

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - June 25, 2018 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
 - A. Q Comp Presentation *B. Anderson 30 minutes*

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Wayzata School District

Q Comp Annual Report 2017-2018

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

YES

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

The peer coaches provided structured opportunities for staff to reflect upon their practice. The peer coaches worked to build trusting relationships with teachers and promoted personalized professional development. They collaborated with staff to facilitate professional growth and serve as a resource for providing materials, ideas, and suggestions for achieving instructional goals. In 2017-18, peer coaches structured Professional Learning Community (PLC) conversations to help teachers create their individual SMART goal, and then they followed up with reflection on data gathered to help teachers propel their practice forward. These reflective discussions are designed to promote the use of research-based instructional practices enhanced by current technology.

Information was collected on the impact of the peer coaches in 2017-18 through a Peer Coach Survey administered to licensed teachers in May 2018. The following bullets outline the responses from teachers regarding how working with their peer coach impacted their classroom instruction.

- *Working with my peer coach allowed me to meet my students learning needs in a more effective*

manner – 92% agree (seven-year range 81-92%, all time high)

- I see the evaluation process as an opportunity to take risks and receive feedback as I try new strategies – 87% agree (three-year range 84-87%, all time high)
- I have experimented with new teaching practices as a result of interactions with my peer coach – 87% agree (seven-year range 76-87%, all time high)

How did the work of teacher leaders impact student achievement?

(This information is specific to the work of Peer Coaches only.)



According to teacher feedback in the May 2018 Peer Coach Survey, 89% of teachers agreed that the peer coaching program impacts student achievement. Below are direct quotes from Wayzata teachers:

“The conversations that I have with my peer coach are beneficial to my teaching and my students' learning.”

“Strengths of the peer coach program are having a peer to connect with to reflect and discuss our practice and student learning. It allows time for formal reflection. The program brings things to the forefront that we may not notice or focus on in our classroom or with our students.”

The peer coaches focused their own SMART goals on the impact of the teacher rubric and SMART goal on student learning. Staff rated the impact of the teacher rubric on their planning for instruction at two points during the school year. The average rating for the first round was 2.21 (some impact) and the second round was 2.71, an increase of .5 or 22.6%

Staff were asked to rate what impact their SMART goal had on their professional practice. Previous annual survey results indicated 78 % of staff believed Smart goals had an impact on their practice. This year 85% of staff reported an impact. In addition, peer coaches surveyed staff to obtain a more detailed assessment of the impact of their SMART goal using the following rubric:

1	2	3	4
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I have my SMART Goal in MyLearningPlan.	I have implemented formative assessments for my SMART Goal.	My practice has been impacted based on the formative assessments for my SMART Goal.	My SMART Goal is fully integrated into my planning and reflection practices and may reach beyond the original focus of my goal.
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94% of staff reported an impact on their practice.

Peer coaches work to promote teachers’ use of evidence-based practices that research has shown are linked to improved student achievement. Specific examples include helping teachers design and implement lessons that focus on standards-based learning targets, promote student discussion, and utilize formative assessment. We have implemented the peer coaching program since 2006-07. Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of the peer coaching program.

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

(This information is specific to the work of Peer Coaches only.)

In our district, peer coaches are certified in an eight-day Cognitive Coaching Seminar that provides strategies, skills, and concepts to establish and support thinking and collaborating. They participate in a professional learning community, with bi-monthly meetings, which foster professional growth through discussion and book studies. Peer coaches collaborate with curriculum instruction staff and technology integration specialists to develop and maintain ongoing professional growth. Peer coaches are also provided numerous professional development opportunities during the year through the Academy of Wayzata Educators and the West Metro Education Program. This year, a study group focused on personalizing the peer coaching experience for teachers by providing relevant context using the rubric as a lens. Below is a summary of reflections from peer coaches regarding the impact of the training they received:

- *The Cognitive Coaching Seminar provided a safe environment to develop skills, ask questions and connect with coaches in districts across the state. It also provided simulations and opportunities to apply what we learned.*
- *Throughout the year we were able to learn new skills, experiment with these skills in our coaching relationships and receive feedback or ask questions as a result of the flexibility of the trainings throughout the year.*
- *Through the “PLC’s at Work Conference,” we were able to make SMART goals more meaningful for teachers and impactful for students. Teachers were able to connect their PC2 as a tangible action plan to fulfill their SMART goal.*
- *Our ongoing participation in the Future Forward trainings as part of WMEP helped us address the ‘Each and Every’ strategic direction through research based theory and tools.*

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

(This information is specific to the work of Peer Coaches only.)

