

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - July 25, 2016 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
 - A. WMEP Update *Dr. Kimberly Matier, WMEP Executive Director 30 minutes* 3
 - B. Home Base Staffing Update *L. Zemlin, C. Solheid and S. Ebert 30 minutes* 27
 - C. Facilities Update *J. Westrum 30 minutes*
3. **TEACHING AND LEARNING**
4. **HUMAN RESOURCES**
5. **BOARD REPORTS**
6. **FINANCE AND BUSINESS**
7. **SCHOOL BOARD**
8. **ADJOURN**

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

MISSION

Our Core Purpose:

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

VISION

What We Intend to Create and Experience:

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

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

Community Trust, Confidence and Partnership:

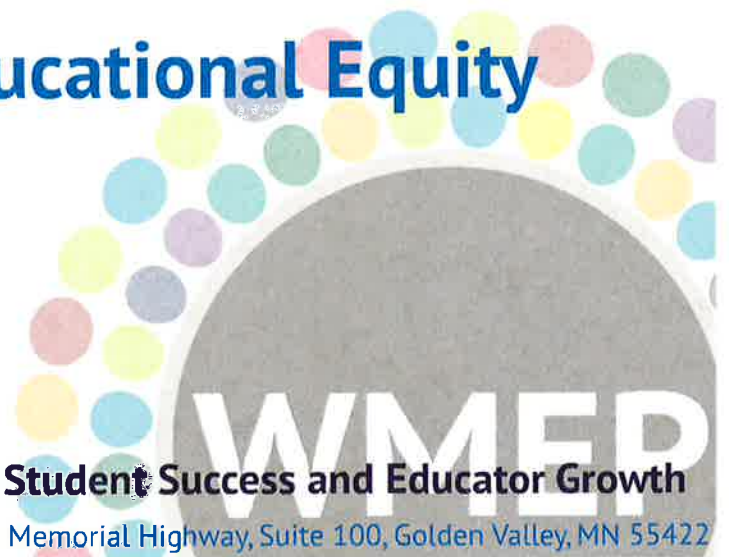
- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.



Services for Educational Equity



An Equity-Focused Collaborative for Student Success and Educator Growth

West Metro Education Program (WMEP) • 4825 Olson Memorial Highway, Suite 100, Golden Valley, MN 55422

Services to Meet Your Needs

Professional Development

Cultural Collaborative Foundational

Timely and high impact training and program development for leaders and staff in the region as well as student program development

- Access nationally recognized facilitators
- Motivates and energizes staff to set the stage for continued learning
- Establishes regional networking and shared learning
- Provides multi-racial and cross-cultural learning opportunities

Cultural Collaborative Advanced

Capacity building in adult knowledge and skills for educational equity and program development for leaders and staff using a train-the-trainer approach

- Unlimited access to training that supports effective implementation of district strategic initiatives
- Access to customized menu and extension resources for specified trainings
- Utilizes Mock Labs to further develop knowledge and skill application
- Provides monitoring and adjustment of implementation

Mock Lab

Guided practice opportunities with coaching and formative feedback prior to formal implementation

- Builds capacity for problem-based skill application – high level learning
- Utilizes real-world application of issues identified by member districts
- Provides multiple modalities for learning

Coaching & Consulting

Personalized training or development to support educators while working towards a professional goal and to establish educational equity for each and every student

- Supports educators in their learning progression – development of knowledge and skill application
- Provides professional development accountability and support
- Allows for on-site training and flexible scheduling

Extension Resources

A range of resources to support implementation and extension of learning beyond initial workshop or conference

- Reinforces effective instruction, including culturally and linguistically responsive practices
- Becomes a toolkit for effective teaching and learning

Scaffolds
Learning Targets
Success Criteria
Learning Progressions
Guided Practice
Support Protocols



Equity Leadership



Customized Equity Leadership Training
Real-world and controlled exemplars of practice to build adult knowledge and skill application around rigorous and effective instruction

- Builds system capacity with effective implementation of a customized road map
- Utilizes diagnostic evaluation and interventions to make necessary changes
- Incorporates implementation guidance to ensure fidelity and success
- Advances goals through progress monitoring of equity Key Performance Indicators (KPI)

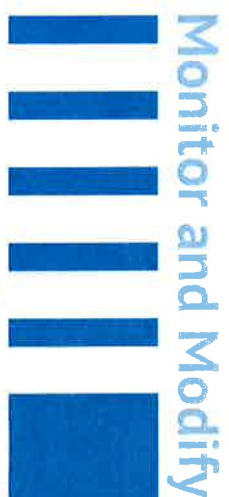
Global Ready Networks
Cross-organizational, collegial groups designed to transfer skills from racial/cultural competency to global readiness

- Develops needed affinity, cross-cultural and job-alike support structure
- Provides professional facilitation and support around racial equity work
- Builds professional relationships and networks to strengthen educators practice, professionalism and trust
- Creates safe space for conversation, reflection and personal growth

Think Tank
A unified way to share ideas, fine-tune those ideas, and turn them into actions by using the strengths of multiple perspectives

