



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - July 26, 2021 - 4:05 PM
Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447

AGENDA

- 1. **ROLL CALL/CALL TO ORDER**
 - A. **Superintendent's Reports**
 - 1. Culinary Branding Update 2
 - 2. Brief COVID Check In and Update
 - B. **Teaching and Learning Reports**
 - 1. Student Outcome Metrics Update 35
 - 2. Wayzata Learns Survey Results 45
 - C. **Human Resource Services Reports**
 - D. **Business and Finance Services Reports**
 - E. **School Board**
 - 1. Superintendent's Goal Reports 98
- 2. **ADJOURN**



A celebration of food and friends

We're rolling out a new brand

Background

- Work started in October 2019
- Planned to rollout new brand in August 2020
- COVID-19
 - Delayed rollout by a year
 - Tested our assumptions
 - Clarified our thinking

Project Team

Dawn Willar	High School, 2004
Caroyln Narveson	Middle Schools, 2001
Chris Lentz	Elementary Schools, 2015
Annie Wold	Administration, 2016
Michelle Sagedahl	Administration, 2019
Amy Parnell	Communications, 2011

Why now?

- Current brand is 20 years old
- Best practices have changed
- Audience has changed
- Staff has changed
- Leadership has changed
- Others are defining us

Purpose and process

6

The purpose of creating a brand

Branding is an agreement about how we talk about ourselves

- Reflects of our mission, vision, values, purpose
- Authentic to who we are, what we do, the experience we provide
- Customer-focused
- Intriguing to our audience

Process

2019

- Discovery (October - December)

2020

- Presented our findings at all-staff training (January)
- Surveyed staff; held focus groups with students (February)
- Finalized branding documents (March)
- Finalized vision, mission statement (March)
- Interrupted by COVID-19

Process continued

2021

- Review, create, reveal (May/June)
 - Insights and recommendations
 - Brand brief
 - Vision, mission, values
- Rollout (Now)
 - Shared with key stakeholders
 - Culinary managers
 - SLT & Stakeholders
 - All staff meeting (August)

16 insights

- 11,000 meal-related moments every day
- 99-person staff with educational credentials and professional expertise
- Students want more:
 - Quality control
 - Variety
 - Scratch cooking
 - Surprises
 - True ethnic diversity
- More than a meal — social experience and sense of place are important

16 insights

- Always adapting
 - Culinary Express quickly adapts to changing conditions
 - Integral to our growing district's evolving health and wellness
 - COVID-19 response
- Current brand
 - More bureaucratic than friendly
 - More designed to direct than connect
 - The name is confusing to elementary school students

12 recommendations

- #10 - Establish a clear shared vision within the department.
- #11 - Introduce an updated, relevant brand that speaks to all market segments and implement a strategic communications program to bring it to life.

Positioning Statement

Who: We (WPS food service staff)
What: Collaborate to create fresh, enticing meals
For: Our customers (WPS students and staff)
Why: To savor
When: Everyday

Brand attributes

Values

Achievement
Collaboration
Community
Equity
Integrity
Respect

Personality

Friendly
Caring
Hardworking
Efficient
Collaborative

Tone/Look/Feel

Professional
Inviting
Fun
Fresh
Evolving

Brand assets

- Name and tagline
- Personality and voice
- Written and spoken messages (plain, consistent, memorable, repeatable)
- Graphic images (compelling and consistent logos, icons, fonts, colors)
- Experiences
- Strategic, coordinated communications (website, emails, social media, posters, cafeteria decor, cafeteria experience, uniforms)

Where we've been

16





Where we're going

19



Wayzata Cafés

eat. connect. belong.

20



Wayzata Cafés

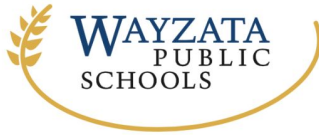
eat. connect. belong.

MISSION

To plan, prepare, and serve delicious meals that nourish our students' bodies and minds and give them sense of belonging.

VISION

We collaborate to create fresh, enticing meals our customers will savor everyday.



Applications and rollout

23

We'll see you in the café

Our meals keep you strong all day long.



Wayzata Cafés
eat. connect. belong.

[About](#)[Getting started](#)[Prices](#)[Mission and vision](#)[Our team](#)[Catering](#)[Recipes](#)

We love planning, preparing and serving healthy meals to students and staff throughout our district. More than that, we love getting to know you. See you soon in our cafes!

Free lunch for all students during the 2021-22 school year.

[Learn More](#)[See menus](#)[Add money to my account](#)[Apply for free/reduced meals](#)

24





25





26



27

1014 Slate Blue



1014 Slate Blue



28

Phased rollout

This fall

- Strategic communications plan
- Website
- Videos
- Fliers
- Banners
- SWAG: t-shirts, water bottles
- Newsletter templates
- Letterhead & envelopes

Later

- Staff uniforms
- Awnings, wraps, colors in the cafés

You can help

30

Use our brand language

- Use our name when you write or speak about us
- Adapt as appropriate for specific schools
 - Birchview Café
 - East Café
 - WHS Café
- Talk about our cafés as spaces where we can all
 - Eat
 - Connect
 - Belong

Get to know us

- Review our new website when it launches
- Talk to our managers and staff
- Think about collaboration
- Eat in our cafés
- Use our catering services

Show your Wayzata Cafés pride

- Use our SWAG
- Talk to our managers and staff
- Eat in our cafés
- Use our catering services

Questions?

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Wayzata Public Schools

July 26, 2021

School Board Work Session Update

Student Outcome Metrics Update

Stacey Lackner, Director of Research and Evaluation



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2020-21 Superintendent Goal #2

Reduce the Opportunity Gap

“Now that we are facing a time where MCA scores are not available, [the WPS School Board is] requesting the re-imagination and refresh of the district scorecard including the determination of metrics other than MCA scores to help measure the gap and target improvements, especially during the current pandemic.” - summer 2020



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Rethinking Data

- Data Retreat (Re)Planning Group
 - Book Study: Street Data, by Shane Safir and Jamila Dugan
- Defining Student Success, more than just test scores
- Three levels of Data
 - Satellite Data
 - Map Data
 - Street Data



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Level 1: Satellite Data

- Large grain size
- Illuminates patterns of achievement, equity, teacher/staff quality and retention.
- Points to a general direction for further investigation.
- Examples:
 - test scores, attendance patterns, graduation rates, teacher retention, principal attrition, parent participation

Safir, S. & Dugan, J. (2021). *Street Data: A Next Generation Model for Equity, Pedagogy, and School Transformation*. Corwin.



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Level 2: Map Data

- Medium grain size
- Helps identify reading, math and other skill gaps. Helps identify social-emotional, cultural and learning trends within the school.
- Points in a slightly more focused direction.
- Examples:
 - scores on common assessments, student, parent and staff satisfaction surveys

Safir, S. & Dugan, J. (2021). *Street Data: A Next Generation Model for Equity, Pedagogy, and School Transformation*. Corwin.



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Level 3: Street Data

- Fine grain and ubiquitous
- Helps in understanding student, staff and parent experience, as well as misconceptions and mindsets. Helps monitor students' internalization of important skills.
- Focused listening and observation to inform and shape next moves.
- Examples:
 - interviews, observations, written reflections, home visits, focus groups, artifacts

Safir, S. & Dugan, J. (2021). *Street Data: A Next Generation Model for Equity, Pedagogy, and School Transformation*. Corwin.



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What is Street Data?

“Street data is the qualitative data that emerges at eye level and on higher frequencies when we train our brains to discern it.”

Safir, S. & Dugan, J. (2021). *Street Data: A Next Generation Model for Equity, Pedagogy, and School Transformation*. Corwin.



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“Flipping” the Dashboard

- MCA/ACT Data 2020-2021 (Satellite Data)
 - Not available the same way this year as in the past
- Student Engagement Survey Reports (Map Data)
 - Annual student survey - grades 4-12
 - Administered May 2021
 - Reports:
 - Graphs by Race/Ethnicity, Graphs by Special Populations, Verbatim Comments by Race/Ethnicity



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Summer Data Meetings and Data Retreats

- High School Building Instructional Leadership Team (BILT) Data Meeting - June
- Elementary and Middle School Principal Data Meetings - July
- Summer Data Retreats: All Site Leadership Teams - July/August
 - Site Leadership Teams included staff in the three Equity Roles
- Leadership Council Meeting - August



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Thank you and Questions?



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Wayzata Learns End-of-Year Feedback Survey

Results and Analysis

School Board Work Session
July 26, 2021

Stacey Lackner, Ph.D.
Director of Research and Evaluation



About the Survey

The Wayzata Public Schools Wayzata Learns End-of-Year Feedback Survey asked parents, staff, and students in grades 6-12 for feedback on their experiences with in-person, hybrid, and distance learning during the 2020-2021 school year.