Through ongoing, meaningful conversations, peer coaches provided resources and professional development to staff, individually as well as in small groups, to best meet their needs.

Two questions on the 2018 Peer Coach Survey addressed teacher perception of the impact of peer coaching on their own effectiveness.

- *The peer coaching program supports teacher effectiveness – 94% agree (six-year range 90-96%)*
- *Working with my peer coach helps me utilize my professional strengths – 93% agree (seven-year range 82-93%, all time high)*

The following responses from the 2017-2018 survey captures common themes from the open-ended responses on the Peer Coach Survey that relate to the impact of peer coaches on teacher effectiveness.

- *Value of reflection:*
 - *“I think the peer coaching program offers teachers an opportunity to reflect on their practice and figure out ways to improve their teaching to improve student learning. The opportunity to meet with trained teachers and talk about your teaching is important. I love being able to do this two times a year with other opportunities to improve as well.”*
 - *“Strengths of the peer coach program are having a peer to connect with to reflect and discuss our practice and student learning. It allows time for formal reflection. The program brings things to the forefront that we may not notice or focus on in our classroom or with our students.”*
- *Value of relationship and personalization:*
 - *“Personalized focus. You are able to choose to work on something that will really make a difference in your own practice. You receive support and discussion focused on your own needs.”*
 - *“My coach is very supportive and is always asking me what would work best for me and what would benefit me. He has really tailored this program to help me.”*
- *Value of alternative perspectives:*
 - *“It’s helpful to have someone with an outside perspective watch your classroom management and student engagement. - Pushes teachers to create and achieve yearly professional development goals. - Gives teachers someone to talk through ideas and struggles with, kind of like a mentor. - Gives teachers the chance to critically reflect on their own practices and make changes when necessary.”*
 - *“I have loved my experience with my peer coach. She encourages me to take new perspectives and expand my practices. I especially appreciate the equity work she has brought to our building and with our staff.”*

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

Peer Coaches analyzed the Peer Coach survey data to support individual and program wide reflection, planning, and professional growth. Peer coaches will continue looking for more opportunities to support building professional development, which may include delivering site-based professional development and/or participating in building professional development committees, as determined by the individual sites.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? *NO*

Learning teams were not outlined in the original Q Comp plan. However, all licensed teachers in the district meet regularly in PLCs. In 2017-18 peer coaches were involved in PLCs by helping them set their individual/learning team SMART goals.

Job-embedded professional development through the Academy of Wayzata Educators (AWE), which includes AWE Courses and AWE Study Groups, was implemented as outlined in the approved plan.

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

Academy of Wayzata Educators (AWE)

In 2017-2018, there were 316 participants in AWE classes and 393 participants in AWE study groups. In 2016-2017, 645 staff participated in AWE opportunities while in 2017-2018, 709 staff participated in AWE classes or activities.

Common themes that emerged from staff regarding AWE classes included:

- *Enjoyed learning from others*
- *Instructors provided many great resources to help put new learning into action*
- *Courses and instructors met individual needs with a variety of formats and strategies*

Common themes that emerged from staff regarding the AWE Study Groups included:

- *Time with colleagues to collaborate*
- *Immediately and directly implement learning into practice*
- *Time to customize technology components for instruction*
- *Time to plan and work on assessments*

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

This year, many PLCs set a group goal as their individual SMART goal and participated in data driven dialogues within their PLC to enhance student achievement. Teachers discussed and reviewed student data directly related to their goal to generate frameworks to positively impact student achievement. This process encouraged teachers to focus on specific students and groups of students that needed additional support and resources at particular sites.

All teachers reported on and reflected on their individual SMART goal as part of the TDE or Q Comp evaluation process. We do not have the individual SMART goal data summarized district-wide at this point. However, all teachers completed the goal setting, data collection and reflection process.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

Each school set a site goal at the beginning of the school year. Building leadership teams participated in a data retreat in August to review MCA data, Student Engagement Survey data and to reflect on the practices of the previous year. Teams brought this information back to their buildings and together determined the building Site Goal.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

Building professional development for the year was planned around the building's Site Goal. PLCs used content and grade specific student achievement data to set individual SMART Goals, which were set at the individual teacher, PLC or department level. PLC and individual work throughout the year, supported teachers to meet their student achievement goals.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

The district will continue to connect job-embedded professional development to teachers' needs. This is done using a personalized approach to professional development. Teachers select the AWE courses and study groups based on interest and/or building site goals.

