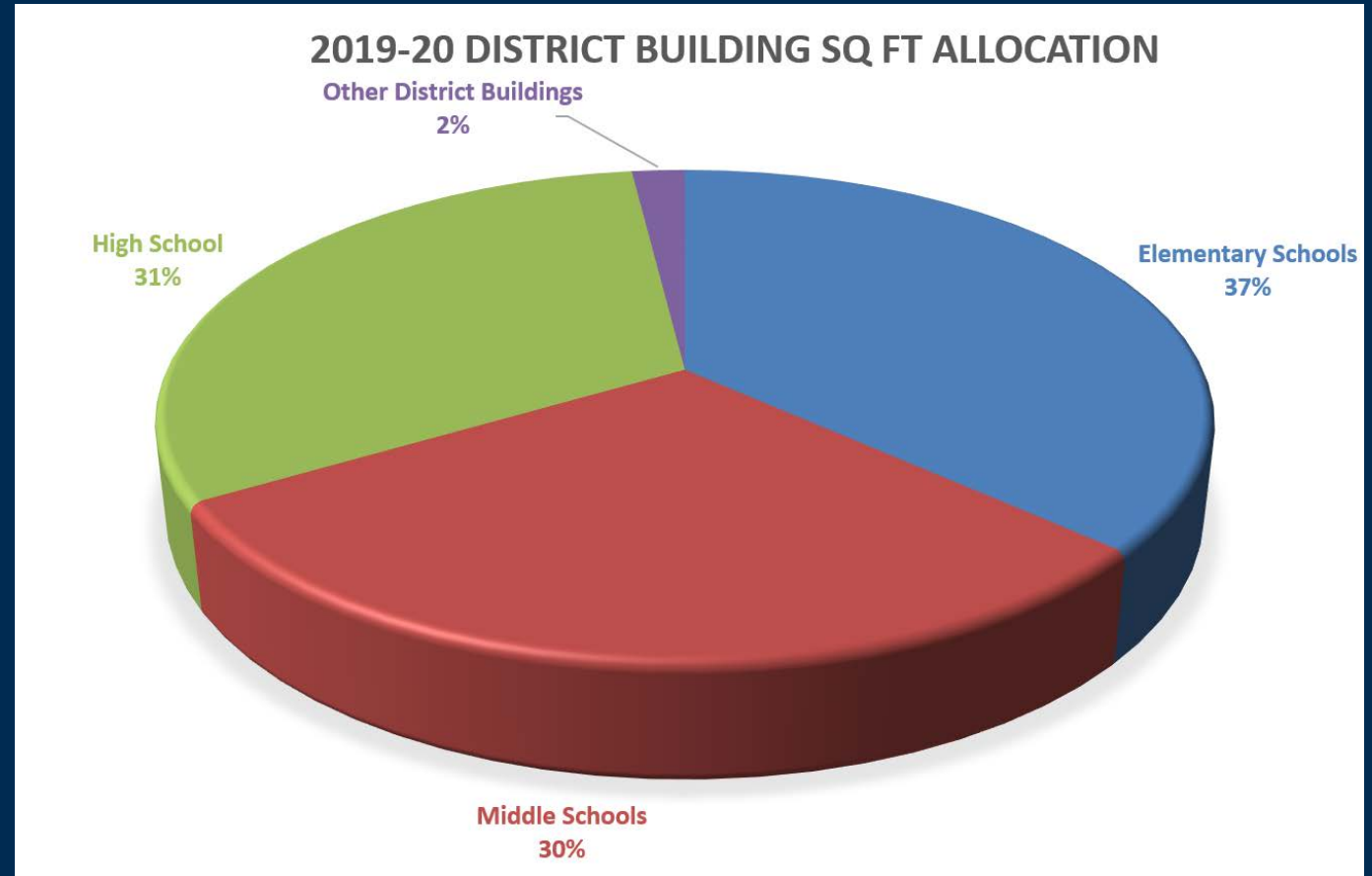
Status of 10-year Plan

- Operating off of 10-year plan since 2010
- Currently in process of updating and building next 10 year plan
- Since 2012, the District has expended over \$115,000,000 in LTFM funded projects



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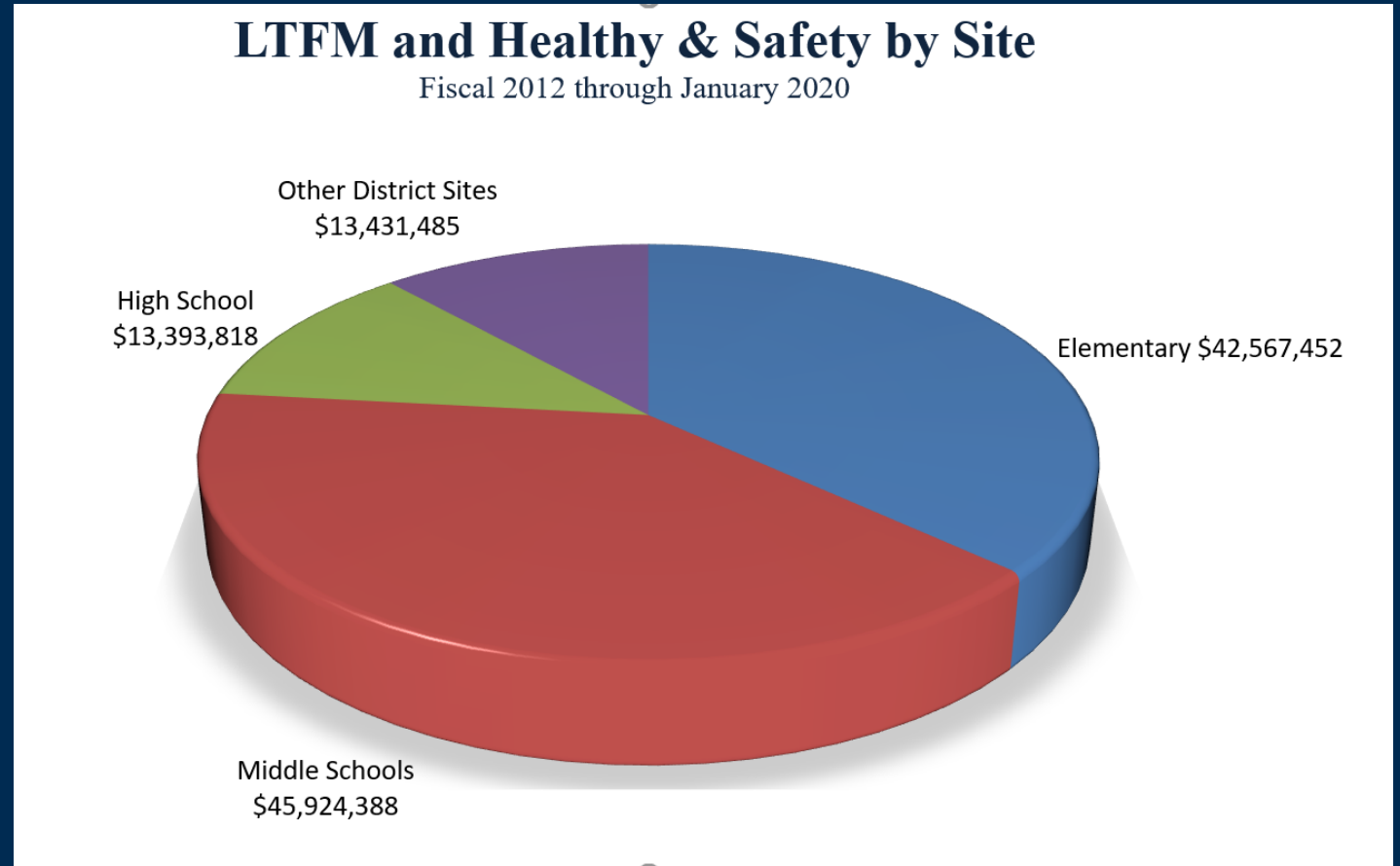
District Building Square Foot by Building Types



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LTFM Funding Allocation by Building Type