The survey addressed the following topics:

- Learning/Work experience
- Technology and technical support
- On-site safety protocols

Items in the Learning Experiences dimension were asked for each of the following three learning formats: in-person, hybrid, and distance.

The survey was open June 1-10.

Email invitations with unique survey links were sent to K-12+ parents, all staff, and students in grades 6-12. Parents with children attending more than one district school could take the survey again. Wayzata Learns questions were included in the Student Experience section of the 2020-2021 Student Engagement and Experience Survey.

Survey results do not reflect random sampling; therefore, they should not be generalized to all Wayzata Public Schools parents, staff, and students in grades 6-12. Rather, results reflect only the perceptions and opinions of participants.

Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

Thematic analysis of open-ended feedback is included at the end of this report.

Participation

2020-2021 End-of-Year Survey

Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)	Public-access Link Responses (Additional Children)	Total Responses
Parents	12,993	2,425	—	396	2,821
Staff	1,664	812	49%	—	812
Students	6,421	3,956	62%	—	3,956

2020-2021 Fall Survey

Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)
Parents	22,221	4,110	19%
Teachers & Student Support Staff	972	651	67%
Students	6,474	2,094	32%

3

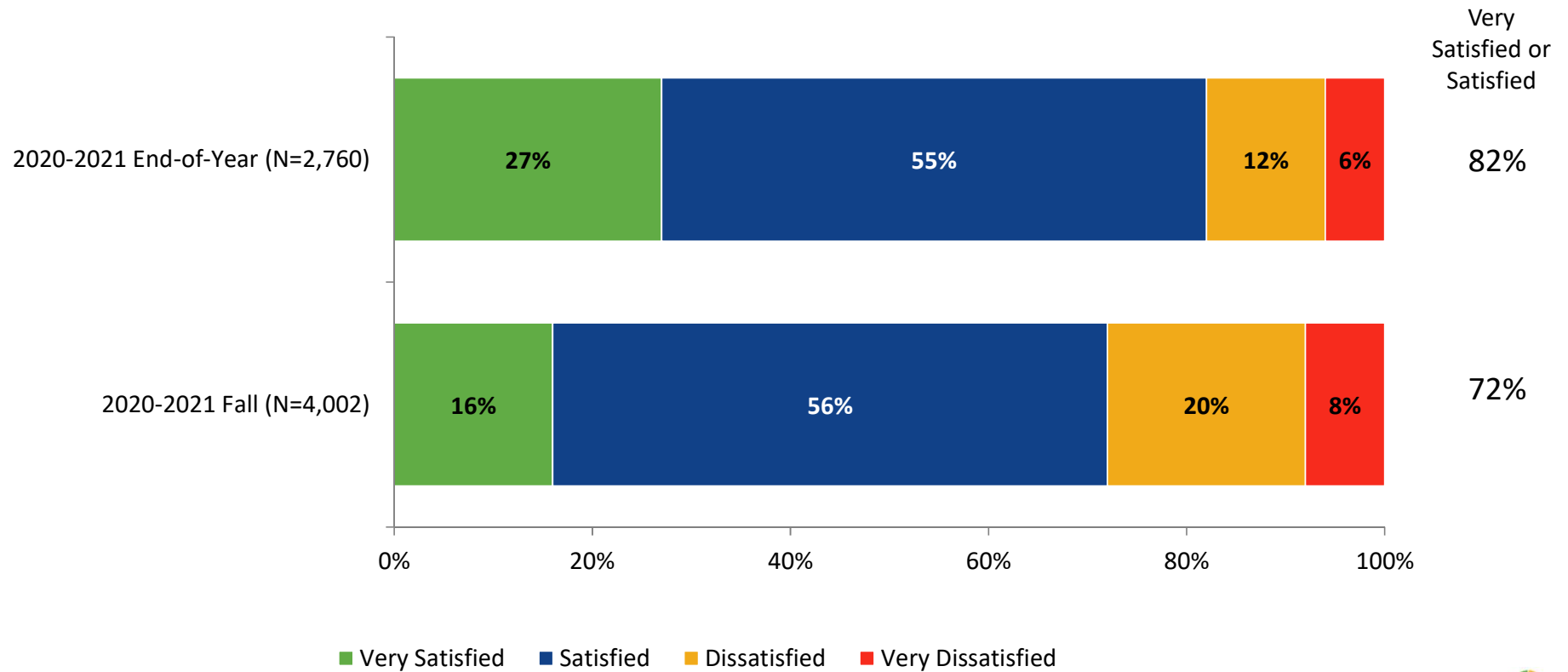
Notes: The participation rate for parents for the End-of-Year survey could not be calculated because of the public-access link. The student survey items were included in the 2020-2021 Student Engagement and Experience Survey.

Parent Survey

Parents

Overall Satisfaction

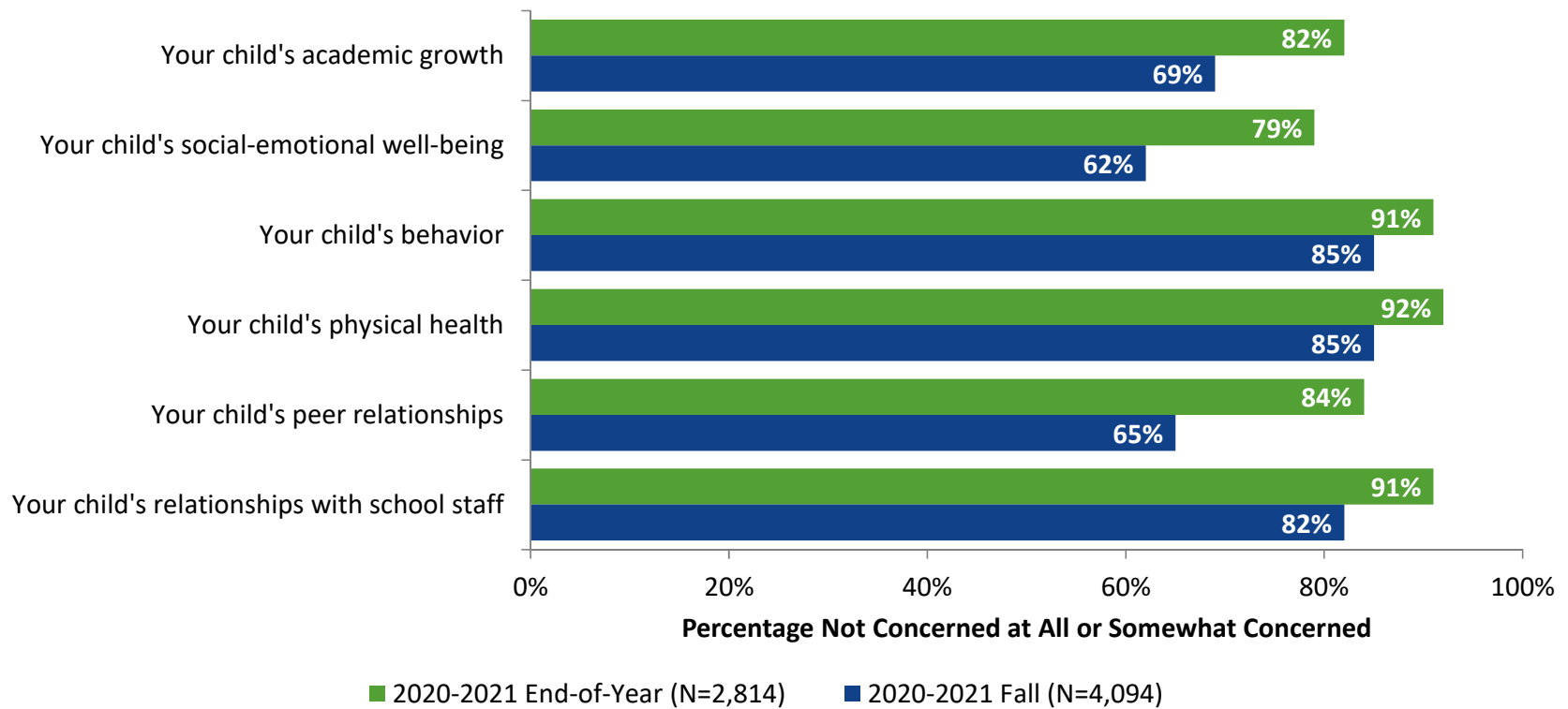
How satisfied are you with your child's learning experience this school year?



Parents

Overall Experience: Comparison Over Time

How do you currently feel about the areas listed below?