Peer coaches will continue involvement in building level professional development. In addition, peer coaches will share building level professional development with each other to provide shared opportunities across the district.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? *YES*

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

Three questions on the 2018 Peer Coach Survey addressed teacher perception of the impact of the observation/evaluation process on classroom instruction.

- *Working with my peer coach has allowed me to more effectively meet my students learning needs – 92% agree (seven-year range 81-92%, all time high)*
- *I see the evaluation process as an opportunity to take risks and receive feedback as I try new strategies – 87% agree (three-year range 84-87%, all time high)*
- *I have experimented with new teaching practices as a result of interactions with my peer coach – 87% agree (seven-year range 76-87%, all time high)*

What impact did the observation/evaluation process, including coaching, have on student achievement?

As noted previously in response to Question #3 in Career Advancement Options, we do not have data that can demonstrate a direct link between the observation/evaluation process and student achievement. However, in this process, peer coaches work to promote teachers' use of evidence-based practices that research has shown are linked to improved student achievement. Specific examples include helping teachers design and implement lessons that focus on standards-based learning targets, promote student discussion, and utilize formative assessment. We have implemented the peer coaching program since 2006-07. Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of the peer coaching program.

According to teacher feedback in the May 2018 Peer Coach Survey, 89% of teachers agreed that the peer coaching program impacts student achievement. Below are direct quotes from Wayzata teachers:

- *"The conversations that I have with my peer coach are beneficial to my teaching and my students' learning."*
- *"Strengths of the peer coach program are having a peer to connect with to reflect and discuss our practice and student learning. It allows time for formal reflection. The program brings things to the forefront that we may not notice or focus on in our classroom or with our students."*

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

One question on the 2018 Peer Coach Survey addressed teacher perception of the impact of the observation/evaluation on self-reflection and improved instructional practice.

- *My peer coach supplies data/evidence that helps me reflect on my teaching practices – 96% agree (seven-year range 89-96%)*

Below are three direct quotes from Wayzata teachers:

- *“Great relationship with peer coach- I feel like I can take on a challenge and don't have to put on a show when he is in my classroom. I can be professionally vulnerable with him.”*
- *“Supporting teachers in deeply reflecting on our craft in order to improve for our students.”*
- *“My coach is always helping to challenge me to think differently and take risks all in the name of improving student learning. I experience professional (and personal) growth each time I have a discussion with my coach, making me a more confident, competent teacher--which has a direct translation into my students' learning.”*

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

Peer coaches conducted observations in teams and discussed the rubric placements for consistency. Peer coaches shared written feedback and modeled conversations to provide examples for one another. Additionally, peer coaches collaborated with neighboring districts to examine evaluation practices.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

According to information from the Peer Coach Survey, overall teacher satisfaction with the observation/evaluation process in the peer coaching program is very high. The district will continue to work on updating and differentiating the rubric and aligning the Q Comp and TDE evaluation processes per teacher suggestions in the Peer Coach survey

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

Based on teacher self-report, teachers reported that working with their peer coach has allowed them to meet the learning needs of their students in a more effective manner. The percent of teachers who agree has increased from 81% in 2012 to 92% in 2018. The percent of teachers reported that the peer coaching program supports teacher effectiveness has increased from 90% in 2013 to 94% in 2018.

In addition, of the teachers who participated in AWE offerings in 2017-2018, 99.5% who took an AWE

Course and 100% of teachers who participated in AWE Study Groups agreed or strongly agreed that they learned concepts that will increase their effectiveness as a teacher.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of Q Comp. The Q Comp program is designed to promote best practices that have been shown through research to increase student achievement. Based on the self-report of Wayzata teachers, the Q Comp program has helped them apply these practices in their teaching.

How will the district use the review findings to improve the overall effectiveness of the program?