- Provides systemic transformation to create equity, build authentic relationships, and accelerate learning and change
- Utilizes a strategic process to expand perspectives, listen to varying views, and engage in problem solving
- Engages community
- Embedded into all aspects of WMEP services

Increase System Capacity



Vertical Learning Progressions

Horizontal and



Scale Up Student Success

Student Programs

Academic Enrichment Experiences

Powerful and meaningful experiences for youth to build bridges, strengthen their academic identity, use their voice, impact educational policy, and perhaps, develop into our next generation of educators

- Provides real-world application
- Aligned to academic standards and subject best practices
- Develops cross cultural communication and collaboration skills
- Aligned with the Four Keys to College and Career Readiness
- Provides increased opportunities for academic discourse
- Supplies support and guidance for program implementation
- Utilizes coaching for adults
- Offers multiple perspectives in critical thinking
- Available for K-12 students

Learning Goals
Academic Alignment
Engagement
Achievement
College/Career Readiness
Implementation Support





Voice, Leadership, and Growth

Student Programs Catalog

An Equity-Focused Collaborative for Student Success (Engagement, Achievement, and College/Career Readiness)
and Educator Growth (Professional Development, Equity Leadership, and Regional Action)

Our Purpose Our Work

About Us

WMEP is an equity-focused collaborative for student success (engagement, achievement and college/career readiness) and educator growth (professional development, equity leadership and regional action).

Our collaborative is comprised of member school districts across the region, including Brooklyn Center, Columbia Heights, Eden Prairie, Edina, Hopkins, Minneapolis, Richfield, Robbinsdale, St. Anthony/New Brighton, St. Louis Park, and Wayzata. Collectively, we want to work intelligently and strategically to solve disparities amongst student groups, as no single organization, policy or initiative can achieve this alone. Tackling the urgent and complex issues of racial equity, student success, educator capacity and strategic decision-making, requires us to act with a common purpose, shared measurement and alignment of effort. (Collective Impact Framework)

Organizational Mission and Service Delivery Models Goals

WMEP's mission is to build our collective capacity to achieve educational excellence and racial equity. We will serve our 100,000+ students and staff through regional leadership, collaboration, commitment, and mutual support. Therefore, our actions and Service Delivery Models:

- Support member districts through strategic implementation of systemic transformational actions to accelerate achievement outcomes for student groups who persistently demonstrate academic and behavior disparities
- Facilitate utilizing collaborative strengths to scale up pockets of success within and across member districts
- Provide targeted professional development opportunities to close adult knowledge and skill gaps in meeting the needs of diverse learners

What We Do

By using research and evidence-based practices to ensure proper development of Service Delivery Models, student success should increase as adult knowledge and skill application improves. Through strategic implementation of our service delivery models, we can build adult capacity to eliminate the racial predictability of student achievement.



An Equity-Focused Collaborative for Student Success (Engagement, Achievement, and College/Career Readiness) and Educator Growth (Professional Development, Equity Leadership, and Regional Action)

Student Programs

Connect

Network, find like-minded people, grow, etc.

and

Empower

Build capacity and give voice

so

students

can

Charge Up

Engage, act and make change

WMEP's Student Programs build bridges for youth across multiple identities and help strengthen their academic identity. By engaging in history and participatory action research, our youth learn from multiple perspectives through relevant and engaging opportunities. These powerful and meaningful experiences create platforms for students to use their voice, impact educational policy, and perhaps, develop into our next generation of educators.

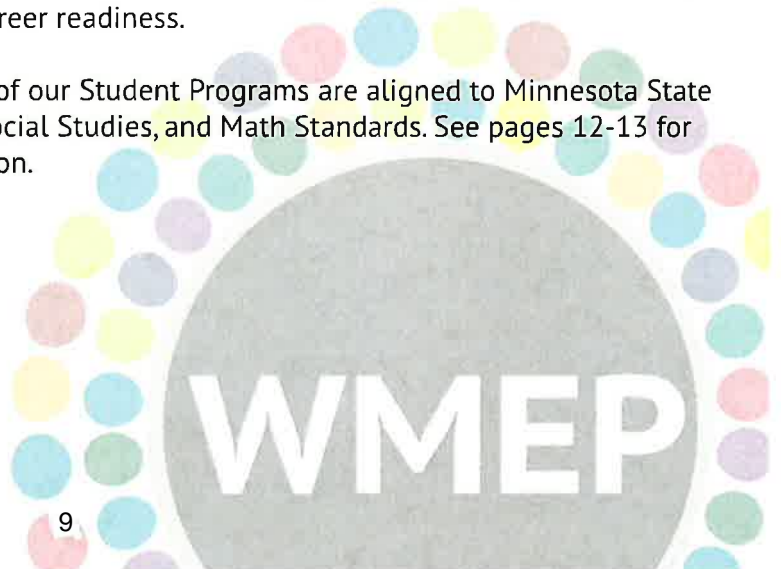
Our Goals Reached Through Student Programs:

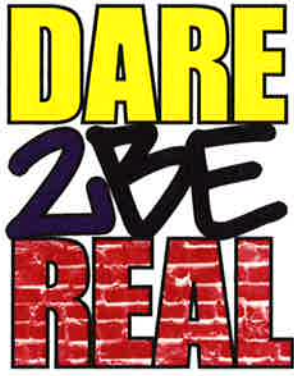
As an equity-focused collaborative and to positively impact student success/achievement and educator growth, we:

- Embed options for students to gain knowledge of their family history; develop pride and understanding of their racial, cultural, and ethnic heritage; and create a strong sense of identity and desire to achieve their personal potential and increase achievement.
- Create experiences that break down barriers between schools (students, staff, and systems) and people of color in order to increase student success and achievement.
- Provide educational experiences and leadership opportunities that cross district and cultural divides and are focused on equity, understanding, and achievement.
- Develop the cultural competence of adults to transform interactions with students thus increasing student engagement and achievement.
- Evolve and change student programs to keep relevant for and connected to youth.

All programs are designed with specific learning goals in mind and to positively impact student success through engagement, achievement, and College/Career readiness.

In addition, all of our Student Programs are aligned to Minnesota State ELA, Science, Social Studies, and Math Standards. See pages 12-13 for more information.





One of WMEP's popular student learning programs, Dare 2 Be Real, promotes, addresses and discusses racial equity and leadership. Students undergo intensive training and structured discussions that are intended to prepare a

new generation for global readiness. Through cross-cultural coalitions, students use their knowledge, skills, and voices to become actively involved in the community.

In the Dare 2 Be Real program, students explore their own racial and cultural identity through their:

- Study of critical race theory, United States history, and the development of racial identity
- Attendance at Courage Retreats for Leadership Development
- Experience in the Underground Railroad Simulation (a 30-year-old program founded in MN)
- Immersion in cultural experiences
- Development of school programs and events to engage their school communities in a larger conversation about equity and inclusion

Students in Dare 2 Be Real have made presentations at local and national educational conferences including the Summit for Courageous Conversations about Race™ in Baltimore, Maryland.

These students have also led retreat experiences for elementary students to help them address issues involving racial conflict and bullying. Individual Dare 2 Be Real groups have partnered together to form a larger regional discussion and to share best practices.



What's the Benefit for Students?

Student Success

Dare 2 Be Real is designed to impact student engagement, achievement and college/career readiness through the following:

Engagement

- Leadership development
- Social awareness
- Relationships with peers and adults
- Conflict resolution
- Self-awareness
- Students directing collaborative activities
- Consultation - Being asked for their opinion, providing feedback, serving on a focus group, completing a survey
- Activism - Identifying problems, generating solutions, organizing responses, agitating and/or educating for change both in and outside of school contexts
- Leadership - Co-planning, making decisions and accepting significant responsibility for outcomes, guiding group processes, conducting activities

Academic Skill Development

- Critical thinking skills
- Problem-solving skills
- Active listening
- Perseverance/persistence
- Reasoning: contextualized

College/Career Readiness

- Partnerships with colleges and universities
- Self-advocacy skills
- Conflict resolution
- Aspirations
- Institutional choice

Logistics and Pricing

Each site runs their own program with assistance from WMEP and the Regional Advisory, a Dare 2 Be Real WMEP Think Tank

As part of the Dare 2 Be Real cross-district network, your organization receives access to:

- Professional Development (\$360 for Sessions I & II per person)
- Dare 2 Be Real Retreats (\$3-5,000/group)*
- Dare 2 Be Real Summit (\$45 per student)*
- Regional Advisory meetings (\$500 for two hours, monthly, 10 total)*
- Ongoing coaching and support (\$100/coach per hour)*
- Underground Railroad (\$1,500 per group)*

Member cost: Free

***Non-member cost:** Listed above in parentheses

What Do Staff Need to Do?

Professional development is required for staff in order to facilitate a Dare 2 Be Real group. Registering a team of two or more from your district or school site is highly recommended.

Participants learn the ten tenets of systemic student leadership development for racial equity and will engage in activities and discussion around the three basis staples of the Dare 2 Be Real student leadership curriculum framework. Essential questions for these frameworks ask participants to explore identity development and its role in developing youth, community, and particularly anti-racist leadership. Critical pedagogy from this session will be linked to student development programming and potential formative and summative assessments that can be used in classrooms and retreat settings to develop the racial consciousness and cultural proficiency of students in grades 6-12 and the adults who guide and teach them.

To learn more information and to register, go to wmep.k12.mn.us (Professional Development page).

Academic Reinforcers

Minnesota State ELA Standards Alignment
(Common Core)

As Notated by the Minnesota Academic Standards App

8th Grade

Reading

RI.2, RI.3, RI.6, RI.7, RI.9

Writing

W.1, W.2, W.7, W.9

Speaking and Listening

SL.1, SL.2, SL.3, SL.4

Language

L.1, L.3, L.6

12th Grade

Reading

RI.2, RI.3, RI.5, RI.6, RI.7

Writing

W.1, W.2, W.3, W.5, W.7, W.9

Speaking and Listening

SL.1, SL.2, SL.3, SL.4, SL.5, SL.6

Language

L.1, L.5, L.6

Minnesota State Science and Social Studies
Standards Along With Math Best Practice
Alignment found on page 12.