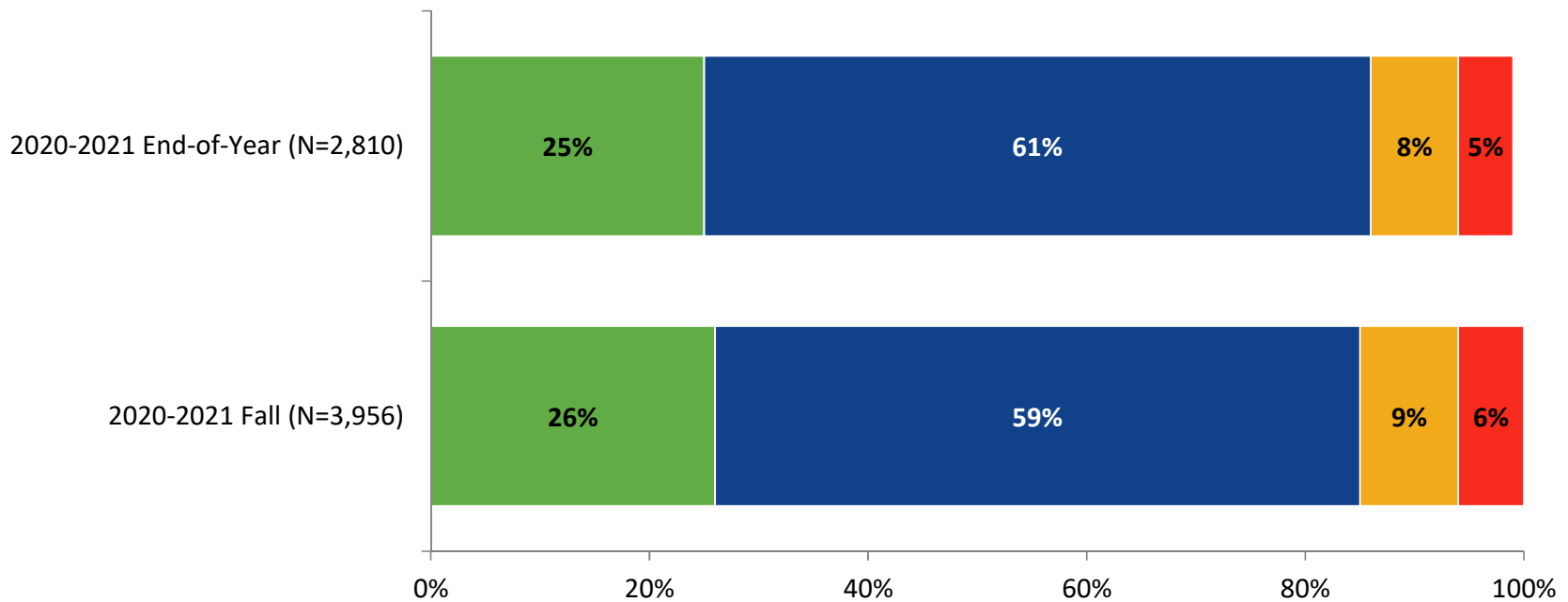
6

Answer options: Not Concerned at All, Somewhat Concerned, Concerned, Very Concerned

Parents

Effort on Schoolwork

How much effort do you think your child put into schoolwork this year?



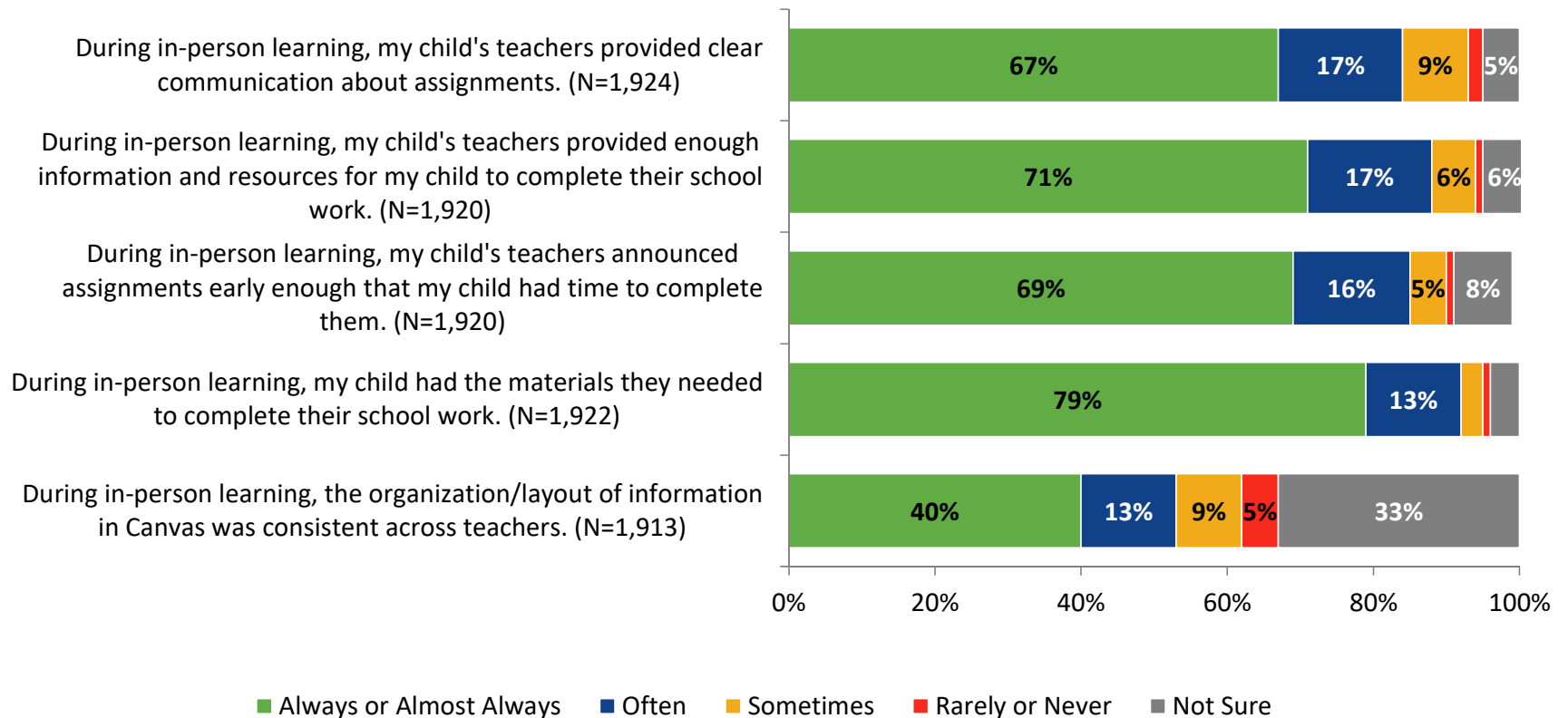
■ Too much effort ■ The right amount of effort ■ Not enough effort ■ Not sure

⁷ Note: Only parents with a child in grades K-12 answered these questions.

Parents

Learning Experience: In-person

How frequently did the following occur while your child participated in in-person learning this year?