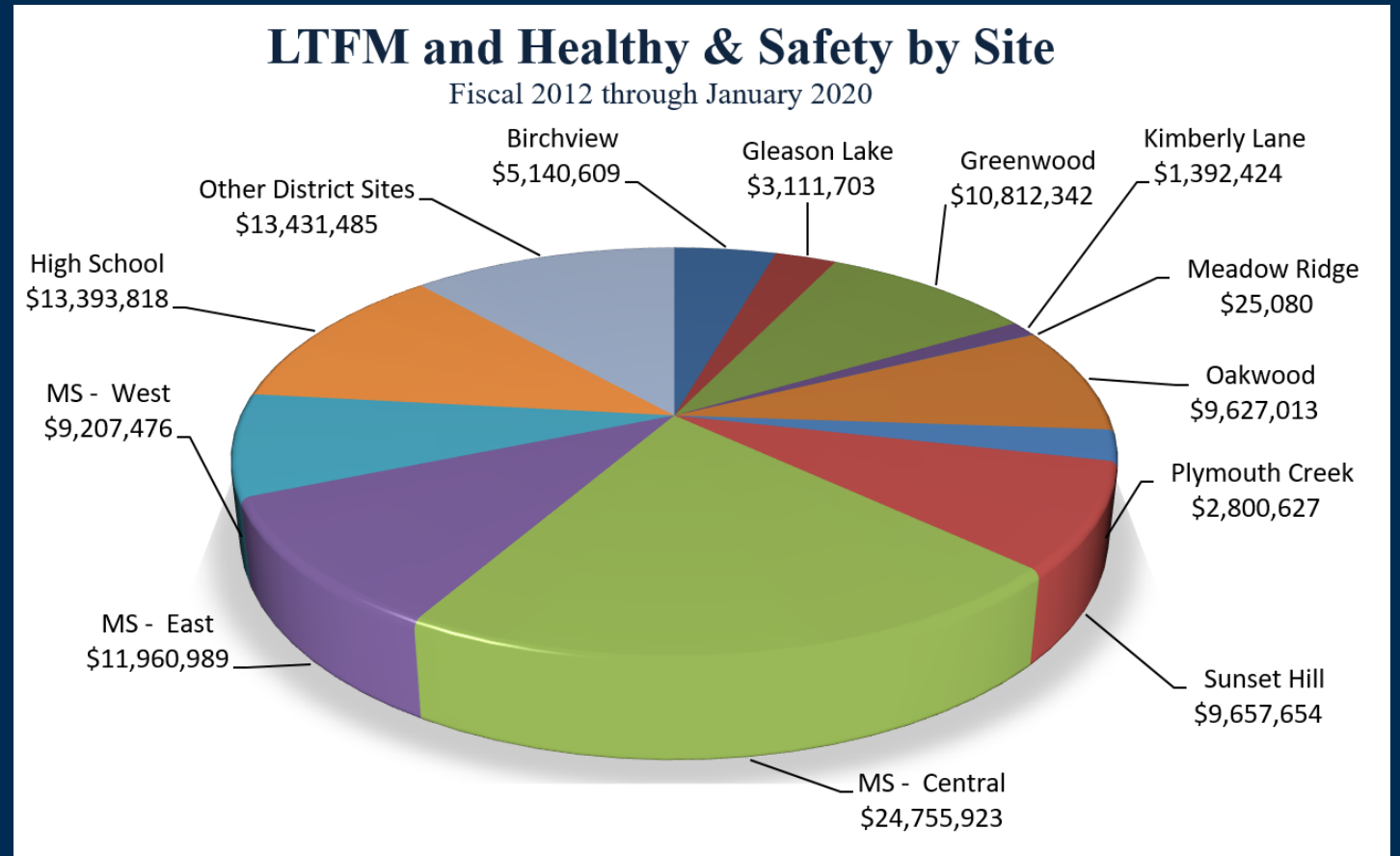
LTFM Projects since 2012



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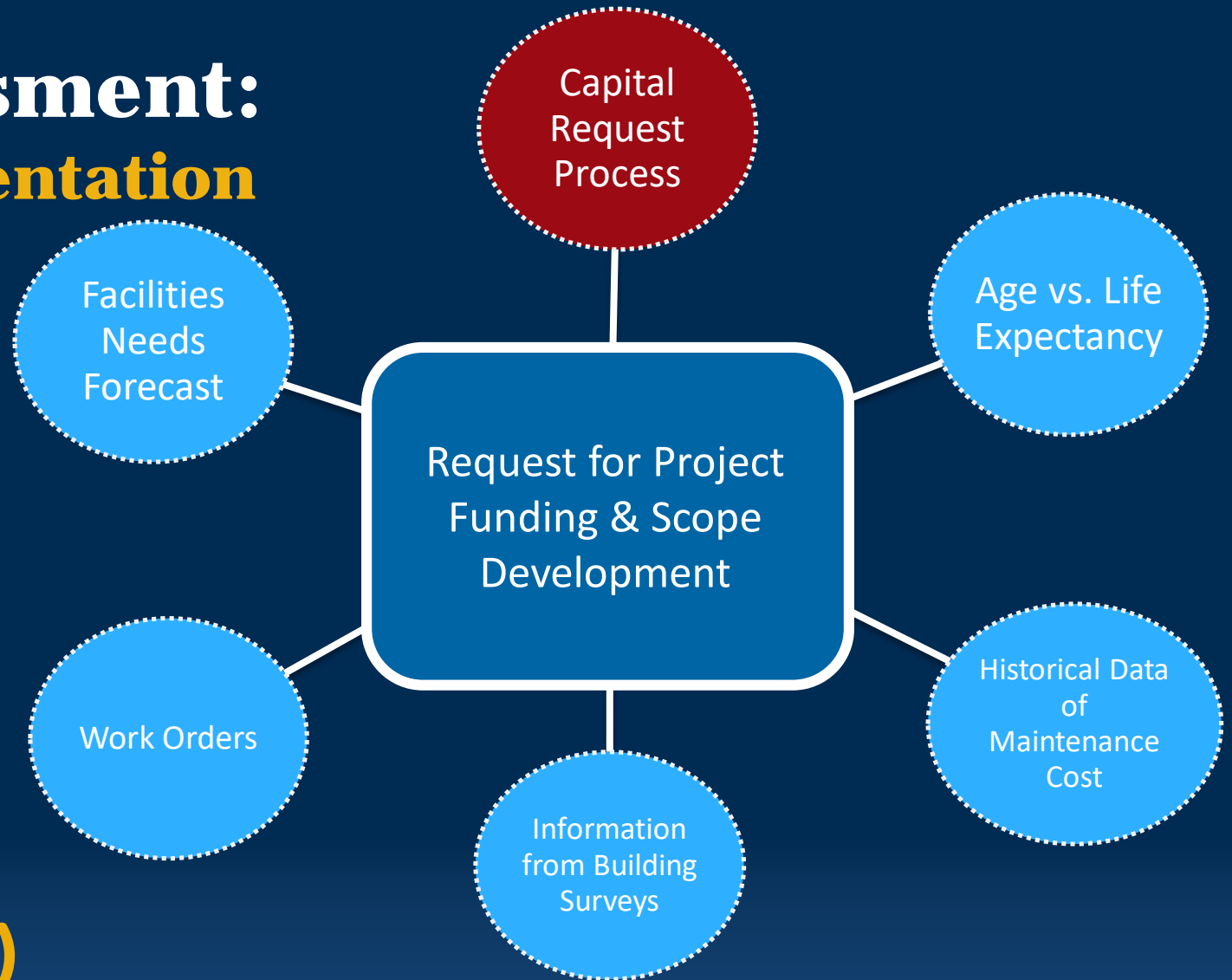
Historical LTFM and Healthy & Safety Allocation by Building

LTFM Projects since 2012



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Facilities Assessment: Process and Documentation



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Facilities Assessment: Process and Documentation

- Review all District facilities & current conditions
 - Walkthroughs
 - Meetings with building custodians, B&G Team
 - Compare against District Standards and Initiatives
- Assess interior and exterior systems, materials, etc., based on expected life cycles
- Identify end-of-life and expected life
- Allocate allowances for replacement
- Establish timeline for replacement



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Facilities Assessment: Process and Documentation

- Enter into database
 - By School
 - By FIN Code
 - Description of Work
 - Year of Replacement
 - Project Allowance and Inflation
 - Stand Alone Project or Bundled with other scope?
- Effective project scope planning

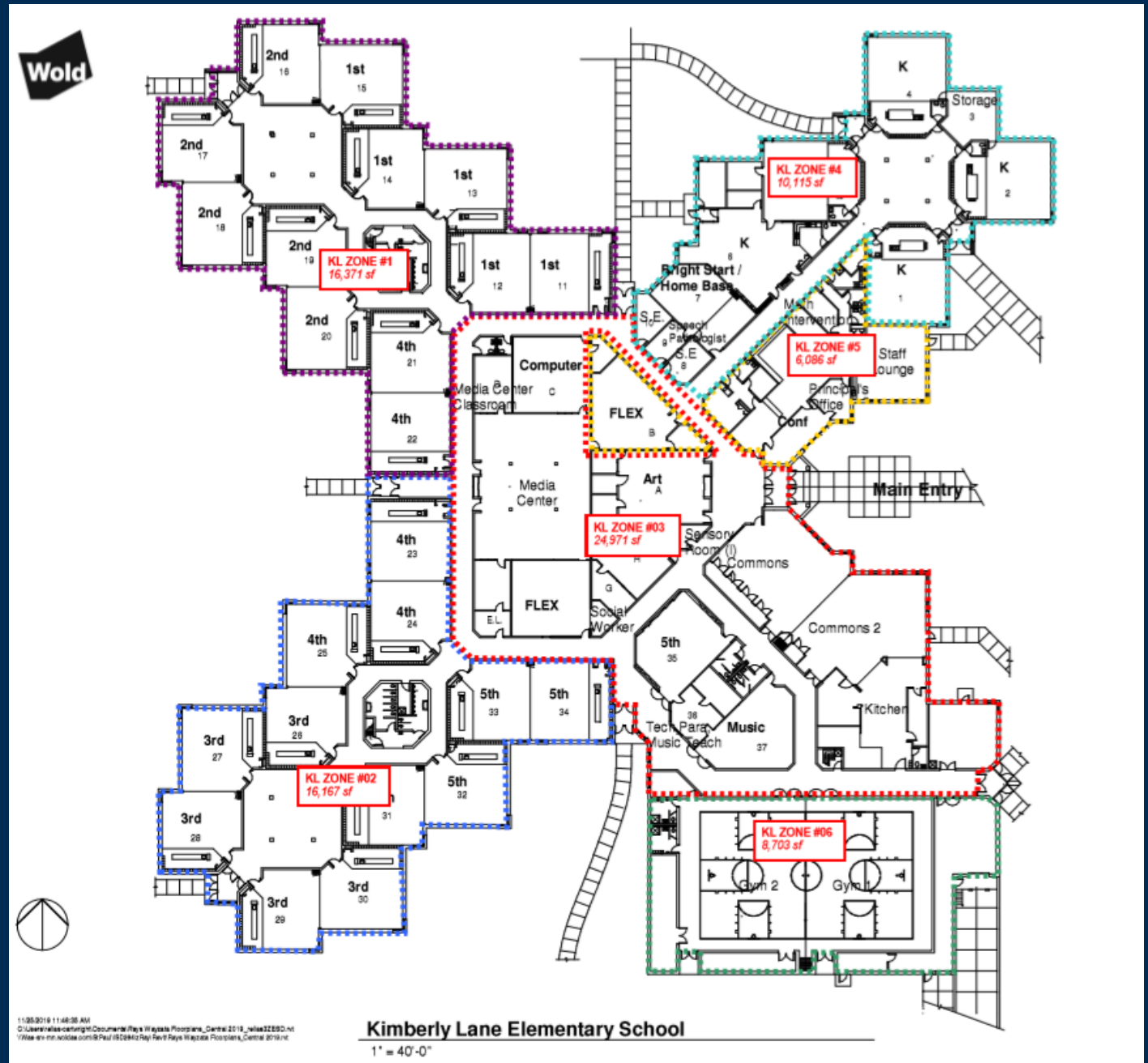


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Facilities Assessment: Process and Documentation

Building Description	Building Zone	Project #	Project Description	FIN Code	Planned Fiscal Cons.	Baseline Cost	Inflated Cost
Kimberly Lane	KL ZONE #01	KL-01A	Replace classroom components, cabinets, ACT, painting, carpet and LVT	_379_Interior_Surfaces	2023	\$32,330	\$35,845
Kimberly Lane	KL ZONE #02	KL-01A	Replace classroom components, cabinets, ACT, painting, carpet and LVT	_379_Interior_Surfaces	2023	\$32,330	\$35,845
Kimberly Lane	KL ZONE #03, 04, 05	KL-01B	Corridor Flooring Replacement with LVT	_379_Interior_Surfaces	2024	\$63,140	\$72,455
Kimberly Lane	KL ZONE #03	KL-01B	Café Remodel (Ceiling, Wall Protection, Painting)	_379_Interior_Surfaces	2024	\$28,275	\$32,446
Kimberly Lane	KL ZONE #03	KL-01B	Replace classroom components, ACT, painting, and carpet	_379_Interior_Surfaces	2024	\$16,783	\$19,259
Kimberly Lane	KL ZONE #04	KL-01B	Replace classroom components, cabinets, ACT, painting, carpet and LVT	_379_Interior_Surfaces	2024	\$42,416	\$48,673
Kimberly Lane	KL ZONE #03, 04, 05	KL-01B	Replace Corridor Ceiling Tiles	_379_Interior_Surfaces	2026	\$46,147	\$56,727
Kimberly Lane	KL ZONE #01, 02	KL-01A	Replace Corridor Ceiling Tiles	_379_Interior_Surfaces	2023	\$30,360	\$33,661
Kimberly Lane		KL-01B	Extend chilled water piping to zones #03, #04 (offices to remain DX) in lieu of DX (cost includes DX credit)	_380_Mechanical_Systems	2024	\$75,000	\$86,064
Kimberly Lane		KL-01A	Provide new chiller plant and piping into zones #01, #02 and #06 in lieu of DX (cost includes DX credit). Provide connections for remainder of building in phase 2	_380_Mechanical_Systems	2023	\$700,000	\$776,103
Kimberly Lane	KL ZONE #01	KL-01A	Replace AHU-1, FP VAV's and ductwork with new AHU (DX, HWS), roof mounted heat recovery and VAVs serving NW wing. Remove walls in penthouse for unit install.	_380_Mechanical_Systems	2023	\$967,500	\$1,072,685
Kimberly Lane		KL-01B	Replace remaining miscellaneous existing pneumatic controls and existing legacy controllers upon completion of AHU work. Remove pneumatic air compressors.	_380_Mechanical_Systems	2024	\$100,000	\$114,752
Kimberly Lane	KL ZONE #02	KL-01A	Replace AHU-2, FP VAV's and ductwork with new AHU (DX, HWS), roof mounted heat recovery and VAVs serving SW wing. Remove walls in penthouse for unit install.	_380_Mechanical_Systems	2023	\$959,000	\$1,063,260
Kimberly Lane	KL ZONE #03	KL-01B	Replace AHU-3, FP VAV's and ductwork with new AHU (DX, HWS), roof mounted heat recovery and VAVs serving central wing. Remove walls in penthouse for unit install.	_380_Mechanical_Systems	2024	\$1,436,500	\$1,648,417