The Courageous Leadership Academy for Youth (CLAY) is a three-week summer experience designed to develop the individual identity and confidence of middle school students while building leadership skills around social justice and racial equity through the arts. The cross-district experience allows students to connect throughout the region around a common purpose.

Academic Reinforcers

Minnesota State ELA Standards Alignment (Common Core)

As Notated by the Minnesota Academic Standards App

7th Grade Standards

Reading

RL.3, RL.5, RI.7

Writing

W.3, W.4

Speaking and Listening

SL.1, SL.4, SL.6

Language

L.1, L.3, L.5, L.6

Minnesota State Science and Social Studies Standards Along With Math Best Practice Alignment found on page 12.



What's the Benefit for Students?

Student Success

CLAY is designed to impact student engagement, achievement and college/career readiness through the following:

Engagement

- Leadership development
- Self-awareness
- Relationships with peers and adults
- Conflict resolution
- Self-awareness
- Students articulating their perspectives
- Expression - Volunteering opinions, creating art, celebrating, praising, objecting

Academic Skill Development

- Problem solving
- Link theoretical frameworks (Critical Race Theory) to everyday experience
- Data analysis
- Presentation and communication skills
- Reasoning: Contextualized

College/Career Readiness

- Time management
- Strategic reading
- Collaborative learning
- Goal setting
- Technology skills (arts infused project)



The Racial Equity Leadership Institute (RELI) is a two-week summer training, aimed at developing the knowledge, skill, will and capacity of high school students as racial equity leaders. High school students engage in leadership activities led by local artists.

Students also train to be leaders and mentors for middle school students in the Courageous Leadership Academy for Youth.

The cross-district experience allows students to network with like-minded youth around a common purpose.

Academic Reinforcers

Minnesota State ELA Standards Alignment (Common Core)

As Notated by the Minnesota Academic Standards App

10th Grade Standards

Reading

RL.3, RL.5, RI.5, RI.9

Writing

W.3, W.4

Speaking and Listening

SL.1, SL.3, SL.4

Language

L.1, L.4, L.5, L.6

Grades
9-12

What's the Benefit for Students?

Student Success

RELI is designed to impact student engagement, achievement and college/career readiness through the following:

Engagement

- Leadership Development
- Social awareness
- Relationships with peers and adults
- Conflict resolution skills
- Self-awareness of feelings
- Students as data sources
- Expression - Volunteering opinions, creating art, celebrating, praising, objecting
- Activism - Identifying problems, generating solutions, organizing responses, agitating and/or educating for change both in and outside of school contexts

Academic Skill Development

- Critical thinking skills
- Problem solving skills
- Active listening
- Perseverance/Persistence
- Reasoning: Contextualized

College/Career Readiness

- Time management
- Strategic reading
- Collaborative learning
- Goal setting
- Technology
- Self-advocacy in institutional context



The **WMEP Civil Rights Research Experience (CRRE)** is a powerful opportunity for students and staff to impact the way history and ethnic studies are taught in the region. Created in collaboration with Robbinsdale Area Schools and community members, the experience deepens the understanding of history – a history told through multiple perspectives – and its impact on the present day. CRRE empowers communities to make change for the future, thus positively impacting a student’s understanding of self, purpose, history and engagement in learning.

CRRE uses Participatory Action Research (PAR) within four different strands to collaborate, research, educate and act to bring about change. PAR places people, who are most affected or concerned about an issue, in the lead to collect, produce and use knowledge. Once informed, participants share the knowledge with the broader community. PAR is driven by participants who have a stake in the issue, democratic in nature and collaborative at every stage. It involves discussion, pooling skills and working together to ultimately bring about some action, change or improvement on a selected issue. (Pain, Whitman and Milledge, 2010)

Connecting high school students and staff across our member districts, CRRE is broken into the following strands: African American, Native, Movi-



miento and Freedom Riders. Each strand contains three learning stages that challenge students and staff to utilize and apply theoretical concepts such as white supremacy, power, oppression, capitalism, racism, social movements, student activism, integration, racial equity, service learning and political power to future coursework and lived experiences.

1. **Civil Rights Research Institute: Theory** - Preparation sessions provide background knowledge of early civil rights through the contemporary day. Students and staff research and examine historical and current events through multiple perspectives, making room for voices typically missing in classrooms.
2. **Civil Rights Research Tour** - Through experiential learning, students and staff continue their research through visits to historical sites and museums, participation in a mobile classroom, interviews of past and present civil rights activists and participation in experiences. Students create resources for classrooms through documentary and microcontent work.
3. **Civil Rights Research Institute: Action** - Students and staff write curriculum and craft instructional resources to impact elementary, middle and high school classrooms. Students hone presentation and communication skills as they present to a number of groups including administration, school board members, educators and community members.