Based on the data collected in teacher feedback surveys, AWE course and study group evaluations, and district PLC committee work, the district will work on the following improvements to the Q Comp program in 2018-19:

- *Continue the involvement of peer coaches in PLCs.*
- *Continue the involvement of the peer coaches in building professional development, which may include delivering PD on site and/or participating in the building PD committee, as determined by the needs of the building.*
- *Continue to refine and personalize the evaluation rubric for different teacher roles.*
- *Review the Q Comp program structure as district enrollment grows in an effort to maintain sustainable cost expenditure for the program.*

3. **TEACHING AND LEARNING**
4. **HUMAN RESOURCES**
5. **BOARD REPORTS**
6. **FINANCE AND BUSINESS**
7. **SCHOOL BOARD**
 - A. LAC Update *15 minutes*
 - B. Stakeholder's Committee *15 minutes*
 - C. Guiding Principles/Attendance Areas Review *15 minutes*

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Welcome Center – Student Enrollment
Located at the Wayzata Early Learning School
1461 County Road 101 North | Plymouth, MN 55447-3053
763.745.5240 | Fax: 763.745.5096 | www.wayzata.k12.mn.us

WELCOME CENTER

Guiding Principles of Attendance Area Reconfiguration

02/12/2018

School boundaries should be designed to effectively utilize our facilities and meet our growing population. These Guiding Principles serve as a compass for decision making. Not ALL of the Guiding Principles may be possible to achieve in every situation and at times may be in conflict with each other. In the event this conflict occurs, the District Strategic Road Map, as much as possible, will guide the decision-making process.

1. Attendance areas will serve our district for a goal of 3-5 years with as long a horizon as possible to limit transitions.
2. Attendance areas should be largely contiguous.
3. Consider a walk area for each school.
4. Allow for initially smaller school populations in schools with higher anticipated growth rates to maximize longevity of the boundaries.
5. When possible, middle school boundaries should align with elementary boundaries, if that is not feasible, a significant portion of the elementary school should attend the middle school.
6. All children will be expected to attend their new school. Students will not be “grandfathered” to attend their previous school. The district’s intra-district process continues to be in place.
7. Transportation routes should be as efficient as possible, giving consideration to minimizing ride times within acceptable parameters while being within budget parameters.
8. Open enrolled students may be considered a “neighborhood” and could be moved with a cohort of students from their school. Open enrolled students would not be isolated from their school peers.
9. Adhere to all State and Federal laws and guidelines.



-DRAFT-

School Board Update: School Year in Review

Prepared by Chace B. Anderson, Superintendent

June 25, 2018 School Board Work Session

INTRODUCTION AND OVERVIEW

The 2017-2018 school year had many successes! The main event was educating approximately 11,500 K-12 students and many additional early education students and a large number of adult learners. The District added about 400 new students this school year; mostly elementary school students. It was another great school year and many exciting happenings await us in 2018-2019!

In June of 2015, the school board approved a refreshed strategic road map. The Mission and Core Values were left unchanged. Minor edits were made to the Vision and the Strategic Directions were totally rewritten. The strategic directions were to continue through 2018 so the school board will want to consider a process this year to review the strategic directions and either affirm or modify the other parts of the road map.

The Mission, Vision, Core Values and Strategic Directions are listed below. Further, a summary of some of the work and anticipated activities for the coming year are highlighted under each of the four strategic directions. Work that is “on the horizon” for 2018-2019 are listed at the end of this document. This document is not intended to be all-inclusive of the achievements and activities from 2017-2018 nor the anticipated activities for 2018-2019 but will provide a good general overview.

STRATEGIC ROAD MAP

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.

CORE VALUES (Driver of our Words and Actions)

- Achievement: Challenging oneself and others for excellence in all we do
- Collaboration: Working together to maximize opportunities and eliminate barriers to learning for all
- Community: Maintaining a sense of belonging to and responsibility for the broader community
- Equity: Meeting the specific needs of all students
- Integrity: Doing the right thing in the right way at the right time, even when no one is aware
- Respect: Valuing others for their diverse talents, backgrounds, cultures and viewpoints

VISION (What we Intend to Create and Experience)

The Vision of Wayzata Public Schools is to be a model of excellence where students of all ages 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.

STRATEGIC DIRECTIONS (Focused Allocation of Resources):

1. **Achievement:** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, speaking, and mathematics.