- Often Mechanical Systems replacement is the driver for all subsequent work
- Identify Mechanical Zones to help identify scope/impact areas
- Break out into phases if required based on scale



Facilities Assessment: Process and Documentation

Sum of Inflated Cost	Column Labels											
Row Labels	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Draft: Grand Total
Administrative	\$1,044,081	\$901,485	\$1,538,386	\$1,264,071	\$1,741,366	\$2,000,539	\$1,425,936	\$1,335,893	\$1,448,490	\$1,499,187		\$14,199,435
Central Service Facility		\$11,385	\$622,489	\$33,262		\$694,084	\$61,463					\$1,422,682
District Administration Building	\$4,081	\$10,350		\$205,246	\$479,091		\$12,293					\$711,060
District Project Manager	\$1,040,000	\$879,750	\$915,897	\$1,025,564	\$1,262,275	\$1,306,455	\$1,352,181	\$1,335,893	\$1,448,490	\$1,499,187		\$12,065,693
Athletics	\$3,032,500	\$5,175	\$21,425		\$2,013,645				\$493,803	\$370,708	\$1,833,778	\$7,771,034
Central Sports Complex	\$3,032,500	\$5,175	\$21,425		\$2,013,645				\$493,803			\$5,566,548
Ice Arena										\$370,708	\$1,833,778	\$2,204,486
Elementary	\$4,077,098	\$5,110,347	\$11,904,291	\$7,926,423	\$8,809,880	\$9,376,762	\$7,584,213	\$4,621,411	\$1,089,949	\$1,127,116	\$1,465,048	\$63,092,537
Birchview	\$21,500	\$825,801	\$2,562,868	\$55,414	\$184,177	\$298,703	\$243,732		\$36,502			\$4,228,697
Gleason Lake	\$30,000	\$2,070	\$4,451,283	\$2,067,250	\$1,761,448	\$4,956,145	\$3,624,124	\$263,523		\$162,185		\$17,318,028
Greenwood	\$2,029,098	\$12,679	\$595,663	\$213,151	\$276,840	\$140,444	\$753,129	\$636,140		\$238,507		\$4,895,651
Kimberly Lane	\$1,751,000	\$1,089,855	\$2,429,731	\$5,411,874	\$4,045,723	\$99,110	\$1,643,007	\$1,206,757				\$17,677,057
Oakwood	\$157,250	\$46,151	\$566,142	\$30,213	\$85,204	\$2,541,347			\$1,053,447		\$195,509	\$4,675,262
Plymouth Creek		\$2,154,497	\$1,083,978	\$27,718	\$1,969,365	\$1,162,860	\$980,946	\$318,070		\$181,265	\$1,269,539	\$9,148,239
Sunset Hill	\$88,250	\$979,294	\$214,625	\$120,804	\$487,124	\$178,153	\$339,274	\$2,196,921		\$545,159		\$5,149,604
General	\$536,500	\$597,713	\$602,564	\$683,525	\$1,468,829	\$1,856,354	\$3,196,064	\$5,811,772	\$6,877,694	\$10,435,705	\$282,120	\$32,348,838
District Wide	\$536,500	\$597,713	\$602,564	\$683,525	\$1,468,829	\$1,856,354	\$3,196,064	\$5,811,772	\$6,877,694	\$10,435,705	\$282,120	\$32,348,838
High School	\$108,742	\$2,317,609	\$275,080	\$5,693,750	\$3,035,198	\$4,014,490	\$1,608,308	\$618,328	\$5,528,228	\$4,089	\$6,528,075	\$29,731,897
Wayzata High School	\$108,742	\$2,317,609	\$275,080	\$5,693,750	\$3,035,198	\$4,014,490	\$1,608,308	\$618,328	\$5,528,228	\$4,089	\$6,528,075	\$29,731,897
Middle School	\$5,299,197	\$4,898,255	\$3,035,736	\$5,566,693	\$8,575,520	\$2,412,443	\$2,883,604	\$1,763,125	\$4,251,555	\$1,287,120	\$141,060	\$40,114,308
Central Middle School	\$3,408,438	\$75,555	\$1,500,347	\$776,133	\$5,943,258	\$214,377	\$1,955,762	\$1,272,279	\$3,283,700	\$681,449	\$141,060	\$19,252,359
East Middle School	\$1,465,759	\$1,347,170	\$1,068,746	\$2,057,836	\$957,740	\$948,916	\$61,463	\$381,684	\$763,749	\$605,672		\$9,658,735
West Middle School	\$425,000	\$3,475,530	\$466,643	\$2,732,723	\$1,674,522	\$1,249,149	\$866,379	\$109,162	\$204,105			\$11,203,213
Draft: Grand Total	\$14,098,118	\$13,830,584	\$17,377,482	\$21,134,461	\$25,644,439	\$19,660,587	\$16,698,126	\$14,150,528	\$19,689,719	\$14,723,925	\$10,250,081	\$187,258,049

Facilities Assessment: Process and Documentation

- Living Document
- Information is gathered from multiple sources
- Keeping the database current



Facilities Assessment: Process and Documentation

- In 2012, two benchmarks the District identified to guide their LTFM bonding goals:
 - Try to maintain a stable annual tax impact
 - **\$4.50 - \$5.00** /SF x 2,000,000 District SF = \$9,000,000 to \$10,000,000; or
 - 2% of reinvestment of facilities' value (replacement of 2,000,000 SF) at **\$200/SF** = \$8,000,000
- Inflate it to 2020:
 - Try to maintain a stable annual tax impact
 - **\$5.93 - \$6.30** /SF x 2,000,000 District SF = \$11,860,000 to \$12,600,000; or
 - 2% of reinvestment of facilities' value (replacement of 2,000,000 SF) at **\$340/SF** = \$13,600,000

Facilities Assessment: Process and Documentation

Row Labels	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Draft: Grand Total
Draft: Grand Total	\$14,098,118	\$13,830,584	\$17,377,482	\$21,134,461	\$25,644,439	\$19,660,587	\$16,698,126	\$14,150,528	\$19,689,719	\$14,723,925	\$10,250,081	\$187,258,049
Current Budget Allocation:	\$9,700,000	\$9,700,000	\$9,700,000	\$9,700,000	\$9,700,000	\$9,700,000	\$9,700,000	\$9,700,000	\$9,700,000	\$9,700,000	\$9,700,000	\$106,700,000
Difference:	-\$4,398,118	-\$4,130,584	-\$7,677,482	-\$11,434,461	-\$15,944,439	-\$9,960,587	-\$6,998,126	-\$4,450,528	-\$9,989,719	-\$5,023,925	-\$550,081	
Cumulative Deferment:					-\$43,585,083						-\$80,558,049	

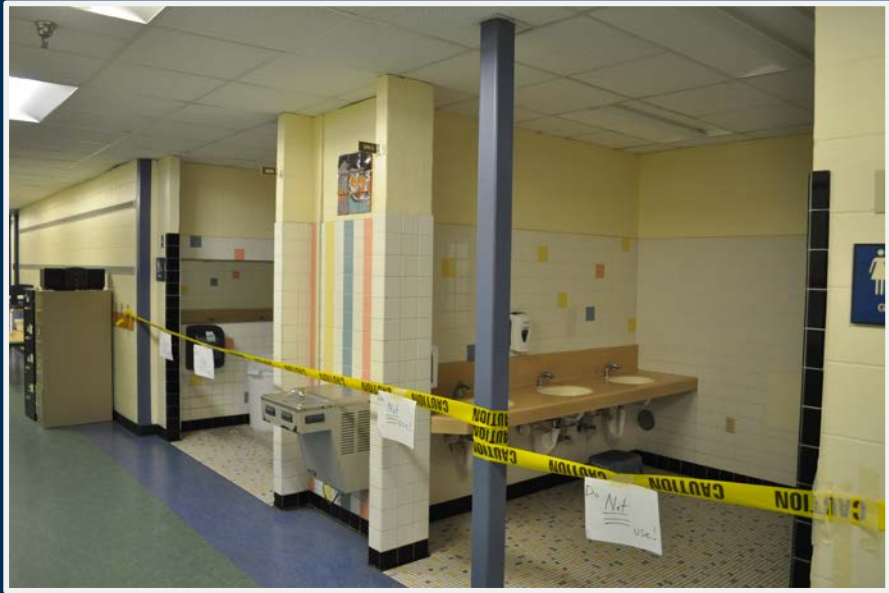
- Current District funding is \$9,700,000 annually
- Projections of need exceed current LTFM funding
 - By 2024: \$44,000,000 deferment
 - By 2030: \$81,000,000 deferment



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Questions?

Thank you!



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Awareness of Cultural Behaviors

Below are some ways you can continue to examine cultural behaviors in your daily life.

- Which cultural behaviors are the norms in **your home**?

- What are the cultural behaviors that appear at various **eating establishments**? (Examples: McDonalds, Chipotle, Applebees, CoV, etc.)
- Have you ever been to a restaurant where the norms were different? Examples:
 - Seating in close proximity to strangers
 - Knowing the beliefs around tipping
- What was that experience like for you?

- What cultural behaviors do you notice in the **TV/movies** you are watching?

- What are the cultural behaviors at other places:
 - Various grocery stores
 - Places of worship
 - Have you ever been to a place of worship that was new to you?
 - What was it like figuring out the cultural behaviors in that space?
 - Parks
 - Event centers
 - Gas stations
 - Fitness centers

Elevator behavior:

<http://bit.ly/ElevatorSE>

- The announcer refers to “normal” and “natural.” Is this elevator behavior “natural” or “learned”?
- Why do you think that is?

“Take a Seat, Make a Friend”

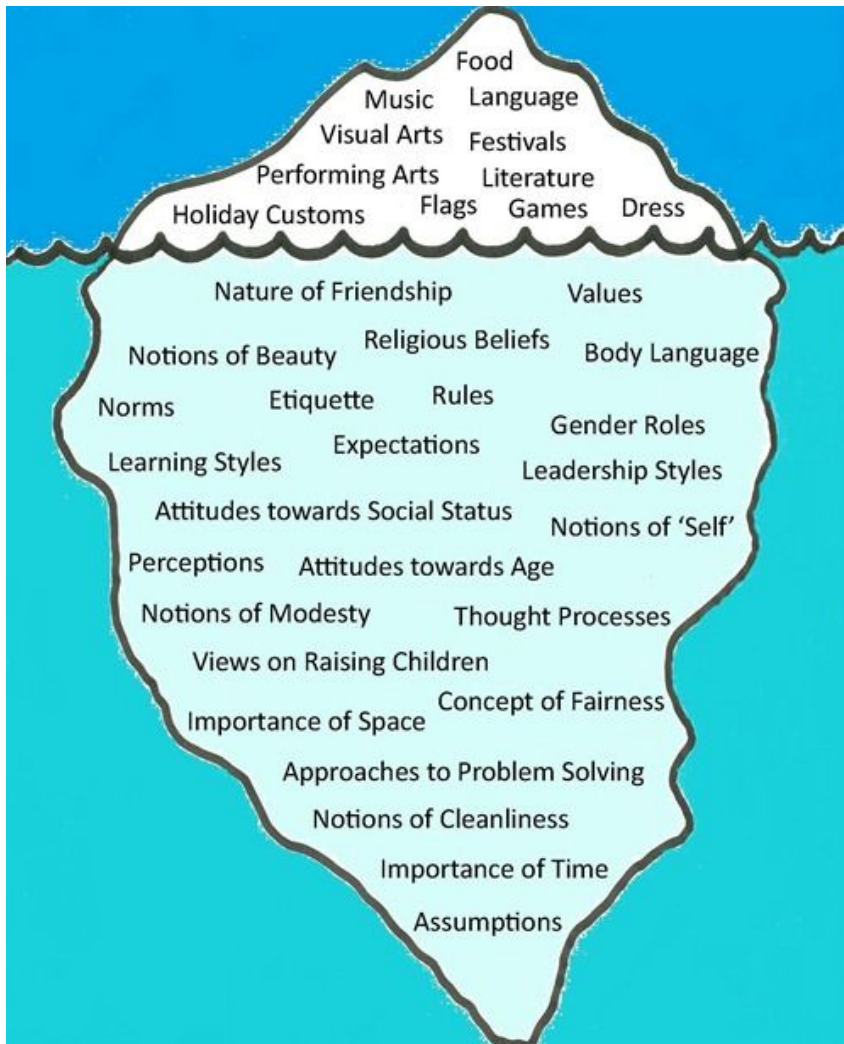
<http://bit.ly/SeatFriend>

- What cultural behaviors appear in this social experiment?
- Which cultural behaviors were challenged in this social experiment?
- What were some outcomes of that challenge?