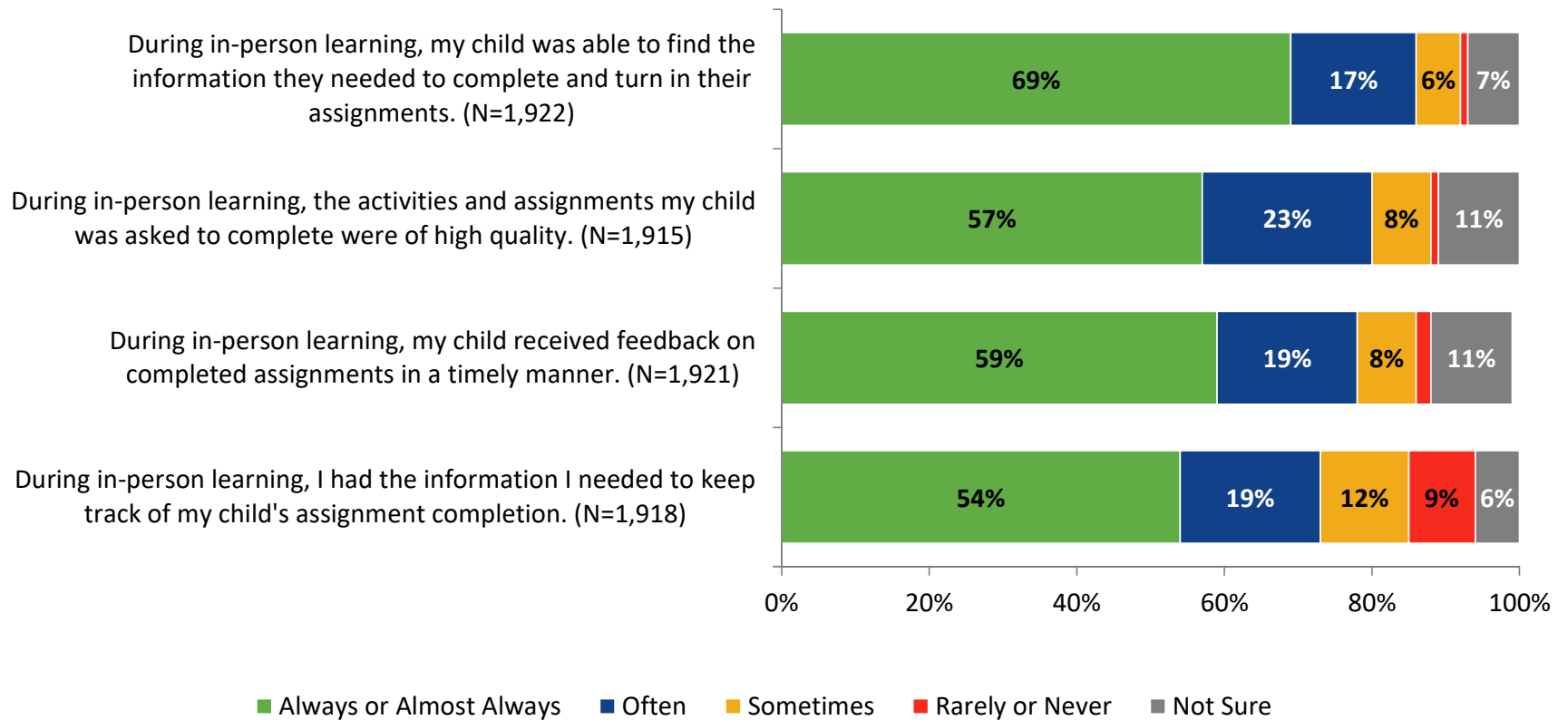
8

Note: Only parents with a child who participated in in-person learning answered these questions.

Parents

Learning Experience: In-person (Continued)

How frequently did the following occur while your child participated in in-person learning this year?



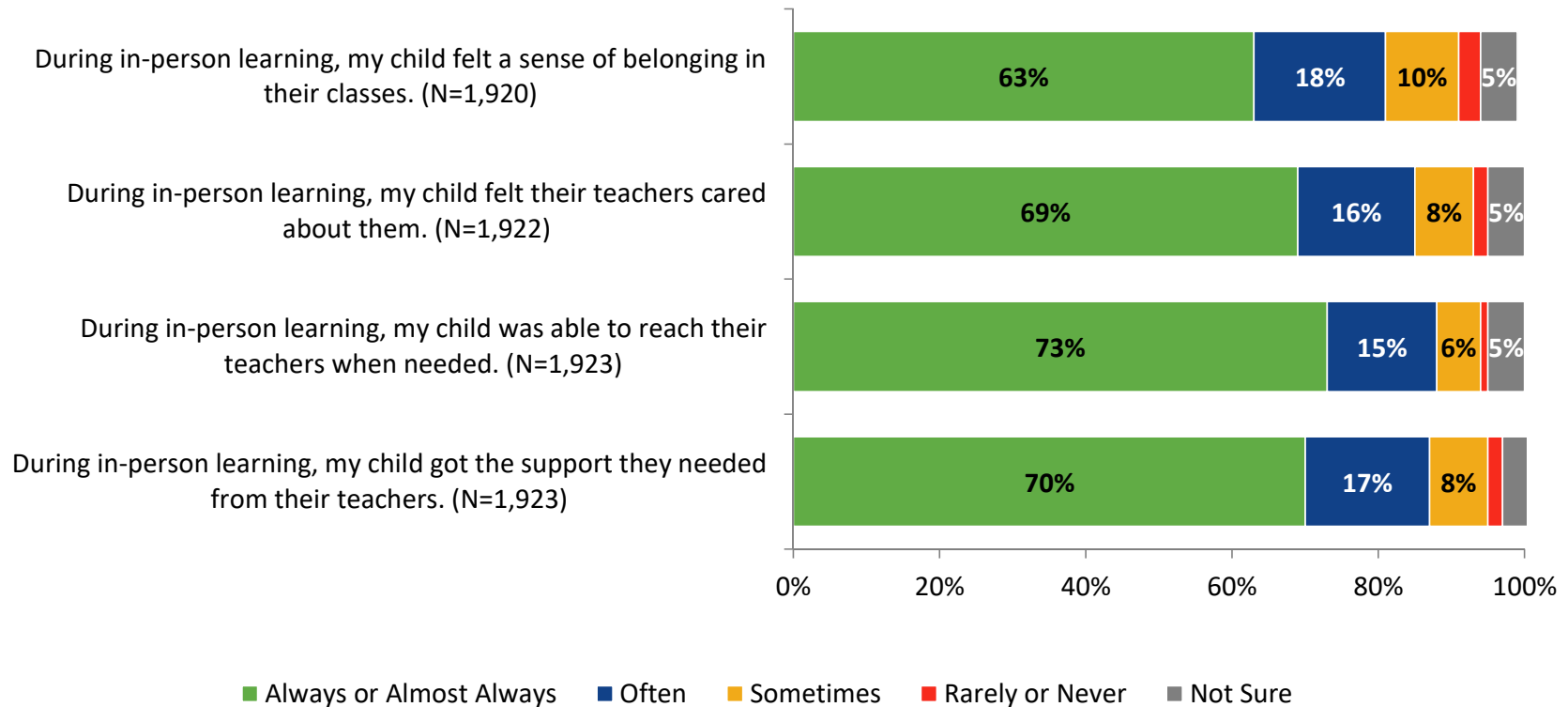
9

Note: Only parents with a child who participated in in-person learning answered these questions.

Parents

Learning Experience: In-person (Continued)

How frequently did the following occur while your child participated in in-person learning this year?

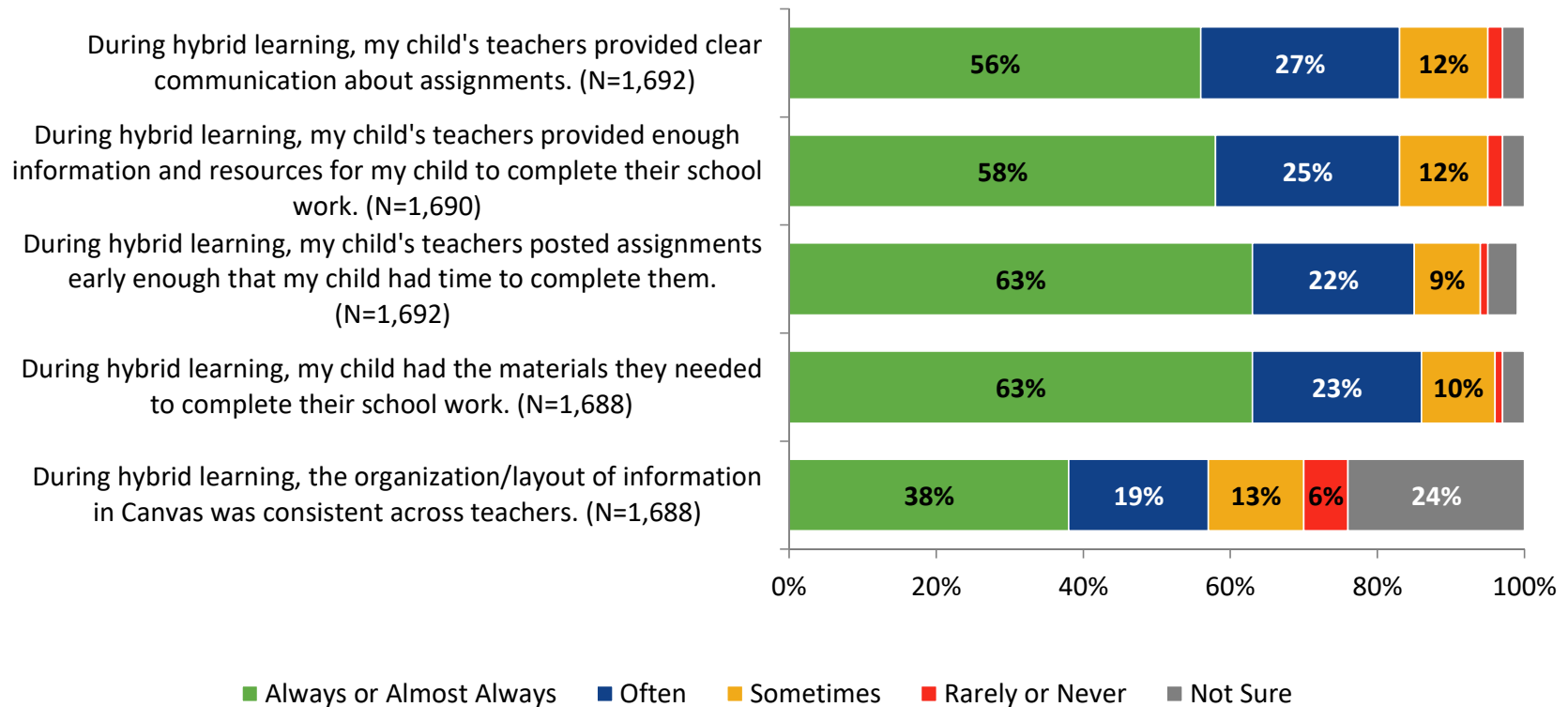


10 Note: Only parents with a child who participated in in-person learning answered these questions.

Parents

Learning Experience: Hybrid

How frequently did the following occur while your child participated in hybrid learning this year?