Examples of current/pending activities for this strategic direction:

- a. Expansion of elementary school summer learning program.
 - b. Implementation of the Early Education Outreach Team (School Readiness).
 - c. Convening of Annual Data Retreats for elementary and middle schools and WHS.
 - d. Caring for Kids, Homework Club, and PEAK University partnerships with IOCP.
 - e. Great Expectations partnership with IOCP with the following work groups:
 - Ready for Kindergarten
 - Proficient in 3rd Grade Reading
 - Proficient in 8th Grade Math
 - Composite ACT Score of 21 or Higher
 - Enrollment in Post-Secondary Education
 - f. Evolving partnership with the Institute for Child Development at the University of Minnesota (Executive Function for early learners)
2. **Each and Every:** Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.

Examples of current/pending activities for this strategic direction:

- a. Expansion of elementary school summer learning program.
- b. Implementation of the Early Education Outreach Team (School Readiness).

- c. Caring for Kids, Homework Club, and PEAK University partnerships with IOCP.
 - d. Achievement and Integration Plan second year implementation with Orono Public Schools,
 - e. Close involvement with the development of Reimagine Minnesota (nine strategies listed in the last section of this document).
3. **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.

Examples of current/pending activities for this strategic direction:

- a. Expansion of elementary school summer learning program.
 - b. Implementation of the Early Education Outreach Team (School Readiness).
 - c. MyWay and SHIFT.
 - d. WHS Compass Program.
 - e. WHS Mentor Connection Scholars Program.
 - f. Twin West Chamber Mentorship Program.
 - g. Continued implementation of excellent special services programming.
 - h. Possible addition of a Personalized Learning Specialist position in 2018-2019 school year.
 - i. Elementary school student support specialist positions.
4. **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.

Examples of current/pending activities for this strategic direction:

- a. Expansion of elementary school summer learning program.
- b. Implementation of the Early Education Outreach Team (School Readiness).
- c. Elementary school student support specialist positions.
- d. Addition of a guidance counselor at Central Middle School.
- e. Addition of a fourth student support services team at Wayzata High School.
- f. Early Learning Outreach Team.
- g. On-going consideration for staffing and engagement needs to ensure positive student mental health.

Examples of other district involvement by the superintendent during the 2017-2018 school year:

A year serving as the Community Education Director and the Superintendent

1. Worked in cooperation with Director of Community Education Operations to provide leadership and direction for Community Education Department redesign resulting in several changes:
 - New Organizational Chart.
 - Strengthened elementary summer school program.
 - Strengthened school readiness/early childhood outreach.
 - Hiring of several new staff members.
 - Streamlined budgeting process (in progress).
 - Worked with consultant to collect feedback from staff and Community Education Advisory Council (CEAC).
 - Redrafted CEAC by-laws.

Financial

- Successful renewal/passage (nearly 80% “yes” vote) of a ten year general operating levy which elevated this levy to the state allowable cap.
- Successful passage (nearly 80% “yes” vote) of a \$70 M bond levy to build a new elementary school and make several other capital improvements.
- Successful renewal/passage (nearly 80% “yes” vote) of a ten year technology levy.

Operational Excellence

- Securing funds for a ninth elementary school which will help ensure operational efficiencies.
- Boundary changes to ensure appropriately sized schools for the future.
- Added stability to budgets through passage of operating levy.

Engagement with Community Partners

- Wayzata Education Fund (WEF).
- Engagement with leadership from Que Tal Spanish Language Program Personnel.
- Attendance at Yucai Chinese Language Annual Celebration.
- Attendance at West Metro Leadership Academy Presentations.
- Attendance at Rose Rees Peace Awards Luncheon.
- Referendum Presentation at Local Realtors Association/Rotary/Etc.
- Involvement with Super Kids/Super Sharing Program.
- Partners for Healthy Kids.
- Twin West Chamber of Commerce.
- Wayzata Rotary member.
- Referendum Presentation at Plymouth Rotary.
- General School District Presentation at Fox & Hounds Club in Minnetonka.

Engagement with the University of Minnesota

- Presenter at University of Minnesota Community Education Licensure Cohort Class.
- Participation in University of Minnesota Administrative Licensure Panel Reviews.
- Participant in University of Minnesota Licensure Program Focus Group to offer feedback and inputs on license program requirements.
- Completed requirements for community education license by taking 7 graduate credits and completing a community education internship and presenting to a license panel committee.