Common Cultural Behaviors

Culture is the abstract, learned, shared rules and standards for generating behavior and understanding experience.

The following behaviors build off the iceberg concept of culture. Based on the research of Edward Hall, Wade Boykins and others, these behaviors are some of the most common (likely to occur) in the milieu of the classroom and school dynamics. Please note, however, that this is NOT an exhaustive list. Other cultural behaviors can and do occur. The take-away is that all of us exhibit these cultural behaviors depending on our heritage, upbringing, and where we were raised. It is important to conceptualize these behaviors without thinking about them in the context or comparison of mainstream culture. They are meant to stand alone, have value on their own, and be representative of how individuals identify.



Common Cultural Behaviors List

1. **Eye Contact** (low/high-level maintenance)
2. **Proximity** (farther/closer)
3. **Movement Orientation** (stationary/high movement)
4. **Activity Structure** (communalism/individualism)
5. **Future Action** (spontaneous/planned)
6. **Non-Verbals** (low/high-use of non-verbals)
7. **Overtness of Messages** (explicit/implicit communication)
8. **Conversational Patterns** (verbal overlap/linear)
9. **Verbal Expressiveness** (low/high verve)
10. **Social Structure** (cooperative/hierarchical)
11. **People bonds** (sociocentric/autonomous)
12. **Relativity** (subjective/objective)
13. **Concept of Time** (precise/flexible)
14. **Attention** (dynamic/static)
15. **Ownership** (low/high concern for ownership)
16. **Expression of Reaction** (reserved/visible)

Common Cultural Behavior Definitions

Eye Contact (low/high-level maintenance)

In some cultures not maintaining eye contact demonstrates respect, focus, and intrigue. In other cultures, maintaining eye contact demonstrates these characteristics.

Proximity (farther/closer)

The distance between two people is often culturally dependent. Some cultures prefer more than a foot between speakers, while for others the norm may be less than a foot. The culturally appropriate distance may also be determined by the relationship between the two speakers.

Movement Orientation (stationary/high movement)

In some cultures there is a preference toward stationary activities. In other cultures there is a preference toward more movement with frequent use of gross motor skills.

Activity Structure (communalism/individualism)

In some cultures the group is viewed as a community. This can mean a preference for activities where the community works cooperatively for the benefit of the entire community. In other cultures a group is viewed as a set of individuals. This can mean a preference for competitive activities that lead to individual achievement.

Future Action (spontaneous/planned)

Some cultures find comfort in environments and contexts that are marked by spontaneity, impulsivity, and improvisation. Other cultures have a preference for plans marked by a prescribed order or sequence.

Non-Verbals (low/high-use of non-verbals)

Like eye-contact, other body language (such as hand gestures, facial expressions, and posture) can communicate as much or more than verbal language. In some cultures less use of non-verbals demonstrates respect and engagement. In other cultures high use of non-verbals demonstrates these characteristics.

Overtiness of Messages (explicit/implicit communication)

How truth and authenticity are communicated to others can be culturally based. In some cultures directness is considered polite and expected. In other cultures being discreet is considered more appropriate.

Conversational Patterns (verbal overlap/linear)

In some cultures verbal overlapping while someone else is talking shows engagement and focus. In other cultures not overlapping can show the same levels of engagement and focus.

Common Cultural Behavior Definitions (*Continued*)

Verbal Expressiveness (low/high verve)

Verve is not what you say but how you say it. Some cultures are marked by lower levels of verve and silence may be valued over speech. Other cultures are marked by high levels of verve where conversation is highly animated with a variety of tones and inflections.

Social Structure (cooperative/hierarchical)

In some cultures the structure is cooperative where everyone holds an equal part in power, decisions, and status. In other cultures the structure is marked by a hierarchical structure with individuals and/or groups leading the larger society.

People Bonds (sociocentric/autonomous)

This speaks to the importance a culture places on socializing. In some cultures socializing is as important as the content of an activity. In other cultures completion of tasks takes precedence over social interactions.

Relativity (subjective/objective)

In some cultures the essential understanding of a topic or concept lies in perspective, nuance, and interpretations; right and wrong may be seen as situationally dependent. In other cultures the essential understanding of a topic lies in quantifiable data; right and wrong may be seen as absolutes.

Concept of Time (precise/flexible)

In some cultures time is seen as precise, meaning the beginning and ending of an event or occurrence is controlled by the clock. In other cultures, time is seen as relative where the event and occurrence are controlled by the human interaction (what is going on in the moment), not the clock.

Attention (dynamic/static)

In some cultures showing focus and task orientation is demonstrated in varied ways. In other cultures only one way of showing focus and task orientation is favored.

Ownership (low concern for ownership/high concern for ownership)

In some cultures the concept of ownership has little or no priority; boundaries and materials are shared without much concern for ownership. In other cultures there is a high level of concern for who owns property and material goods; they seek to mark out which areas or materials are theirs.

Expression of Reaction (reserved/visible)

In some cultures the norm is to keep emotions internal; emotions may not be readily visible. In other cultures outward expression of emotions is the norm; emotions may be visible to an outside observer.



Achievement and Integration “Equity Plan” Executive Summary

PROGRAM INFORMATION

Minnesota Achievement and Integration program:

The purpose of the *Achievement and Integration for Minnesota* program is to (1) pursue racial and economic integration, (2) increase student achievement, (3) create equitable educational opportunities, and (4) reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

Program Participation: Minnesota Department of Education determines which districts participate by comparing adjoining districts' percentage of enrolled protected class students. Districts that are *racially isolated* or have a *racially identifiable school* are required to be in the Achievement and Integration program.

Program Funding: Achievement Aid is available to fund activities to support the purpose of the program. Funding is provided by the State of Minnesota in the form of aid and by local tax payments through a levy.

WAYZATA PROGRAM GOALS

- 1. Readiness:** All children are ready for school.
- 2. Achievement:** All third-graders will be at or above proficiency in reading, math, writing and speaking
- 3. Each and Every:** Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.
- 4. Achievement:** All students graduate from high school career and college ready.
- 5. Personalization:** All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success
- 6. Health and Well-Being:** All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.

CUSTOMER INTIMACY MODEL

The value discipline of “Customer Intimacy” forms the foundation of our achievement and integration plan.

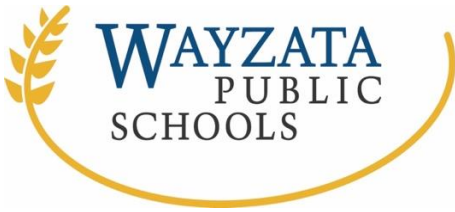
Customer intimacy is an approach to creating personalized experiences, opportunities and solutions through a focus on the needs and aspirations of those who we serve – our students and families.

STRATEGIES

- 1. Cultural Competency** - Develop, sustain and evaluate cultural competence for teachers.
- 2. Personalized Education** - Prioritize and ensure personalized education with emphasis on acceleration vs. intervention
- 3. Cultural Inclusivity** - Develop and implement culturally inclusive standards, curriculum, and comprehensive system of assessment.
- 4. Recruitment and Retention** - Develop and build systemic strategies for recruiting and retaining staff of color.
- 5. Student Voice** - Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment.
- 6. Adult Behaviors** - Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support.
- 7. Community Bridges** - Build bridges between schools and community.
- 8. Shared Understanding** - Create and sustain consistent shared understanding of equity and high level of skill application for leaders.

February 20, 2020

CULTURAL COMPETENCE	PERSONALIZED EDUCATION	CULTURAL INCLUSIVITY	RECRUITMENT & RETENTION	STUDENT VOICE	ADULT BEHAVIORS	COMMUNITY BRIDGES	SHARED UNDERSTANDING
Develop, sustain and evaluate cultural competence for teachers.	Prioritize and ensure personalized education with emphasis on acceleration vs. intervention.	Develop and implement culturally inclusive standards, curriculum, and comprehensive system of assessment.	Develop and build systemic strategies for recruiting and retaining staff of color.	Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment.	Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support.	Build bridges between schools and community.	Create and sustain consistent shared understanding of equity and high level of skill application for leaders.
Provide all staff with strategies and effective practices in the use of cultural competency.	Provide teachers with professional development to ensure that all students, especially, under-represented students, experience a content rich, rigorous and personalized learning experience.	Provide teachers the opportunity to view lessons and curriculum through a culturally responsive lens.	Create the conditions and space for Affinity group meetings.	Establish elementary and secondary student clubs and groups (e.g. Dare 2 Be Real)	Use August All-District meeting to inform and inspire staff in our ongoing cultural awareness and competency journey	Use partnerships and collaboration opportunities with outside agencies and community groups (e.g. IOCP)	Hire a district equity coordinator; establish district equity committee and site equity teams.
Use a Train-the-Trainer model for leading professional development focused on cultural competence	Create the conditions so that teachers of color can serve as mentors for students of color.	Provide support for every teacher to implement lessons that reflect the race and ethnicity of all of their students and greater society	Include teachers of color on the hiring committees	Continue to offer student experiential learning experiences (e.g. Civil Rights Research Experience)	Conduct an equity audit that helps determine structures and adult behaviors that create disproportionality; create a system for sharing this information with staff	Provide support and resources so that families can participate in school activities and event events (e.g. child care, transportations)	Review and align Reimagine MN with school District Road Map; Use this to create a District Strategic Equity Road Map.
Use internal staff trained in Culturally and Linguistically responsive teaching provide professional development for teachers	Remove barriers to upper programs, courses, and activities that are not necessary for success.	Infused the curriculum with culturally relevant content experiences and absent narratives that directly reflects our student body.	Interview all applicants of color.	Continue to support MyWaySHIFT as a way to use Human-Centered Design in planning lessons for all students	Encourage and practice hard conversations about race; Include training for staff in how to participate in and lead such conversations	Examine structures so we can build in more flexibility for staff to do culturally competent outreach.	Training for peer coaches and administrators to facilitate courageous conversations with staff.
Establish a minimum professional development requirement for all staff in cultural competence so we have a shared understanding, language and expectations	Re-evaluate qualifications (standardized tests) for gifted & talented and intervention programs.	Provide professional development for teachers in the use of assessments beyond paper/standardized tests.	Develop a "Grow Your Own" teacher program.	Offer professional development in how to embed student voice into classroom activities (e.g. discussion, student-led projects, etc.)	Provide professional development for all new hires in cultural competency, including reflection questions; follow in new teacher academy.	Cultural liaisons at all buildings (linked to site demographics) to help create inclusive practices that bridge parents and school (communications home, parent voice, etc.)	Define a common language of equity beliefs for our district equity work to be used in the decision making process.
Use the performance review process to evaluate staff cultural competency.		Create more ways for under-represented students to participate more easily in sports, clubs, etc. (fees, transportation, scheduling, etc.)	Increase opportunities for students to share their ideas, experiences, hopes and aspirations.			Workshops for community members to expand their own cultural competence in addition to site-level international nights.	Examine and adjust policies/programs that unintentionally lead to student discipline disproportionality. February 14, 2020