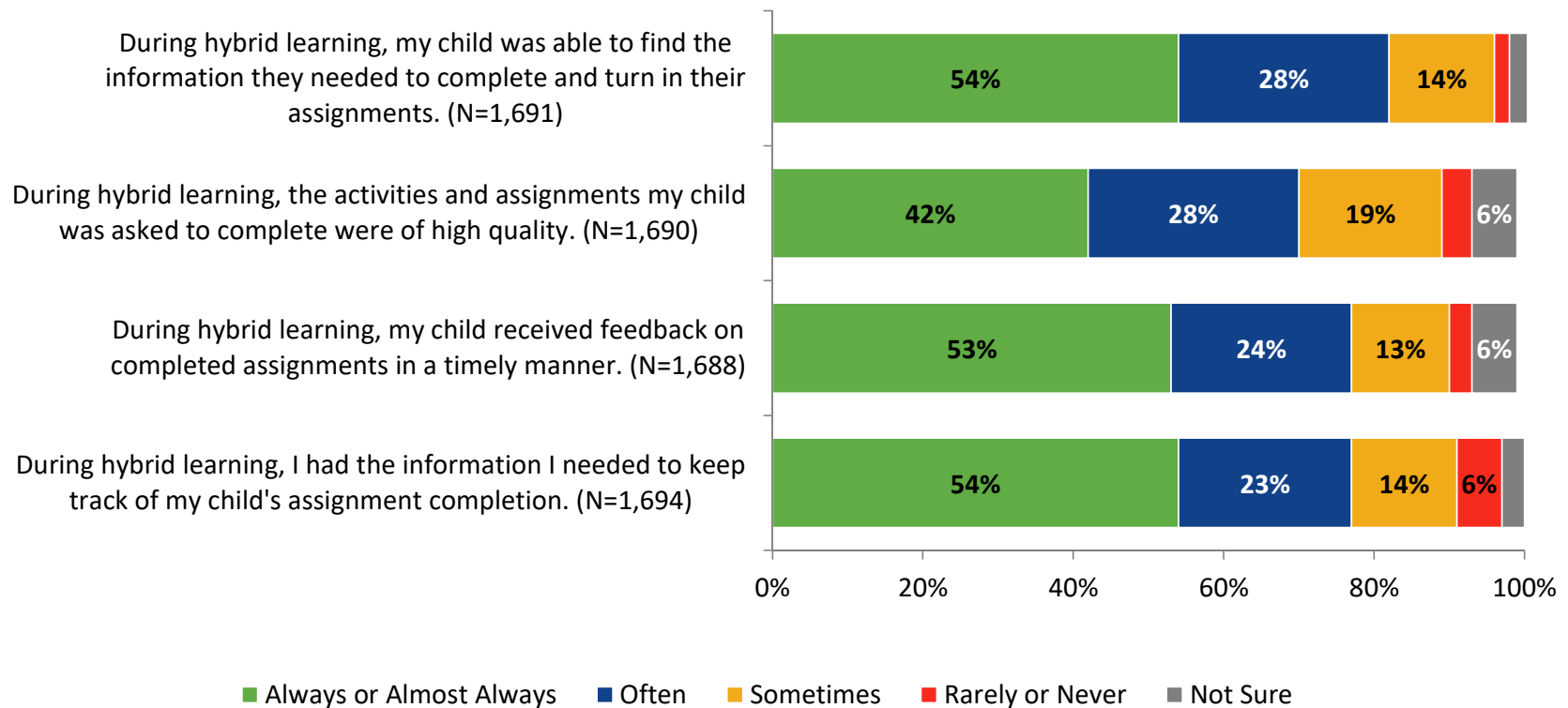


11 Note: Only parents with a child who participated in hybrid learning answered these questions.

Parents

Learning Experience: Hybrid (Continued)

How frequently did the following occur while your child participated in hybrid learning this year?

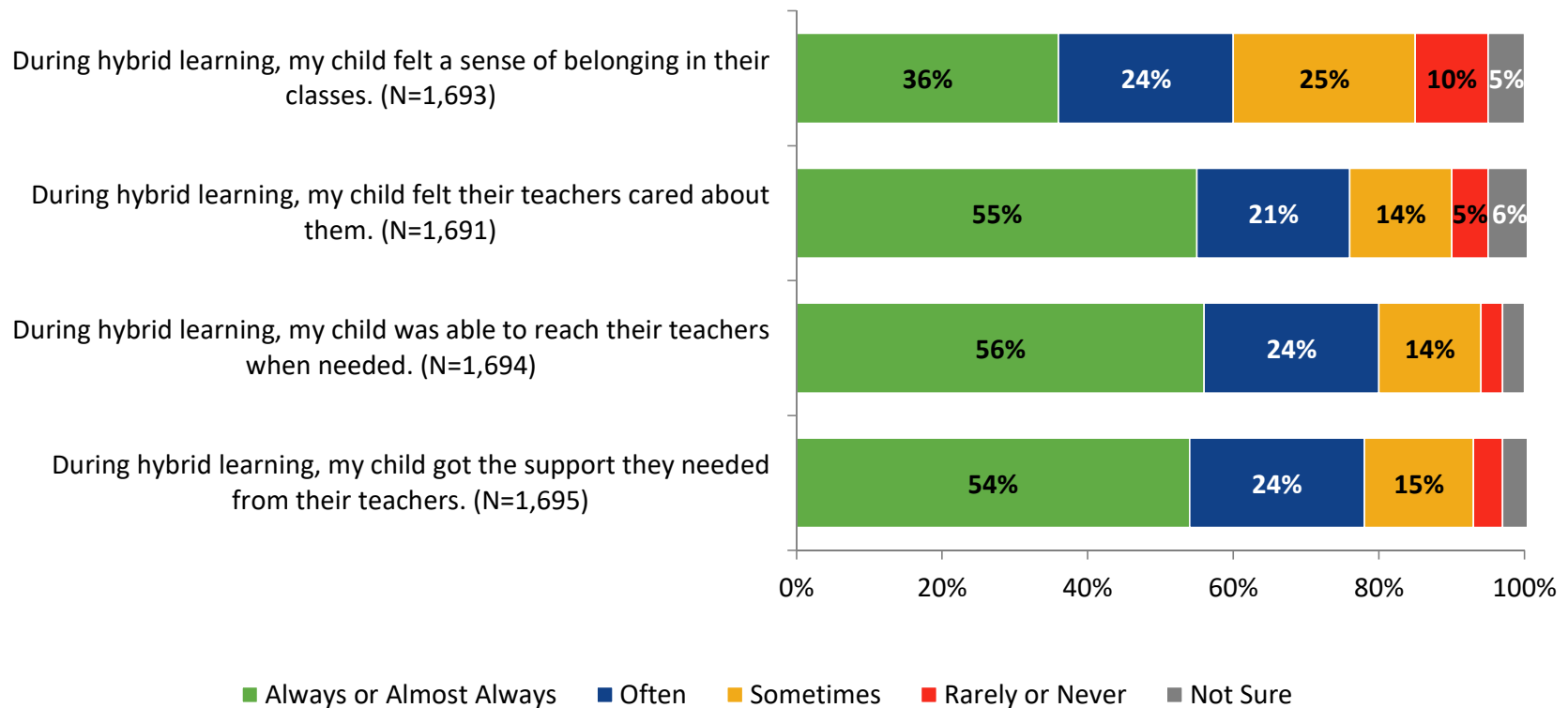


12 Note: Only parents with a child who participated in hybrid learning answered these questions.

Parents

Learning Experience: Hybrid (Continued)

How frequently did the following occur while your child participated in hybrid learning this year?