Engagement with Leadership Groups and Classrooms

- PTA Meetings---Attended at least one PTA meeting for each school prior to referendum.
- Community Education Advisory Council (CEAC).
- Special Education Advisory Council (SEAC).
- Attendance at and peripheral involvement with PEAK University program.
- Attendance at Mentor Connection and Compass Program Presentations.
- Engagement with Hennepin County Commissioners and Superintendents at regularly scheduled meetings.
- Presentation in two “Introduction to Education” classes at Wayzata High School.

Curriculum Related

- Attendance at Teaching and Learning Leadership Team Meetings.
- Attendance at first Wayzata High School Technical Career Fair.
- On-going Curriculum Implementation Work.
- Attendance at ACES/Mental Health Training Workshop.
- Continued implementation of World's Best Workforce plan.

School Board Related

- School Board Meetings, Work Sessions, Special Meetings and Committee Meetings.

State and National Conferences and Special Events

- Minnesota Community Education Association Conferences.
- National School Boards Association Conference (San Antonio, TX).
- Minnesota Association of School Administrators Conferences (MASA).
- Association of Metropolitan School Districts Meetings and Conferences (AMSD).
- Presenter at MSBA Conference on School Start Time Changes.
- Presenter at Performance Excellence Network Annual Conference.
- Attendance at MN Teacher of the Year Luncheon (Wayzata Teacher was recognized).
- US Department of Education Blue Ribbon Recognition for Oakwood Elementary (Washington, DC).
- Attendance at Athena Award Luncheon.
- Attendance at Rose Rees Peace Awards Luncheon.
- Many other student and student athlete awards programs.

Universities visited during 2017-2018 to establish relationships with admissions personnel

1. Georgia Tech University (Atlanta, GA)
2. University of Georgia (Athens, GA)
3. East Tennessee State University (Johnson City, TN)
4. Virginia Tech University (Blacksburg, VA)
5. James Madison University (Harrisonburg, VA)
6. Southern Methodist University (SMU, Dallas, TX)
7. Texas Christian University (TCU, Ft. Worth, TX)
8. Baylor University (Waco, TX)
9. Texas A & M University (College Station, TX)
10. University of Texas (Austin, TX)
11. Kansas State University (Manhattan, KS)
12. University of Kansas (Lawrence, KS)

Hiring of leadership positions resulting from retirements/advancement or enrollment growth:

1. Director of Community Education (Jenni Ebert for 18-19 school year).
2. Elementary School #9 Principal (Jenny Berg for 18-19 school year).
3. Wayzata High School Associate Principal (Greg Sowden for 18-19 school year).
4. Central Middle School Associate Principal (Ashley Farrington for 18-19 school year).
5. Community Engagement/Partnerships Coordinator (Jodi Olson for 18-19 school year).
6. Wayzata High School Associate Principal (Mary Williams for 17-18 school year).

On the horizon for 2018-2019

- Build a new elementary school!
- Review Strategic Road Map and consider renewing and/or modifying the District's four strategic directions.
- Planning for enrollment growth and maintaining excellence in facilities.
- Maintaining and further strengthening financial stability for the school district.
- Maintaining and further strengthening public relations and support for the school district.
- Work in tandem with colleagues from within the school district and from around Minnesota to implement Reimagine Minnesota initiatives. The nine themes developed through the Reimagine Minnesota initiative include:

Teaching and Teachers (Reimagine Minnesota)

1. Develop, sustain and evaluate cultural competence for teachers.
2. Prioritize and ensure personalized education with emphasis on acceleration vs. intervention.
3. Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment.
4. Develop teacher preparation, recruitment and retention for staff of color.

Student and Family Support (Reimagine Minnesota)

5. Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment.
6. Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented student, staff and family support.
7. Build bridges between school and community.

System Funding and Leadership (Reimagine Minnesota)

8. Create and sustain consistent shared understanding of equity and high level of skill application for leaders at all levels.
9. Statewide funding that ensures equity, access and opportunity for all students.

Work in tandem with principals and other staff in the district, along with MDE and MDHR, to review and seek best practices for student behavioral interventions and appropriate/effective disciplinary protocols.

Continue with the development and integration with K-12 and general strengthening of the Community Education Program.

On-Boarding of new staff members.

Move into the District's post-WMEP era by strengthening the strong partnership with the Orono Public Schools and our second year implementation of our shared Achievement and Integration Plan.

Continue delivering excellence for each and every student.

Everything else in-between.....we are on the front end of another great school year in 2018-2019!

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.