Achievement and Integration Aid Budget and Plan

ACHIEVEMENT AND INTEGRATION AID

Total Proposed Revenue = \$2,316,370.00

Proposed Revenue = \$2,177,388.00
Incentive Revenue = \$138,982.00

Direct Services to Students = \$2,171,513.00

Interventions Teachers, Achievement Staff, Student Scholarships, Materials, Supplies, Transportation

Professional Development = \$81,430.00

Cultural Competency, Cultural Awareness, Culturally Responsive Curriculum and Instruction

Administrative Services = \$63,427.00

Clerical Staff, Program Director

Incentive Revenue = \$138,982.00

Collaborator Program with Orono

Goal #3: Graduate Career and College Ready

Strategy #1: Collaborative Partnerships with Orono College and Career Readiness

- Summer College Prep Program
- College and Career Fair
- Field Trips (Civil Rights Historical - Trip)

Strategy #2: Family Engagement

- Parent / Teacher Conferences
- Family Nights
- Parent Education

ACHIEVEMENT AND INTEGRATION BUDGET IMPLEMENTATION PLAN

Goal #1: Ready for Kindergarten

Strategy 1: Enrollment in a Pre-School Program
Strategy 2: Professional Development

Goal #2: Student Achievement

Strategy #1: Student Support and Learning Experiences

- In-School Intervention Services
- Extended Day and School Year Learning Programs
- Student Cultural Awareness and Academic Enrichment

Strategy #2: Professional Development

- Cultural Awareness
- Cultural Competency
- Culturally Response Teaching

Strategy #3: Family Engagement

- Parent / Teacher Conferences
- Family Nights
- Parent Education



Achievement and Integration Revenue FY 2021 Budget Worksheet

Use this workbook to list your district's proposed expenditures of FY 2021 Achievement Integration (A&I) revenue. All expenditures must support activities in your district's MDE-approved A&I plan. Each worksheet has a column for you to explain which activity each line item will fund.

District Name: Wayzata Public Schools

District ISD Number: 284

Superintendent: Dr. Chace Anderson

Partnering Districts: Orono Public Schools

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff: <u>Dr. Jill Johnson</u>	Fiscal Staff: <u>Melissa Lahr</u>
Phone: <u>763-745-5022</u>	Phone: <u>763-745-5038</u>
E-mail: jill.johnson@wayzataschools.org	Email: melissa.lahr@wayzataschools.org

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Total Initial Revenue (FIN 313)	\$ 2,177,388.00
Total Incentive Revenue (FIN 318)	\$ 138,982.00
TOTAL A&I REVENUE	\$ 2,316,370.00

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2019 Achievement & Integration budget as approved by the school board.

Board Approval Date _____

School Board Chair _____ **Date** _____

Superintendent _____ **Date** _____

This certification statement is not required in legislation or by the Minnesota Department of Education.

Approved Initial Revenue: _____ **Approved Incentive Revenue:** _____

MDE Approval: _____ **Date:** _____



FY 2021 Achievement and Integration Budget

District Number:

284

District Name:

Wayzata Public Schools

Proposed Budget			Actual Expenditures		
		Proposed Budget Ratios			Actual Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	\$2,171,513.00	93.75%	DSS At least 80% of total expenditures	\$0.00	#DIV/0!
Professional Development may equal no more than 20% of total revenue	\$81,430.00	3.52%	Professional Development No more than 20% of total expenditures	\$0.00	#DIV/0!
Administrative/Indirect may equal no more than 10% of total revenue	\$63,427.00	2.74%	Admin/Indirect No more than 10% of total expenditures	\$0.00	#DIV/0!
Total Proposed Revenue:	\$2,316,370.00		Total Revenue Expended:	\$0.00	

Total Amount Proposed FIN 313	\$2,177,388.00
Total Amount Proposed FIN 318	\$138,982.00

Improvement Planning Expenditures	19%	#VALUE!
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Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).

Notes or Comments:

Improvement Funding Directions Only districts that did not meet the goals in their last plan after three years should complete this tab. If you didn't meet your goals, you must use up to 20% of your annual integration revenue to fund improvement strategies.

Step 1) Complete the DSS, PD and Admin tabs for FIN 313 and 318. Step 2) Copy and paste line items that will fund improvement strategies into one of the sections below.

- Copy line items totaling up to 20% of your total proposed revenue. That percentage will be calculated for you on the Expenditures Summary tab.
- The line items you copy may be either FIN 313 or FIN 318 depending upon how you're funding your improvement strategies.

What is an improvement strategy? Strategies that were 1) not in your prior plan or 2) that you've adjusted and kept in your current A&I plan, and 3) were developed using a process like the ones described in the A&I Plan Guide or the Coordinated Improvement Planning Guides. They are different from the ones in your prior plan because they are either new to your district's A&I work or have been changed in order to increase the likelihood that you will meet the goals in your district's plan.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amount	Plan Crosswalk - Which A&I plan activity does each line item support?	
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit this workbook with actual FY21 expenditures by 12/1/21.	Budget Narrative Provide a brief description of the expense each expenditure will fund. <i>Do not copy and paste your plan here.</i>	Goal # Strategy # and Name

Direct Student Services

High School Liaison/Outreach Worker: Salary	251	740	313	156	\$45,824.70		.5 of 1.0 FTE Outreach staff work with students of economically and racially diverse backgrounds and their families to provide a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact. They encourage participation in rigorous courses and improved educational opportunities designed to close the achievement gap.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
High School Liaison/Outreach Worker: Benefits	251	740	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	\$17,306.86		.5 of 1.0 FTE Outreach staff work with students of economically and racially diverse backgrounds and their families to provide a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact. They encourage participation in rigorous courses and improved educational opportunities designed to close the achievement gap.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Achievement Interventionists: Salary	404	203	313	143	\$82,729.60		1.0 of 1.0 FTE Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Achievement Interventionists: Fringe Benefits	404	203	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	\$24,918.08		Fringe Benefits: 1.0 of 1.0 FTE Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Achievement Interventionists: Salary	411	203	313	143	\$99,080.85		1.0 of 1.0 FTE Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Achievement Interventionists: Fringe Benefits	411	203	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	\$34,128.69		Fringe Benefits: 1.0 of 1.0 FTE Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Achievement Interventionists: Salary	408	203	313	143	\$71,976.40		1.0 of 1.0 FTE Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Achievement Interventionists: Fringe Benefits	408	203	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	\$11,330.81		Fringe Benefits: 1.0 of 1.0 FTE Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and	Goal 2	Strategy 2-1: Student Support and Learning Experiences

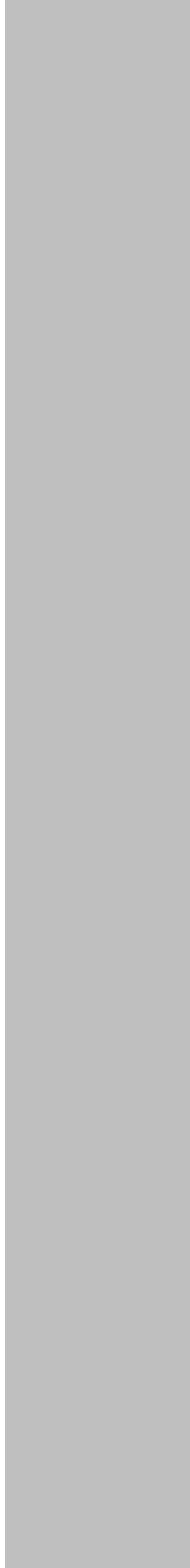
Professional Development

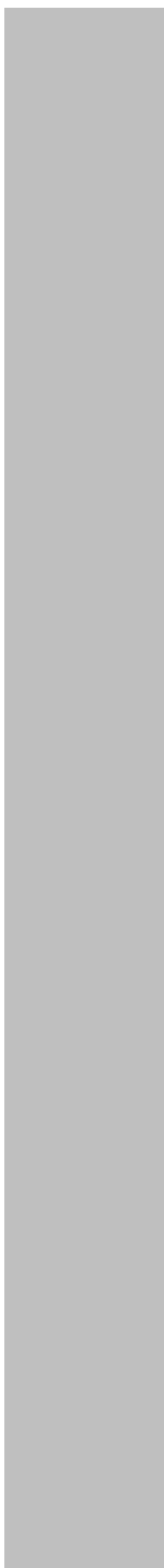
Administrative Costs

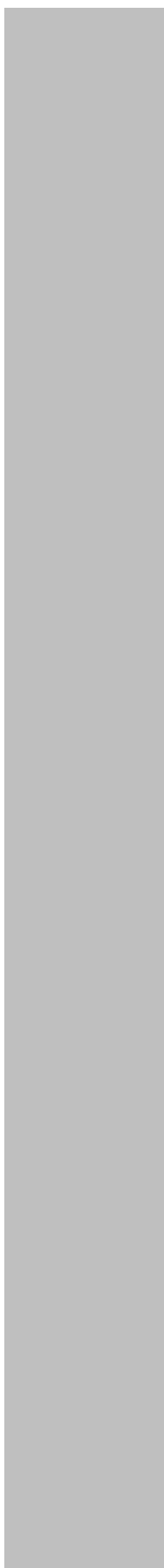
Academy Class - Stipends	17	640	313	185	\$ 34,000.00		Professional Development stipend for equity training of teachers through Wayzata Academy classes. 45 - 50 Teachers participate Equity related Academy Classes each year.	Goal 1 Goal 2	Strategy 1-2: Professional Development; Strategy 2-2: Professional Development
Academy Class - Benefits	17	640	313	210 211 218	\$ 6,000.00		FICA Medicaid, TRA Benefits for Academy class stipends. 45 - 50 Teachers participate in Equity related Academy Classes each year.	Goal 1 Goal 2	Strategy 1-2: Professional Development; Strategy 2-2: Professional Development
Workshops and Conferences	17	640	313	366	\$ 9,000.00		We will provide experiences, opportunities, resources and tools so that our staff are prepared to meet the learning needs of each and every student.	Goal 1 Goal 2	Strategy 1-2: Professional Development; Strategy 2-2: Professional Development

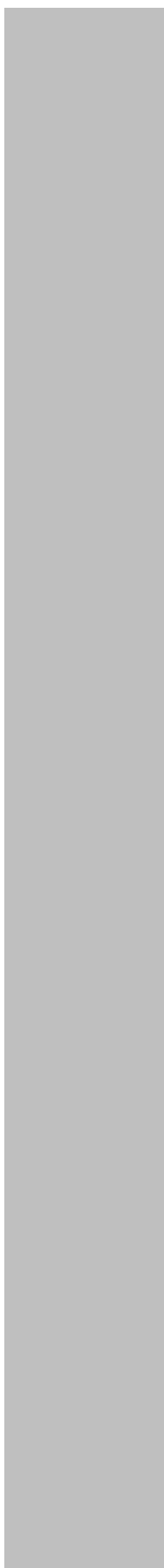
Total Improvement Funding:	\$436,295.99	
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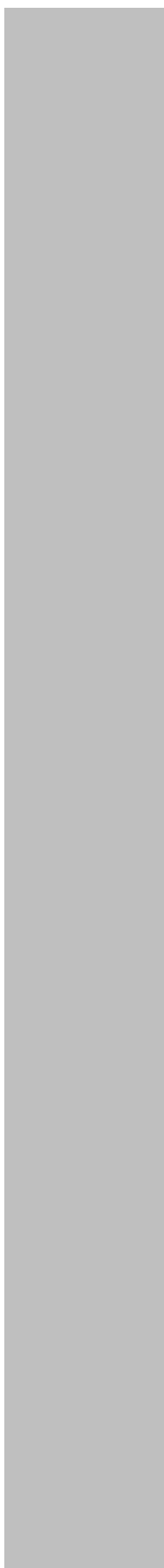
Notes or Comments:

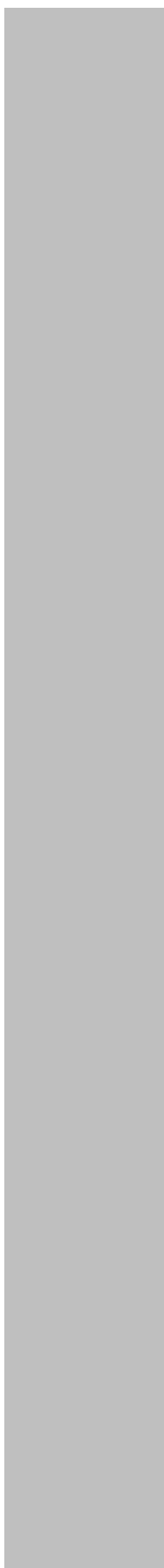


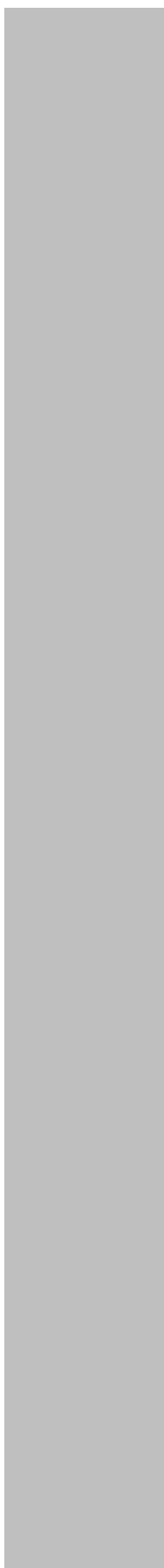


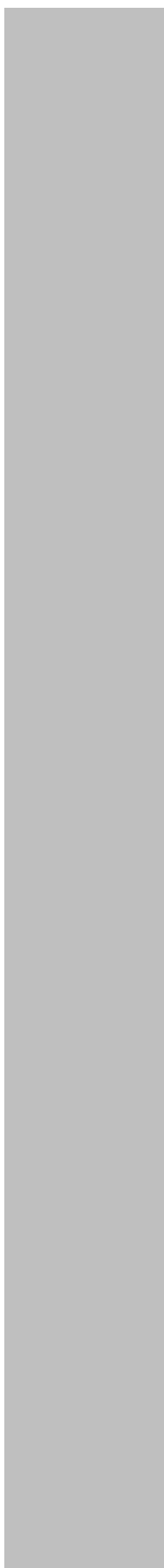


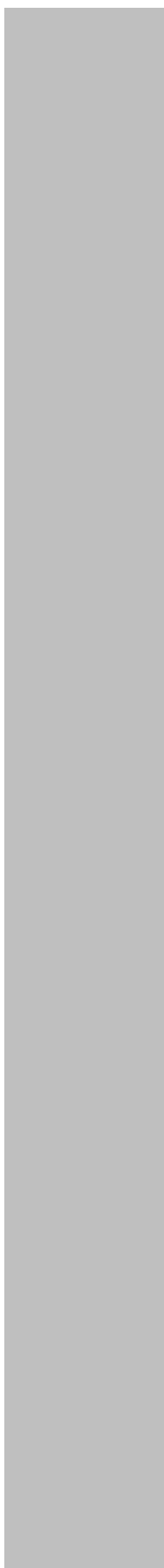


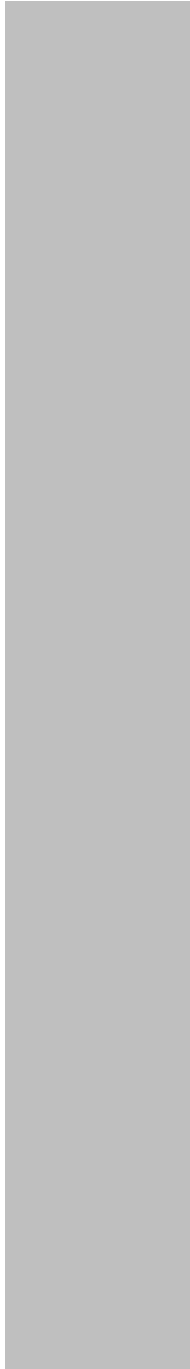












District Number: 284 District Name: Wayzata Public Schools

80% Direct Services to Students

List proposed FIN 313 expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies in a district's MDE-approved A&I plan that provide direct services to students. Read the A&I Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?			
	ORG	PROG	FIN	OBJ			Budget Narrative	Goal #	Strategy # and Name	
Provide a short description of the					List the total amount	Resubmit form with	Budget Narrative	Provide a brief description of	Goal #	Strategy # and Name
Scholarships - To Fund Educational Experiences and Opportunities	017 / 251 / 253 / 351 / 352 / 404 / 406 / 407 / 408 / 410 / 411 / 412	201	313	394	\$1,000.00		Resources to provide opportunities and experiences for students in the areas of cultural awareness, school success, and college and career readiness. Resource will be used for scholarships for students to attend events, activities(e.g. guest speakers, field trips, mentors.)	Goal 2		Strategy 2-1: Student Support and Learning Experiences
Materials and Supplies	017 / 251 / 253 / 351 / 352 / 404 / 406 / 407 / 408 / 410 / 411 / 412	105	313	320	\$500.00		Resources for the purchase of general supplies and media resources for student and teacher use.	Goal 2		Strategy 2-1: Student Support and Learning Experiences
Materials and Supplies	017 / 251 / 253 / 351 / 352 / 404 / 406 / 407 / 408 / 410 / 411 / 412	105	313	401	\$2,300.00		Resources for the purchase of general supplies and materials such as folders, paper, envelopes and stamps, printing, books, timers, and student and teacher support materials.	Goal 2		Strategy 2-1: Student Support and Learning Experiences
Materials and Supplies	017 / 251 / 253 / 351 / 352 / 404 / 406 / 407 / 408 / 410 / 411 / 412	105	313	401	\$3,000.00		Resources for the purchase of general supplies and materials such as folders, paper, envelopes and stamps, printing, books, timers, and student and teacher support materials.	Goal 2		Strategy 2-1: Student Support and Learning Experiences
Family Engagement: Professional Services (Interpreters)	017 / 251 / 253 / 351 / 352 / 404 / 406 / 407 / 408 / 410 / 411 / 412	105	313	305	\$8,000.00		Support services (e.g. interpreters, child care) for family events designed to promote family engagement in school activities during and beyond typical school day.	Goal 2		Strategy 2-3: Family Engagement
Family Engagement: Materials and Supplies	017 / 251 / 253 / 351 / 352 / 404 / 406 / 407 / 408 / 410 / 411 / 412	105	313	401	\$1,000.00		Supplies for family events designed to promote family engagement in school activities during and beyond typical school day. Expenses include envelopes and stamps, printing, books, pamphlets, DVDs used in parent meetings.	Goal 2		Strategy 2-3: Family Engagement
Family Engagement: Food	017 / 251 / 253 / 351 / 352 / 404 / 406 / 407 / 408 / 410 / 411 / 412	105	313	490	\$2,000.00		Food for family engagement events activities	Goal 2		Strategy 2-3: Family Engagement
Transportation	017	105	313	360	\$112,500.00		Transportation for K - 12 Summer Learning Program; Extended Day Program and when other transportation is not available.	Goal 2		Strategy 2-1: Student Support and Learning Experiences
Field Trips/Entry Fees	017	201	313	369	\$7,000.00		Resources for field trips and entry fees to provide experiences and opportunities that extend student learning in the areas of cultural awareness, school success, and college and career readiness.	Goal 2		Strategy 2-1: Student Support and Learning Experiences
Primary Project Elementary Para: Salary	402 / 403 / 404 / 406 / 407 / 408 / 410 / 411 / 412	203	313	141	\$112,115.00		3.86 FTE -- Staff to implement a K -2 intervention program to help students adjust to school, gain confidence, social skills, and focus on learning.	Goal 2		Strategy 2-3: Family Engagement
Primary Project Elementary Para: Fringe Benefits	402 / 403 / 404 / 406 / 407 / 408 / 410 / 411 / 412	203	313	210 / 211 / 214 / 220 / 230 / 235 / 240 / 250	\$42,209.00		Fringe Benefits: 3.86 FTE Staff to implement a K -2 intervention program to help students adjust to school, gain confidence, social skills, and focus on learning.	Goal 2		Strategy 2-3: Family Engagement
Elementary Intervention Teachers - Reading Support: Salary	404 / 408 / 411	203	313	143	\$70,787.00		0.8 FTE Reading Interventions Teachers - To work with targeted students in grades K - 5 to improve literacy skills. Intervention Teachers work with work with students of economically and racially diverse backgrounds and their families to provide a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact and improved educational opportunities designed to close the achievement gap.	Goal 2		Strategy 2-1: Student Support and Learning Experiences
Elementary Intervention Teachers - Reading Support: Fringe Benefits	404 / 408 / 411	203	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	\$24,244.00		Fringe Benefits: 0.8 FTE - Reading Interventions Teachers - To work with targeted students in grades K - 5 to improve literacy skills. Intervention Teachers work with work with students of economically and racially diverse backgrounds and their families to provide a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact and improved educational opportunities designed to close the achievement gap.	Goal 2		Strategy 2-1: Student Support and Learning Experiences
Elementary Intervention Paras - Reading Support: Salary	406 / 408 / 410	203	313	141	\$39,645.00		1.34 FTE - Reading Interventions Paras - work with targeted students in grades K - 5 to improve literacy skills. Intervention Teachers work with work with students of economically and racially diverse backgrounds and their families to provide a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact and improved educational opportunities designed to close the achievement gap.	Goal 2		Strategy 2-1: Student Support and Learning Experiences
Elementary Intervention Paras - Reading Support: Fringe Benefits	406 / 408 / 410	203	313	210 / 211 / 214 / 220 / 230 / 235 / 240 / 250	\$17,734.00		Fringe Benefits: 1.34 FTE - Reading Interventions Paras - To work with targeted students in grades K - 5 to improve literacy skills. Intervention Teachers work with work with students of economically and racially diverse backgrounds and their families to provide a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact and improved educational opportunities designed to close the achievement gap.	Goal 2		Strategy 2-1: Student Support and Learning Experiences