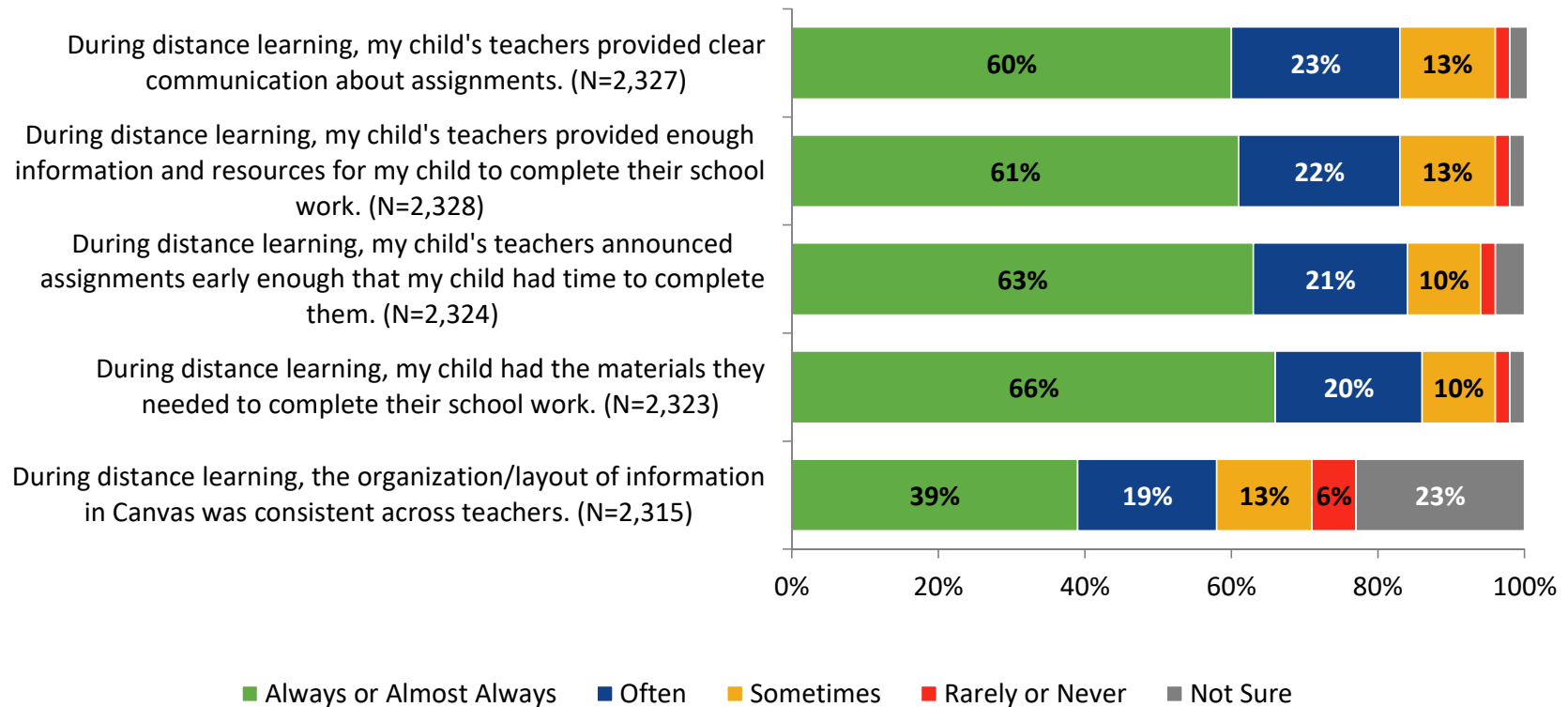


13 Note: Only parents with a child who participated in hybrid learning answered these questions.

Parents

Learning Experience: Distance

How frequently did the following occur while your child participated in distance learning this year?

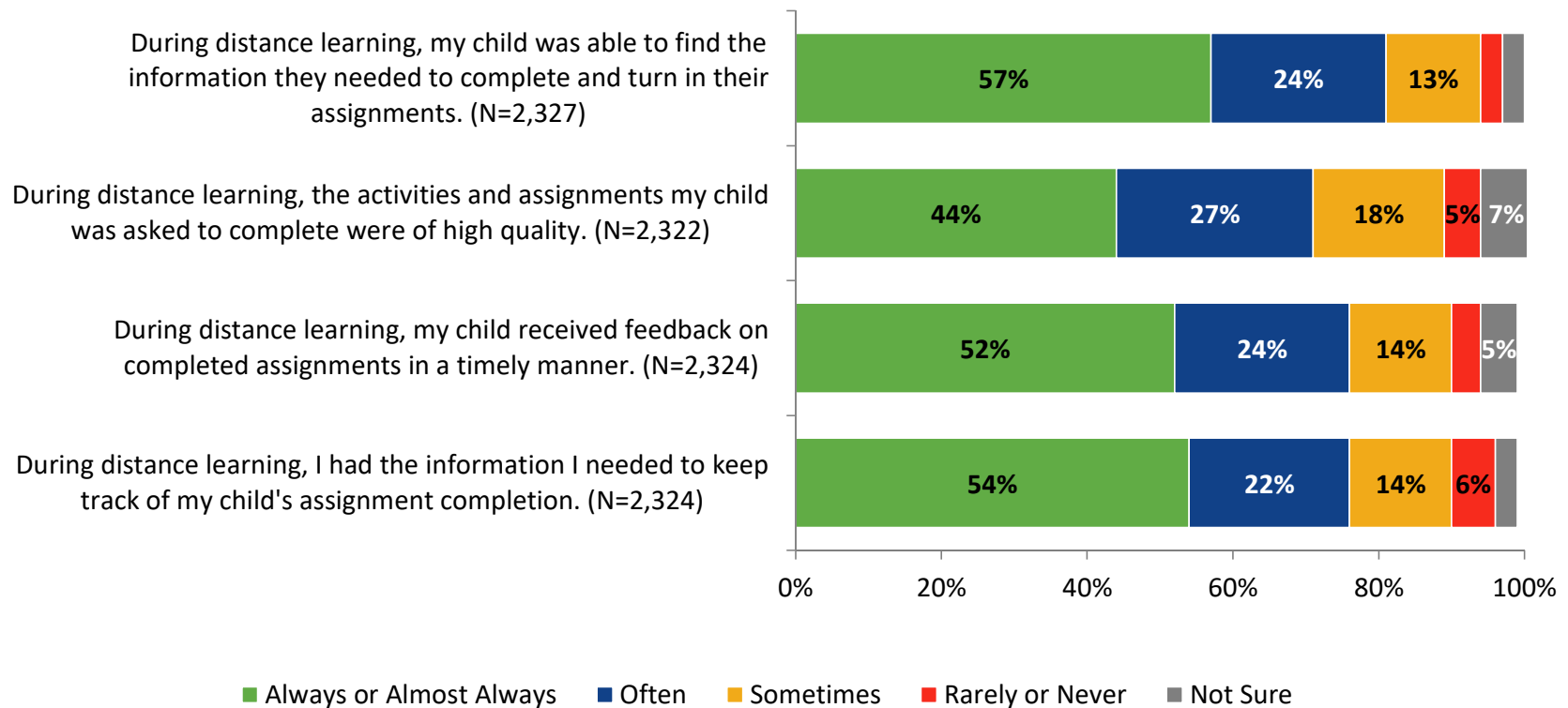


14 Note: Only parents with a child who participated in distance learning answered these questions.

Parents

Learning Experience: Distance (Continued)

How frequently did the following occur while your child participated in distance learning this year?