Although the tour stage involves a small, relatively speaking, group of students and staff, the benefit touches the whole community as they share their experience and learning, craft curriculum and give way to multiple perspectives gained through the cross district experience. Most importantly, students use their research skills to help redefine how Civil Rights will be taught and learned in the future, ultimately leading to increased student engagement, achievement and College/Career readiness.

What's the Benefit for Students?

Student Success

Civil Rights Research Experience is designed to impact student engagement, achievement and college/career readiness through the following:

Engagement

- Leadership development
- Social awareness
- Relationships with peers and adults
- Collaborative arts creation
- Students as leaders of change
- Students as data sources
- Formalized role in decision-making
- Involvement in a community

Academic Skill Development

- Research and reflective writing skills
- Link theoretical frameworks and movements (Critical Race Theory, capitalism, activism, etc.) to everyday experiences
- Data analysis and scientific measurement
- Knowledge acquisition
- Presentation and communication skills
- Depth of Knowledge Levels: recall, skill/concept, strategic thinking and extended thinking

College/Career Readiness

- Post-secondary norms and culture
- College mentorship
- Help-seeking
- Self-efficacy institutional context
- College tours, institutional choice, program exploration, etc.
- Goal setting
- Self-awareness

Academic Reinforcers

Minnesota State ELA Standards Alignment (Common Core)

As Notated by the Minnesota Academic Standards App

10th Grade

Reading Literature

RL.1, RL.3, RL.4, RL.5, RL.6

Reading Informational Texts

RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, RI.8, RI.9

Writing

W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9

Speaking and Listening

SL.1, SL.2, SL.3, SL.4, SL.5, SL.6

Language

L.1, L.5, L.6

Minnesota State Science and Social Studies Standards Along With Math Best Practice Alignment found on page 12.

Logistics and Pricing

Civil Rights Research Experience

The CRRE includes:

- Preparatory sessions and curriculum*
- Research tour for member districts – Strands: Native, African American, Chicano, and Freedom Riders
- Presentations
- Student generated curriculum and resources*
- Student lead professional development
- Tour consultation*

*Available to non-members

Non-member cost for preparatory sessions and/or consultation: \$75/hour

Narratives IN COLOR

Narratives In Color, a newly designed/redesigned powerful student program, supports academic skills in literacy. This powerful new program is a collection of initiatives that unpack the multiple perspectives of our youth and communities. We are currently ready to implement *Young Storytellers* and *Elder's Wisdom, Children's Song*.

- **Young Storytellers**

WMEP coaches work with sites to engage teams of students at the elementary level in literacy-based cultural storytelling practices. Based on the Art-Us organization's models for Young Storytelling, sites will develop students' public speaking and storytelling skills to mentor their younger peers and perform for the community. Students have extended opportunities to develop their speaking, listening, and writing skills beyond the classroom.

- **Elders' Wisdom, Children's Song**

For several years, WMEP has partnered with Community Celebration of Place (CCP), lead by creator Larry Long, to offer Elders' Wisdom, Children's Song (EWCS). Students interview a diverse group of elders in their community and create artwork based on their life stories. WMEP coaches work with sites to embed programmatic elements of EWCS into teacher practice and community engagement.

Grades
K-12

Academic Reinforcers Minnesota State ELA Standards Alignment (Common Core)

As Notated by the Minnesota Academic Standards App

Narratives in Color (K-12)

3rd Grade

Reading

RL.1, RL.2, RL.5, RL.6, RL.10, RF.4

Writing

W. 3, W.4, W.5, W.8, W.10

Speaking and Listening

SL. 1, SL. 3, SL. 2, SL. 3, SL. 4, SL. 5, SL. 6

Language

L.1, L.3, L.6

8th Grade

Reading

RL.2, RL.3, RL.5, RL.6, RL.7, RL.9

Writing

W.3, W.4, W.5, W.10

Speaking and Listening

SL.1, SL.2, SL.4, SL.5, SL.6

Language

L.1, L.3, L.5

12th Grade

Reading Literature

RL.1, RL.2, RL.3, RL.4, RL.5, RL.7, RL.10

Reading Informational Text

RI.2, RI.3, RI.5, RI.6, RI.7, RI.10

Writing

W.3, W.4, W.5, W.7, W.8

Speaking and Listening

SL.1, SL.2, SL.3, SL.4, SL.6

Language

L.1, L.3, L.5, L.6

**Minnesota State Science and Social Studies Standards
Along With Math Best Practice Alignment** found on
page 12.

What's the Benefit for Students?