Middle School Intervention Teachers: Salary	253 / 352	211	313	143	\$224,503.00		3.417 FTE - Interventions Teachers - To work with targeted students in grades 6 - 8 to improve academic skills. Intervention Teachers work with work with students of economically and racially diverse backgrounds and their families to provide a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact and improved educational opportunities designed to close the achievement gap.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Middle School Intervention Teachers: Fringe Benefits	253 / 352	211	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	\$81,830.00		Fringe Benefits: 3.417 FTE - Interventions Teachers - To work with targeted students in grades 6 - 8 to improve academic skills. Intervention Teachers work with work with students of economically and racially diverse backgrounds and their families to provide a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact and improved educational opportunities designed to close the achievement gap.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
High School Intervention Teacher - Reading Support: Salary	251	211	313	143	\$78,107.00		0.834 FTE - Interventions Teachers - To work with targeted students in grades 9 - 12 to improve academic skills. Intervention Teachers work with work with students of economically and racially diverse backgrounds and their families to provide a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact and improved educational opportunities designed to close the achievement gap.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
High School Intervention Teacher - Reading Support: Fringe Benefits	251	211	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	\$27,910.00		Fringe Benefits: 0.834 FTE - Interventions Teachers - To work with targeted students in grades 9 - 12 to improve academic skills. Intervention Teachers work with work with students of economically and racially diverse backgrounds and their families to provide a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact and improved educational opportunities designed to close the achievement gap.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Achievement Interventionists: Salary	404 / 407 / 408 / 411	203	313	143	\$376,650.00		4.0 FTE - Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Achievement Interventionists: Fringe Benefits	404 / 407 / 408 / 411	203	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	\$102,940.00		Fringe Benefits: 4.0 FTE--Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Middle School Achievement Interventionists Staff - Salary	253 / 352	211	313	143	\$152,375.00		2.0 FTE - Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Middle School Achievement Interventionists Staff - Fringe Benefits	253 / 352	211	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	\$55,540.00		2.0 FTE - Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
HS Achievement Interventionists: Salary	251	211	313	143	\$148,585.00		2.0 FTE - Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
HS Achievement Interventionists: Fringe Benefits	251	211	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	\$45,040.00		2.0 FTE - Achievement Interventionists provide direct support for students and their families providing a direct link to services and information. In addition to facilitating family involvement, they promote academic success and interracial contact.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Personalized Learning Specialist - Salary	251	211	313	143	\$46,175.00		1.0 FTE - Personalized Learning Specialists coordinate direct services to students by creating personalized learning plans.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Personalized Learning Specialist - Fringe Benefits	251	211	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	\$16,420.00		1.0 FTE - Personalized Learning Specialists coordinate direct services to students by creating personalized learning plans.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
High School Liaison/Outreach Worker: Salary	251	740	313	156	\$48,940.00		0.5 FTE - Outreach Staff - Work with students of economically and racially diverse backgrounds and their families to provide a direct link to school services and information. Outreach staff facilitate family involvement, promote academic success and interracial contact. They encourage participation in rigorous courses and improved educational opportunities designed to close the achievement gap.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
High School Liaison/Outreach Worker: Benefits	251	740	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	\$18,340.00		0.5 FTE - Outreach Staff - Work with students of economically and racially diverse backgrounds and their families to provide a direct link to school services and information. Outreach staff facilitate family involvement, promote academic success and interracial contact. They encourage participation in rigorous courses and improved educational opportunities designed to close the achievement gap.	Goal 2	Strategy 2-1: Student Support and Learning Experiences
Reading Recovery Teacher: Salary	404 / 408	203	313	143	\$97,585.00		1.0 FTE - Reading Recovery Teachers - Program is a school-based, short-term intervention designed for children aged five or six, who are the lowest achieving in literacy after their first year of school. The intervention involves intensive one-to-one lessons for 30 minutes a day with a trained literacy teacher, for between 12 and 20 weeks.	Goal 2	Strategy 2-1: Student Support and Learning Experiences

Reading Recovery Teacher: Benefits	404 / 408	203	313	210 / 211 / 214 / 220 / 230 / 235 / 240 / 250	\$35,635.00		1.0 FTE - Reading Recovery Teachers - Program is a school-based, short-term intervention designed for children aged five or six, who are the lowest achieving in literacy after their first year of school. The intervention involves intensive one-to-one lessons for 30 minutes a day with a trained literacy teacher, for between 12 and 20 weeks.	Goal 2	Strategy 2-1: Student Support and Learning Experiences	
Extended Learning Program Coordinator: Salary	017	605	313	143	\$25,250.00		0.25 FTE to fund program coordinator position. The purpose of the position is to provide programming and support to staff, students and families to support college and career readiness	Goal 2	Strategy 2-1: Student Support and Learning Experiences	
Extended Learning Program Coordinator: Benefits	017	605	313	210 / 211 / 218 / 220 / 230 / 235 / 240 / 250	9,320.00		0.25 FTE Benefits for program coordinator position.	Goal 2	Strategy 2-1: Student Support and Learning Experiences	
FIN 313 TOTAL					\$2,035,179.00					\$0.00
<p>Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.</p> <p>Comments:</p>										



FY 2021 Achievement and Integration Budget

District Number: 284 District Name: Wayzata Public Schools

80% Direct Services to Students
 List proposed FIN 318 expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies included in the district's MDE-approved A&I plan which provide direct services to students. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the A&I Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?	
	ORG	PROG	FIN	OBJ			Goal #	Strategy # and Name
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY21 expenditures by 12/1/21.	Budget Narrative Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan.</i>	
Orono Collaborative College Readiness Program: Field Trips/Entry Fees	017	211	318	369	\$22,301.00		Resources to fund field trip expenses associated with our Cooperative (with Orono) summer college prep program.	Goal 3 Strategy 3-1: Collaborative Partnership for HS Graduation and College/Career Readiness
Extended Learning Program Coordinator - Salary	017	211	318	143	\$75,750.00		0.75 FTE to fund program coordinator position. The purpose of the position is to provide programming and support to staff, students and families to support college and career readiness	Goal 3 Strategy 3-1: Collaborative Partnership for HS Graduation and College/Career Readiness
Extended Learning Program Coordinator - Benefits	017	211	318	210 / 211 / 218	\$27,957.00		0.75 FTE Benefits for program coordinator position.	Goal 3 Strategy 3-1: Collaborative Partnership for HS Graduation and College/Career Readiness
Orono Collaborative College Readiness Program: Teachers Salaries	017	211	318	185/186	\$7,000.00		Teacher Salaries/Stipend - Cooperative (with Orono) summer college prep program. Teachers provide instruction to students to support college and career readiness.	Goal 3 Strategy 3-1: Collaborative Partnership for HS Graduation and College/Career Readiness
Orono Collaborative College Readiness Program: Teachers Benefits	017	211	318	210 / 211 / 218	\$849.00		Teacher Benefits for Cooperative (with Orono) summer college prep program. Teachers provide instruction to students to support college and career readiness.	Goal 3 Strategy 3-1: Collaborative Partnership for HS Graduation and College/Career Readiness
Orono Collaborative College Readiness Program: Supplies	251	211	318	401	\$2,277.00		Supplies needed to grow the program. Each year we are adding an additional grade and purchase curriculum materials, literature books, math games and enrichment materials.	Goal 3 Strategy 3-1: Collaborative Partnership for HS Graduation and College/Career Readiness
Orono Collaborative College Readiness Program: Food	251	211	318	490	\$200.00		Research based interventions that include formative assessment practices to reduce achievement disparities by race/economic class as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce.	Goal 3 Strategy 3-1: Collaborative Partnership for HS Graduation and College/Career Readiness
FIN 318 TOTAL					\$136,334.00			\$0.00

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
 Comments:



FY 2021 Achievement and Integration Budget

District Number: **284** **FY21** District Name: **Wayzata Public Schools**

20% Professional Development
 List proposed **FIN 313** expenditures for professional development below. No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative	Goal #	Strategy # and Name
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY21 expenditures by 12/1/21.	Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan.</i>		
Workshops/Conferences	017	640	313	366	\$32,070.00		We will provide experiences, opportunities, resources and tools so that our staff are prepared to meet the learning needs of each and every student.	Goal 1 Goal 2	Strategy 1-2: Professional Development; Strategy 2-2: Professional Development
Workshops/Conferences - Sub/Staff Salaries	017	640	313	145/185/ 186	\$8,000.00		Salaries: We will provide experiences, opportunities, resources and tools so that our staff are prepared to meet the learning needs of each and every student.	Goal 1 Goal 2	Strategy 1-2: Professional Development; Strategy 2-2: Professional Development
Workshops/Conferences - Sub/Staff Benefits	017	640	313	210/211/ 214/218	\$1,360.00		Fringe Benefits: We will provide experiences, opportunities, resources and tools so that our staff are prepared to meet the learning needs of each and every student.	Goal 1 Goal 2	Strategy 1-2: Professional Development; Strategy 2-2: Professional Development
Academy Classes Stipends	017	640	313	185	\$34,000.00		Professional Development stipend for equity training of teachers through Wayzata Academy classes. 45 - 50 Teachers participate Equity related Academy Classes each year.	Goal 1 Goal 2	Strategy 1-2: Professional Development; Strategy 2-2: Professional Development
Academy Classes Benefits	017	640	313	210 211 218	\$6,000.00		FICA Medicaid, TRA Benefits for Academy class stipends. 45 - 50 Teachers participate in Equity related Academy Classes each year.	Goal 1 Goal 2	Strategy 1-2: Professional Development; Strategy 2-2: Professional Development
TOTAL					\$81,430.00				\$0.00

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:



FY 2021 Achievement and Integration Budget

District Number: District Name:

20% Professional Development

List proposed **FIN 318** expenditures for professional development below. No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved A&I plan. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the A&I Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative	Goal #	Strategy # and Name
Provide a short description of the expenditure.			318		List the total amount budgeted for this line item.	Resubmit form with actual FY21 expenditures by 12/1/21.	Provide a brief description of the expense each expenditure will fund. <i>Do not copy the strategy description from your plan.</i>		
			318						
			318						
			318						
			318						
TOTAL					\$0.00	\$0.00			

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:



FY 2021 Achievement and Integration Budget

District Number: 284 FY21 District Name: Wayzata Public Schools

10% Admin/Indirect Costs
 List proposed Administrative/Indirect FIN 313 expenditures below. No more than 10% of this budget may be spent on Admin costs for strategies included in an MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative	Goal #	Strategy # and Name
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY21 expenditures by 12/1/21.	Provide a brief description of the expense each expenditure will fund. Do not copy the strategy description from your plan.		
Program Director: Salary	017	605	313	110	20,373.00		0.10 FTE of program director salary. Program director provides program oversight.		Not referenced in the plan. Purpose of expenditure is to support implementation of budget and plan.
Program Director: Fringe Benefits	017	605	313	210 / 211 / 214 / 220 / 230 / 235 / 240 / 250	5,076.00		0.10 FTE - Benefits for program director.		Not referenced in the plan. Purpose of expenditure is to support implementation of budget and plan.
Secretary: Salary	017	605	313	171	26,403.00		0.5 FTE - Clerical support for program: Budget monitoring and reporting; updates data required for state and federal reporting; communication with parents, teachers, administration; attends meetings keeping minutes, coordinating material for distribution; maintains documents, office files and records; prepares written reports, memos, letters etc., faxing, copying, printing and mailing; Skyward accounting; design and prepares forms etc.		Not referenced in the plan. Purpose of expenditure is to support implementation of budget and plan.
Secretary: Fringe Benefits	017	605	313	210 / 211 / 214 / 220 / 230 / 235 / 240 / 250	8,927.00		0.5 FTE - Clerical support Fringe Benefits for program: Budget monitoring and reporting; updates data required for state and federal reporting; communication with parents, teachers, administration; attends meetings keeping minutes, coordinating material for distribution; maintains documents, office files and records; prepares written reports, memos, letters etc., faxing, copying, printing and mailing; Skyward accounting; design and prepares forms etc.		Not referenced in the plan. Purpose of expenditure is to support implementation of budget and plan.
			313						
			313						
			313						
			313						
Total					\$60,779.00		\$0.00		

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:



FY 2021 Achievement and Integration Budget

District Number: 284 **FY21** District Name: Wayzata Public Schools

10% Admin/Indirect Costs

List proposed **FIN 318** Administrative/Indirect expenditures below. No more than 10% of the budget may be spent on Admin costs for activities included in an MDE-approved A&I plan. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the A&I Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative	Goal #	Strategy # and Name
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY21 expenditures by 12/1/21.			
Program Director: Salary	017	605	318	110	\$2,037.00			0.01 FTE.	Not referenced in the plan. Purpose of expenditure is to support implementation of budget and plan.
Program Director: Fringe Benefits	017	605	318	210 / 211 / 214 / 220 / 230 / 235 / 240 / 250	\$611.00			0.01 FTE Benefits.	Not referenced in the plan. Purpose of expenditure is to support implementation of budget and plan.
			318						
			318						
			318						
			318						
Total					\$2,648.00	\$0.00			

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments:

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: ISD 284 Wayzata Public Schools

District Integration Status: Racially Isolated District (RI)

Superintendent: Dr. Chace B. Anderson
Phone: 763-745-5011

Email: chace.anderson@wayzataschools.org

Plan submitted by: Jill Johnson

Title: Executive Director of Teaching and Learning

Phone: 763-745-5022

Email: jill.johnson@wayzataschools.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. NA
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

Enter text here. Choose district status.