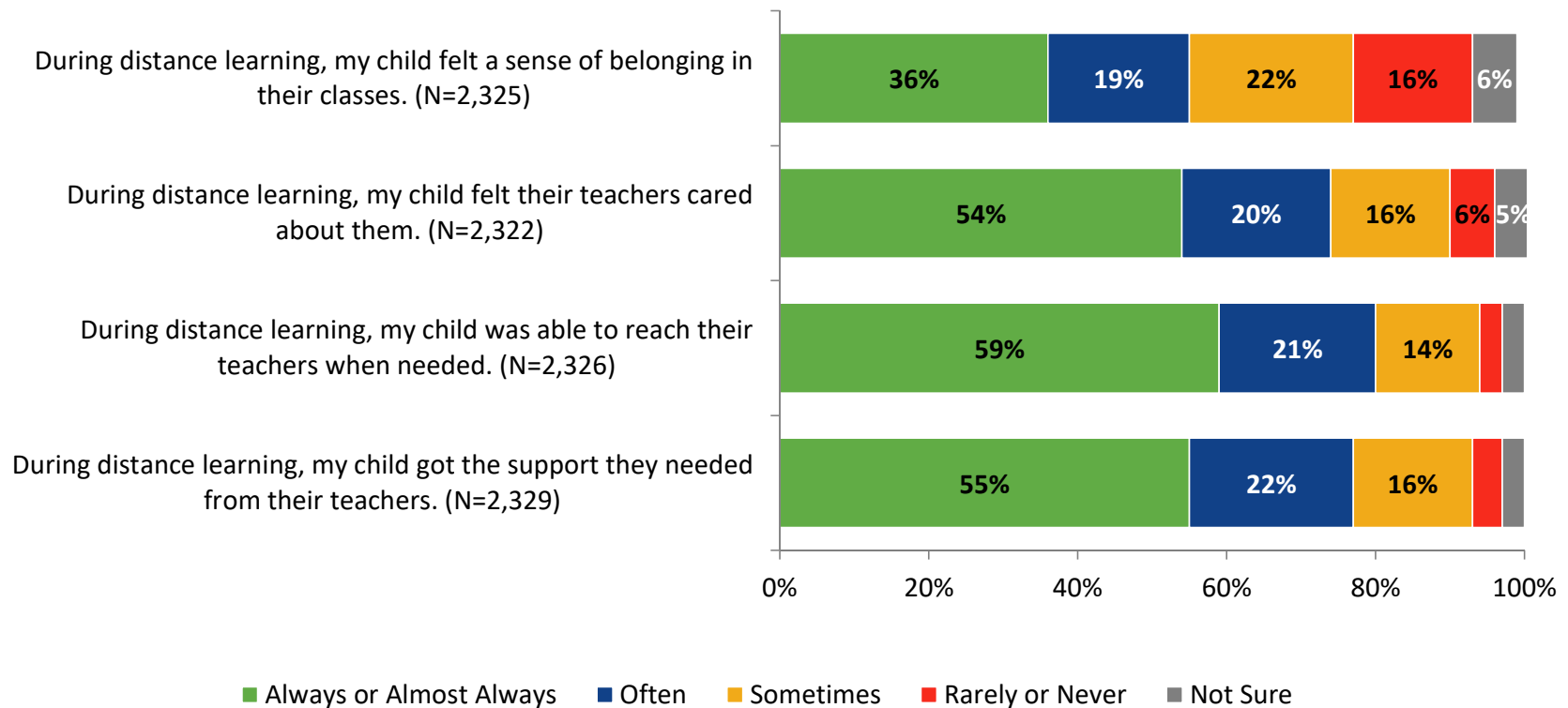


15 Note: Only parents with a child who participated in distance learning answered these questions.

Parents

Learning Experience: Distance (Continued)

How frequently did the following occur while your child participated in distance learning this year?

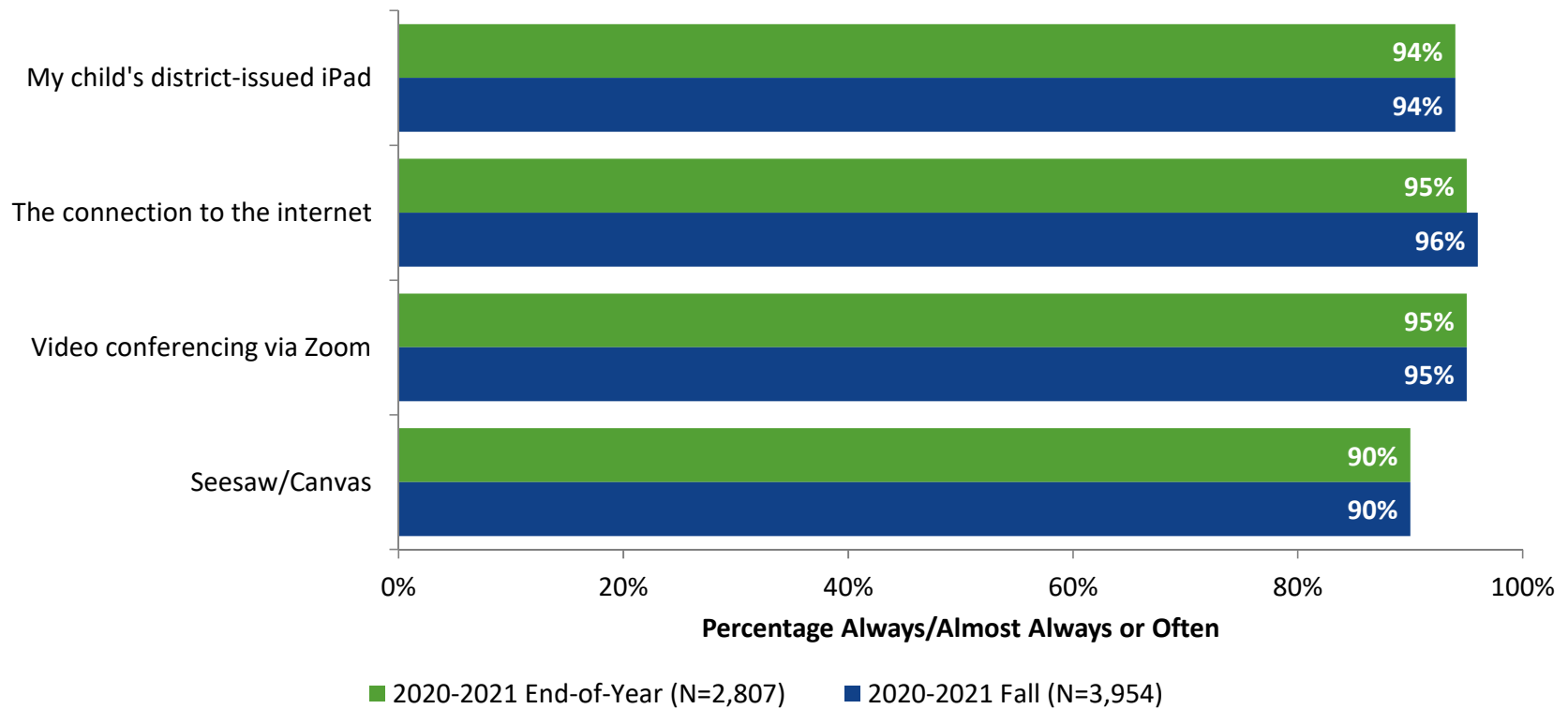


16 Note: Only parents with a child who participated in distance learning answered these questions.

Parents

Technology: Comparison Over Time

How frequently did the technology listed below work well enough for your child to complete their school work?

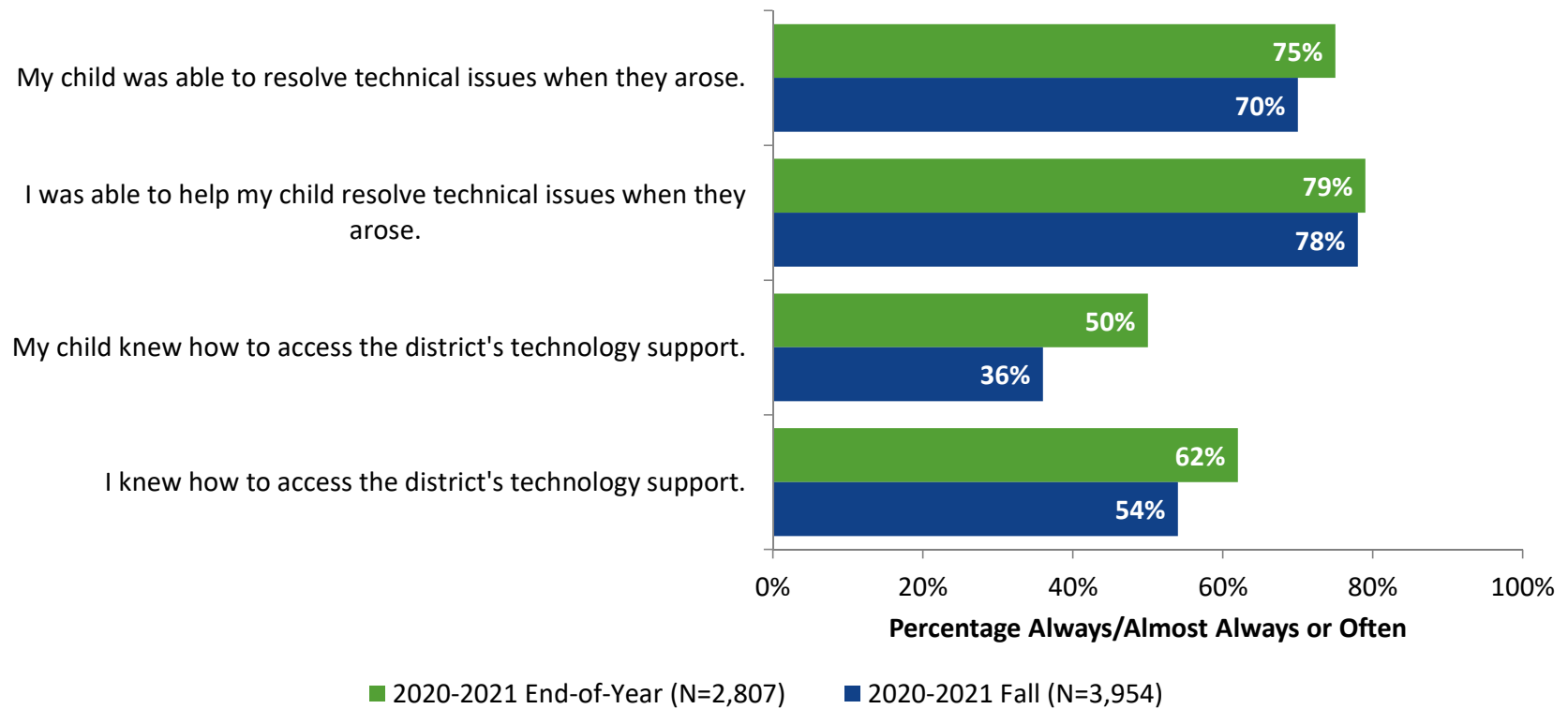


Answer options: Always or Almost Always, Often, Seldom, Rarely or Never, Not Sure
Note: Only parents with a child in grades K-12 answered these questions.