Student Success

Narratives in Color are designed to impact student engagement, achievement and college/ career readiness through the following:

Engagement

- Self-awareness
- Relationships with peers and adults
- Expression - Volunteering opinions, creating art, celebrating, praising, objecting

Academic Skill Development

- Presentation and communication skills
- Reflective writing skills
- Public speaking skills
- Reading comprehension

College/Career Readiness

- Self-awareness
- Self-advocacy skills
- Collaborative learning
- Strategic reading

Logistics and Pricing

Young Storytellers

Coaching, Consulting, and Residency: \$100 per day (20 hour average)

Member cost: Free

***Non-member cost:** \$2,400 per site on average

Elder's Wisdom, Children's Song

Coaching and Consulting: \$100 per hour (10 hour average)

Songwriting Residency: \$200 per day (5 day average)

Average Total Cost Per Site: \$2,000

Member cost: Free

***Non-member cost:** \$2,000 per site

Student Programs

Connect

Network, find like-minded people, grow, etc.

and

Empower

Build capacity and give voice

so

students

can

Charge Up

Engage, act and make change

Minnesota State Science and Social Studies Standards Along With Math Best Practice Alignment

Science: Minnesota Academic Standards (2009)

Nature of Science and Engineering: 1.3.2.1,
1.2.1.1, 1.2.1.2, 1.2.1.3, 1.2.2.1
(Evidenced in D2BR, CRRE, Narratives in Color)

Life Science: 4.4.2.4, 4.4.1.1, 4.4.1.3, 4.4.2.1
(Evidenced in CRRE, Narratives in Color)

Social Studies: Minnesota Academic Standards (2011)

Citizenship and Government: 1.1.1.1, 1.1.1.3,
1.1.1.4, 1.3.4.3, 1.3.4.4, 1.3.4.5, 1.4.7.1, 1.4.8.1,
1.4.8.2, 1.4.9.1, 1.5.10.1,
(Evidenced in D2BR, CRRE)

Economics: 2.5.9.1, 2.5.9.3,
(Evidenced in D2BR, CRRE)

Geography: 3.2.3.1, 3.3.5.1, 3.3.6.1, 3.3.6.2, 3.3.6.3,
3.3.7.2, 3.3.7.3, 3.3.8.3
(Evidenced in D2BR, CRRE, Narratives in Color,
CLAY/RELI)

History: 4.1.2.1, 4.1.2.2, 4.3.8.1, 4.3.9.2, 4.3.9.6,
4.3.9.7, 4.3.10.4, 4.3.10.6, 4.4.16.4, 4.4.16.2,
4.4.18.3, 4.4.18.4, 4.4.18.6, 4.4.19.4, 4.4.19.7,
4.4.20.4, 4.4.20.5, 4.4.22.4, 4.4.22.5, 4.4.22.6,
4.4.22.7, 4.4.22.8, 4.4.23.3,
(Evidenced in CRRE, D2BR, Narratives in Color,
CLAY/RELI)

Summary

WMEP's Student Programs build bridges for youth across multiple identities and help strengthen their academic identity. By engaging in history and participatory action research, our youth learn from varied perspectives through relevant and engaging opportunities. These powerful and meaningful experiences create platforms for students to use their voice, impact educational policy, and perhaps, develop into our next generation of educators.

Through strategic academic alignment and implementation, all of our Student Programs qualify for integration incentives proposed in the new rule.

Math: Standards of Mathematical Practices - Common Core Standards and MN Mathematics Standards (2007)

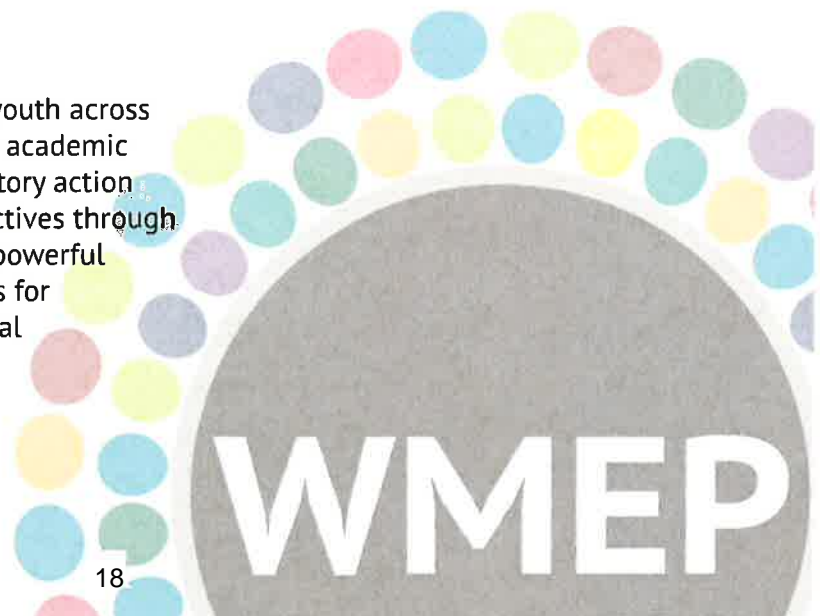
**The following Standards for Mathematical Practice align with the Minnesota K-12 Academic Standards for Mathematics Content as acquired through the processes of problem solving, reasoning and proof, communication, and connection.*

MP1 - Make sense of problems and persevere in solving them.
(Evidenced in D2BR, CRRE, CLAY/RELI)

MP2 - Reason abstractly and quantitatively.
(Evidenced in D2BR, CRRE, Narratives in Color, CLAY/RELI)

MP3 - Construct viable arguments and critique the reasoning of others.
(Evidenced in D2BR, CRRE, Narratives in Color, CLAY/RELI)

MP6 - Attend to precision.
(Evidenced in D2BR, CRRE, Narratives in Color, CLAY/RELI)





West Metro Education Program

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Suite 100

Golden Valley, MN 55422

wmep.k12.mn.us

612.752.7200



Join the Conversation.