1. **ISD 287 Orono Public Schools** Choose district status.
2. Enter text here. Choose district status.
3. Enter text here. Choose district status.

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Dr. Chace B. Anderson

Signature:

Date Signed: Enter date.

School Board Chair: Andrea Cuene

Signature:

Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: Wayzata/Orono Collaborative: Wayzata Representatives - Jill Johnson, Executive Director of Teaching and Learning; Jennifer Fuzzey, Extended Learning Coordinator; Solveig Harriday, Equity Facilitator. Orono Representatives: Aaron Ruhland, Director of Learning and Accountability; Kristy Flesher, Director of Special Services; Donna Ostvig, Integration & Engagement Coordinator. Representative from AI Advisory - We were unable to secure a representative from our AI Advisory.

Community Collaboration Council for Racially Identifiable School(s): NA

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Ready for Kindergarten - The percent of students from economically and racially diverse backgrounds, who are identified as ready for kindergarten, will increase (Note - Assessments and Baseline Data To Be Determine.)

Aligns with WBWF area: All children are ready for school.

Goal type: Achievement Disparity

Strategy #1-1: Enrollment in a Pre-School Program

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy.

Student participation in a high-quality pre-school experience has been shown to have a positive effect on student readiness for kindergarten. Therefore, we will use integration revenue to identify students and communicate opportunities to families to ensure participation in a pre-school type experience. Specifically each year we will -
(1) Student Identification – Use census data to identify all pre-school age children that live in our school district
(2) Communication – Contact families, using email and paper mail, to communicate pre-school learning opportunities
(3) Pre-School Enrollment – Contact families not enrolled in a pre-school experience. If barriers are an issue, we will identify the barrier and find resources to remove it.

Grade levels to be served: Pre - Kindergarten

Assessments used to inform decision-making: Pre School – Grade 3 Assessment Data; Parent Survey Feedback; Staff Survey Feedback Data

Location of services: Early Learning School and Other Sites within the School District

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percent of families with pre-school age children identified	85%	90%	95%
The percent of families contacted regarding pre-school options	85%	90%	95%
The percent of identified students attending a pre-school program.	85%	90%	95%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #1-2: Professional Development

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy.

All students should have equitable access to effective and diverse teachers. To best meet this need, all staff should be competent in cultural awareness and culturally responsive classroom practices. We will provide the professional development experiences and coaching/mentoring for teachers so that they are prepared to meet the learning needs of pre-school age children.

(1) Cultural Awareness and Culturally Responsive Instruction – Teachers will complete cultural awareness and cultural competency professional development.

(2) Peer Coaching program – Teachers will use their peer coach for one-on-one coaching and mentoring.

Grade levels to be served: Pre-Kindergarten

Assessments used to inform decision-making: Student Assessment Data, Survey Data, Pre and Post Evaluation

Location of services: Early Learning School and Other Sites within the School District

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percent of teachers who successfully complete the required professional development	85%	90%	95%
The percentage of teachers who successfully complete peer coaching program	85%	90%	95%
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: Student Achievement - By 2023 the achievement gap between student groups will be 10 percent or less.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Strategy #2-1 Student Support and Learning Experiences

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy.

According to effective practice research, the necessary ingredients for learning are (a) time, (b) goal orientation, (c) supportive feedback, (d) accumulated successful practice, (e) frequent review. To support students who are at-risk of not achieving outcomes or who are at-risk of not being ready for the next level of learning, we will provide a continuum of services, grounded in the essentials ingredients for learning.

Specifically, we will provide -

(1) In-School Intervention Services – Intervention support staff (Achievement Interventionist, Achievement Specialist and Liaison/Outreach Worker) to provide additional support for students identified as being at-risk of not achieving academic outcomes;

(2) Extended Day and School Year Learning – Provide before/after school program and summer school program to provided extended day and extended school year learning opportunities for students identified as needing for more time for learning

3) Student Cultural Awareness, Academic Enrichment - Provide cultural awareness experiences and academic enrichment opportunities for students.

Grade levels to be served: Grades K - 12

Assessments used to inform decision-making: Student Assessment Data, Student Survey Data

Location of services: Sites throughout the school district and community

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percent of identified students who successfully complete personalized learning plan	85%	90%	95%
The percent of students who successful complete extended day learning plan	85%	90%	95%
The percent of student who successfully complete summer learning plan.	85%	90%	95%

Strategy #2-2: Professional Development

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input checked="" type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

All students should have equitable access to effective and diverse teachers. To best meet this need, all staff should be competent in cultural awareness and culturally responsive classroom practices. We will provide the professional development experiences and coaching/mentoring so that teachers are prepared to meet student learning needs and students have equitable access to effective and diverse teachers.

(1) Cultural Awareness and Culturally Responsive Instruction – Teachers will complete cultural awareness and cultural competency professional development.

(2) Peer Coaching program – Teachers will use their peer coach for one-on-one coaching and mentoring.

Grade levels to be served: K -12

Assessments used to inform decision-making: Student Assessment Data, Survey Data, Pre and Post Evaluation

Location of services: School buildings and other sites within the school district.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percent of teachers who successfully complete the required professional development	85%	90%	95%
The percent of teachers who successfully complete the peer coaching program	85%	90%	95%
The percent of students who have access to equitable and effective teachers	85%	90%	95%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #2-3: Family Engagement

Type of Strategy: Family engagement initiatives to increase student achievement.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” (Southwest Educational Development Laboratory 2002). Therefore, to support family involvement, we will -

(1) Parent – Teacher Conferences – Expand our P/T conference options by offering transportation, child care services and additional meeting times so that parents are able to attend conferences;

(2) Family Night – Each site will offer two family night events so that teachers and families can get to know one another better. The event will include a dinner, discussion time for parents, and play time for students.

(3) Parent Education – Offer a parent education program to help our parents better understand the school system and how to support their child’s learning. Topics include – knowing the school curriculum, how to provide homework help, using technology, setting boundaries, avoiding power struggles, and teaching children how to problem solve.

Grade levels to be served: Grades K -12

Assessments used to inform decision-making: *Student Assessment Data; Student Survey Data*

Location of services: Sites throughout the District

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of parents attending parent and teachers conferences will increase by 10 percent annually.	75%	85%	95%
The percent of families attending family night events will increase by 10 percent annually	75%	85%	95%
The percent of identified parents who participate in the parent education program will increase by 10 percent annually	75%	85%	95%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #3: Graduate Career and College Ready: By 2023, the percentage of students, from diverse economic and racial backgrounds, who graduate career and college ready as measured by a college ready ACT Score will increase from 50% to 75%

Aligns with WBWF area: All students are ready for career and college.

Goal type: Achievement Disparity

Strategy #3-1: Collaborative Partnership for High School Graduation and College Readiness

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

We will partner with our adjoining district of Orono to create a summer, cross-district college readiness program that will focus on high school graduation and college and career readiness for learners who have been underrepresented in Advanced Placement courses and college readiness. The primary purpose of the Wayzata-Orono College Readiness Institute is to bring students from diverse backgrounds together to engage in learning and collaboration that will prepare them to be successful in rigorous high school and college courses. This program is intended to achieve the outcomes eligible for incentive revenue. Orono and Wayzata Schools will create a summer, cross-district College Readiness Institute to focus on college and career readiness for learners who are on a path to AP and those who have been underrepresented in AP courses. Wayzata and Orono High School students will engage in summer and school year learning experiences that are more diverse and representative of a wider range of the school community. The summer courses will be taught jointly by Wayzata and Orono Schools staff with the following objectives – College and Career planning (AVID curriculum), ACT preparation, as well as AP readiness in core content areas - English, Social Studies, Science, and Calculus readiness. Additionally, learning cohorts will be established in these content areas so that students have the opportunity to stay connected and support each other as they progress through the courses. These opportunities will be communicated to all students at Orono and Wayzata High Schools, and ethnically and socio-economically diverse students will be personally invited to attend the summer and school year program by each high school. A racially and economically integrated representation the school communities will be sought.

Grade levels to be served: Grade 9 -12

Assessments used to inform decision-making: Student Assessment Data; Student and Parent Survey Data

Location of services: Secondary school buildings located with the communities of Wayzata and Orono.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percent of students who successfully complete personalized learning plan	85%	90%	95%
Enter KIP.			
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

To create efficiencies and eliminate duplicative programs, we used our District Strategic Road Map to align A&I goals and strategies and the road map strategic directions. We will also partner with our adjoining district of Orono to develop and offer a college readiness program.

2021 - 2022 Calendar

July					August					September				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	2	2	3	4	5	6			1	2	3
5 July 4 Holiday	6	7	8	9	9	10	11	12	13	6 Labor Day	7 School Not in Session K-12	8 School Starts K-12	9	10
12	13	14	15	16	16	17	18	19	20	13	14	15	16	17
19	20	21	22	23	23 New Teacher Workshop	24	25	26 New Teacher Workshop	27	20	21	22	23	24
26	27	28	29	30	30 Teacher Workshop	31				27	28	29	30	
October					November					December				
				1	1	2	3	4	5			1	2	3
4	5	6		8	8	9	10	11 No Students K-5	11 No Students 6-12	6	7	8	9	10
			7				10 K-5 End of Qtr 1	11 K-5 Planning Day	12 6-12 End of Qtr 1					
11	12	13		15	15	16	17	18	19	13	14	15	16	17
			14	15	15 K-12 Qtr 2 Starts									
18	19	20 No Students K-12	21 Teacher Convention	22	22	23		25 Thanksgiving Holiday	26 Holiday	20	21	22	23	24 Holiday
	19 K-8 PT Conf - Evening	20 K-8 PT Conf	21 9-12 Comp Day		24	24 K-12 Comp Day				27	28	29	30	31
25	26	27	28	29	29	30				27	28	29	30	31
										Winter Break				
January					February					March				
3	4	5	6	7	1	2	3	4			1	2	3	4
School Resumes					7	8	9	10	11	7	8	9	10	11
10	11	12	13	14	14	15	16	17	18	14	15	16	17	18
17 MLK Holiday								17 No Students K-12	18 K-8 PT Conf	21				
	18	19	20	21	21 President's Holiday			18 K-8 PT Conf Evening	19 9-12 Comp Day	24				
24	25	26	27 K-12 Early Release	28						21	22	23	24	25
			27 K-12 End of Qtr 2	28 No Students K-12										
			28 K-12 Grading	29 K-12 PD Day	28					28	29	30	31	
31 K-12 Qtr 3 Starts												30 No Students K- K-5 Planning Day	31 6-12 GR/PD Day	
April					May					June				
				1	2	3	4	5	6			1	2	3
				1 No Students K-12										
				2 K-12 Comp Day										
	5	6	7		9	10	11	12	13				8 Last Day Seniors	9 Graduation
	4	5	6	7	16	17	18	19	20	6	7	8	9	
													8 K-12 End of Qtr 4	9 Grading Day Last Day Teachers
										13		14	15	16
11 No Students K-5				15						20	21	22	23	24
11 K-5 PD Day														
12 6-12 Qtr 4 Starts	13 K-5 Qtr 4 Starts				18	19	20	21	22	27	28	29	30	
18	19	20	21	22	30 Memorial Day	31								
25	26	27	28	29										

District Offices Closed: September 6; November 25 and 26; December 24 and 25; January 1, January 17; February 21; May 30

SUMMARY	Term 1	Term 2	Term 3	Term 4	Total
GR K - 5	43	43.5	41	42	169.5
GR 6 - 8	44	43.5	41	43	171.5
Gr 9 - 11	44	43.5	41	43	171.5
Gr 12	44	43.5	40	38	165.5
Teachers	46	46	44	44	180

4 Fall Workshop = 184