Share your thoughts, ideas, questions, and aha moments.



Tier 1: Basic Services

Services	New WMEP Design Plan Alignment
Professional Development	
<input type="checkbox"/> Beyond Diversity I (Foundational Training) <i>Unlimited Seats</i>	<i>Past & Current Practice</i> B1
Equity Leadership	
<input type="checkbox"/> Regional Resource Support (A&I Plan Coordination, Advocacy, & Collective Impact Metrics)	Pages 9-10 B6
<input type="checkbox"/> WMEP Regional Equity Partners (WREP) Membership <i>(Includes Professional Development)</i>	<i>Past & Current Practice</i> B2
Student Programs	
<input type="checkbox"/> Coordination of Existing Student Programs <input type="checkbox"/> Membership to Regional Dare 2 B Real Advisory	Pages 6-8 B4



Tier 2: Basic Services Plus Extension Services to Scale Up Success

Services	New WMEP Design Plan Alignment
Professional Development	
<input type="checkbox"/> Cultural Collaborative (Foundational Knowledge & Initial Skill Application) <i>Unlimited Seats</i>	Pages 3-4 B1, B3
<input type="checkbox"/> Extension Resources for Specified Workshops	Pages 3-4 B3
Equity Leadership	
<i>(Select One Strand)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Board Training (6 sessions/cohort) <input type="checkbox"/> Central Office Training (6 sessions/cohort) <input type="checkbox"/> Site Administration Training (6 sessions/cohort) 	Page 1 B3, B5
<input type="checkbox"/> Equity Leadership Consultation	Pages 1, 3 & 5 B3, B5, B7, B8
<input type="checkbox"/> Global Ready Networks <i>(Discounted price)</i>	Pages 1 & 3 B3
<input type="checkbox"/> WMEP Regional Equity Partners (WREP) Membership <i>(Includes Professional Development)</i>	<i>Current Practice</i> B2, B3
Student Programs	
Student Program Training and Implementation Support <i>(Select Two Strands)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Narratives in Color <input type="checkbox"/> D2BR (Includes Seats in RELI & CLAY) <input type="checkbox"/> CRRE (All Strands) 	Pages 6-8 B3, B4



Tier 3: Comprehensive Approach to Create System-Wide Educational Equity

Services	New WMEP Design Plan Alignment
Professional Development	
<ul style="list-style-type: none"> <input type="checkbox"/> Cultural Collaborative Advanced (Capacity Builder Plus/Train-the-Trainer) – <i>Unlimited Seats and Strands</i> <ul style="list-style-type: none"> <input type="checkbox"/> Extension Resources for Specified Workshops <input type="checkbox"/> Mock Labs <input type="checkbox"/> Monitoring and Adjustments of PD implementation 	Pages 1, 3-5 A2
<ul style="list-style-type: none"> <input type="checkbox"/> Customized Professional Development Facilitation and Implementation Support <ul style="list-style-type: none"> <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Differentiated Application of Services <input type="checkbox"/> Monitoring Organizational Progress of Professional Development Plan <input type="checkbox"/> Adjustment of Plan as Needed 	Pages 1, 3-5 A2
<ul style="list-style-type: none"> <input type="checkbox"/> Access to AVID Alliance Partnership and Other Services (provided by EMID) 	A3
Equity Leadership	
<ul style="list-style-type: none"> <input type="checkbox"/> Regional Resource Support (A&I Plan Coordination, Advocacy, & Collective Impact Metrics) 	Pages 9-10 B6
<ul style="list-style-type: none"> <input type="checkbox"/> Equity Leadership Training, Coaching, & Consultancy 	Page 1 A2
<ul style="list-style-type: none"> <input type="checkbox"/> Global Ready Networks 	Pages 1 & 3 B3
<ul style="list-style-type: none"> <input type="checkbox"/> Think Tank Access (Leadership & Embedded in Professional Development & Student Programs) 	Pages 9-10 A4
<ul style="list-style-type: none"> <input type="checkbox"/> WMEP Regional Equity Partners (WREP) Membership (<i>Includes Professional Development</i>) <ul style="list-style-type: none"> <input type="checkbox"/> WREP Executive Committee Member 	<i>Current Practice Plus</i> B2, B3

Student Programs	
<input type="checkbox"/> Access to All Student Programming and Customization Resources	Pages 3-5 & 6-8 A1, A5





ADVANCED CULTURAL COLLABORATIVE

Choice Menu for District Strategic Goal Implementation: Using a Lens of Equity

INTEGRATED LEARNING THEMES					
Professional Learning Taxonomy	Quality Curriculum, Instruction & Assessment	Literacy & Achievement	Cognitive Complexity for College and Career Readiness	Engagement & Advocacy	Equity Leadership
Level I Foundational Knowledge	Building A Complete System of Assessment for Equitable Outcomes	PK-3 Literacy: Eliminating Disparity in Early Childhood	Standards Navigation: A National Equity Model	Understanding Student Experiences: Foundations for Engagement	Building Organizational Readiness for Cultural Change Needed for Educational Equity
	Evidence Based Decision Making: A High Leverage Strategy for Eliminating Disparities	Balanced Literacy for Diverse Learners: Building Proficiency One Step at a Time	Standards Based Instruction & Grading: A Focus on Depth, Rigor and Proficiency for Every Student	Fostering Climates for Learning: Foundational Principles of Brain Based Research	Personal, Professional and Organizational Identify: Their impact on policy, program and practice
Level II Foundational Skill Application (Guided Practice)	Blended Learning in Diverse Populations for High Leverage Impact	Digital Literacy: The Importance of Bridging Digital Divides for Educational Equity	21 st Century Learning: Building Capacity for Global Readiness in Every Student	Home/Family Connections: Relationships for Relevance	Examining Policy, Program, and Practice for Equity
	Response to Intervention: A Focus on Acceleration and Not Remediation	Academic Discourse: Multiple Languages for Effective Learning & Communication	Teaching to the Whole Child Everyday: Blending Social, Emotional, Physical and Academic Learning	Community Advocacy: One Goal, One Mission, One Voice	Designing School Systems with a Lens of Equity
Level III Depth & Complexity in Understanding					
Level IV High Level Application Tasks (Problem Based Learning)					



2016-2017 Recommended Cultural Collaborative Advanced High Leverage Presenters

Integrated Learning Themes	Presenter	Description
● ● ● ○ ○	National Urban Alliance (NUA)	Pedagogy of Confidence: High intellectual performance, culturally responsive teaching
● ● ● ● ●	Education Reform Enterprises	Data driven decision-making for transformational leadership, systems for equitable outcomes
● ● ● ○ ○	Gloria Ladson-Billings	Culturally relevant pedagogy
● ○ ○ ● ○	Jeff Duncan Andrade	Culturally & community responsive teacher, data driven
● ○ ○ ● ○	Patrick Camangian	Humanizing pedagogy
● ○ ○ ○ ●	Pedro Noguera	School reform, education policy, conditions to promote student achievement
● ● ○ ○ ○	Debra McKnight (Sp/ELL)	Adaptive leadership for removing institutional barriers to equity & excellence for students with disabilities & ELL
○ ○ ○ ○ ●	Beyond Diversity 1 & 2	Equity leadership development
○ ○ ○ ● ●	Lee Mun Wah	Mindful inquiry, cross-cultural facilitation, creating community
○ ○ ○ ○ ●	Calvin Terrell	Race, racial healing, educational climate
○ ○ ○ ● ●	Anton Treuer	Equity, education, cultural competency, Ojibwe culture
○ ○ ○ ● ●	Karen Mapp/Joy Epstein	Family engagement

Integrated Learning Themes Key:

- Quality Curriculum, Instruction, & Assessment
- Literacy & Achievement
- Cognitive Complexity for CCR
- Engagement & Advocacy
- Equity Leadership



An Equity-Focused Collaborative for Student Success and Educator Growth

The Measure of Success

District _____

Please identify your top three indicators of success in Professional Development, Equity Leadership, and Student Programs.

- Strategic Plan Alignment and Support
- Achievement and Integration Plan Alignment and Support
- World's Best Workforce Alignment and Support
- Positive Staff Feedback
- Reduction of Racial Disparities in Student Achievement
- Significant Growth in Student Achievement
- Increase of Graduation Rate in All Student Categories
- Increase of Staff Retention
- Culture of Growth Mindset and Pedagogical Confidence
- Increase of Cultural Competency in Staff
- Increase of Culturally Competent Decision-Making
- Positive Growth in College/Career Readiness Measures



Home Base Update

July 25, 2016
Work Session



Excellence. For each and every student.

Home Base Update

- Enrollment
- Staffing
- New partnership with WHS



Excellence. For each and every student.

A Partnership Between WHS and Community Education

- 1 semester course
- Blended-online academic component
- Daily interaction with elementary school students through the Home Base program



Participants

- Juniors and Seniors
- Grade prerequisite or instructor approval
- Went through a application and evaluation process
- Three students per elementary school per semester (24 per semester)
- Some will work at Home Base after their “class time”



Course Overview

- 1.25 hours at HB every day (4th block)
 - 2:00-3:15 or 3:00-4:15
- Assist with supervising students and will develop and lead approximately 1 activity per week
- Online coursework: Journaling, weekly readings/videos with quizzes and weekly peer discussion
- Concurrent enrollment with Normandale Community College (2 credits)
 - *Opportunity to earn 4 credits if enroll in Introduction to Education (One quarter class available starting Fall 2017)*