Parents

Technical Support: Comparison Over Time

How frequently did the following occur this year?

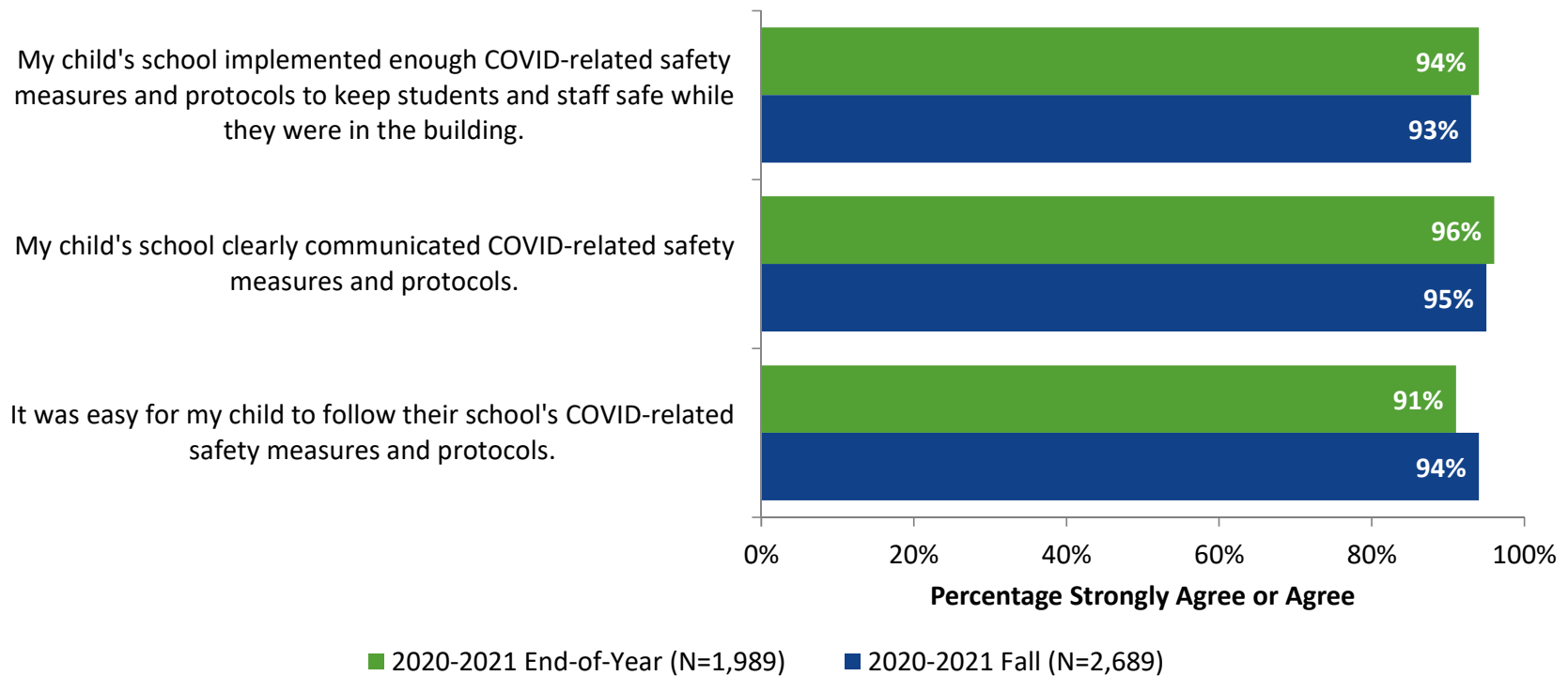


Answer options: Always or Almost Always, Often, Seldom, Rarely or Never, Not Sure
Note: Only parents with a child in grades K-12 answered these questions.

Parents

On-site Safety Protocols: Comparison Over Time

Please indicate the extent to which you agree or disagree with the statements below.



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Not Sure

Note: Only parents with a child who attended classes in a school building this school year answered these questions.

Parents

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree or Always/Almost Always or Often (%)	Dimension
My child's school clearly communicated COVID-related safety measures and protocols.	96%	On-site Safety Protocols
The connection to the internet worked well enough for my child to complete their school work.	95%	Technology
Video conferencing via Zoom worked well enough for my child to complete their school work.	95%	Technology
My child's district-issued iPad worked well enough for my child to complete their school work.	94%	Technology
My child's school implemented enough COVID-related safety measures and protocols to keep students and staff safe while they were in the building.	94%	On-site Safety Protocols

Parents

Lowest-ranking Indicators

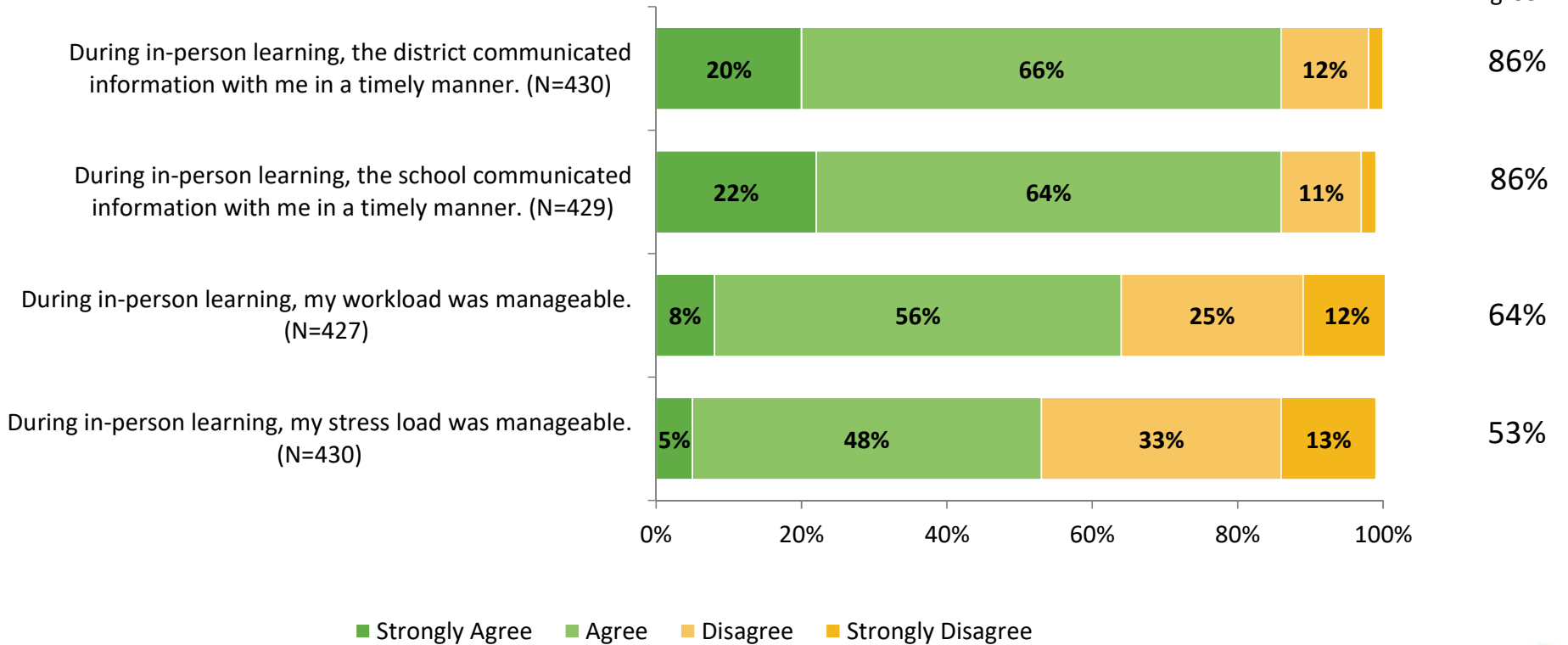
Survey Item	Percentage Sometimes or Rarely/Never (%)	Dimension
During distance learning, my child felt a sense of belonging in their classes.	38%	Learning Experience: Distance
During hybrid learning, my child felt a sense of belonging in their classes.	35%	Learning Experience: Hybrid
My child knew how to access the district's technology support.	24%	Technical Support
During hybrid learning, the activities and assignments my child was asked to complete were of high quality.	23%	Learning Experience: Hybrid
During distance learning, the activities and assignments my child was asked to complete were of high quality.	23%	Learning Experience: Distance

Staff Survey

Staff

Teaching Experience: In-person

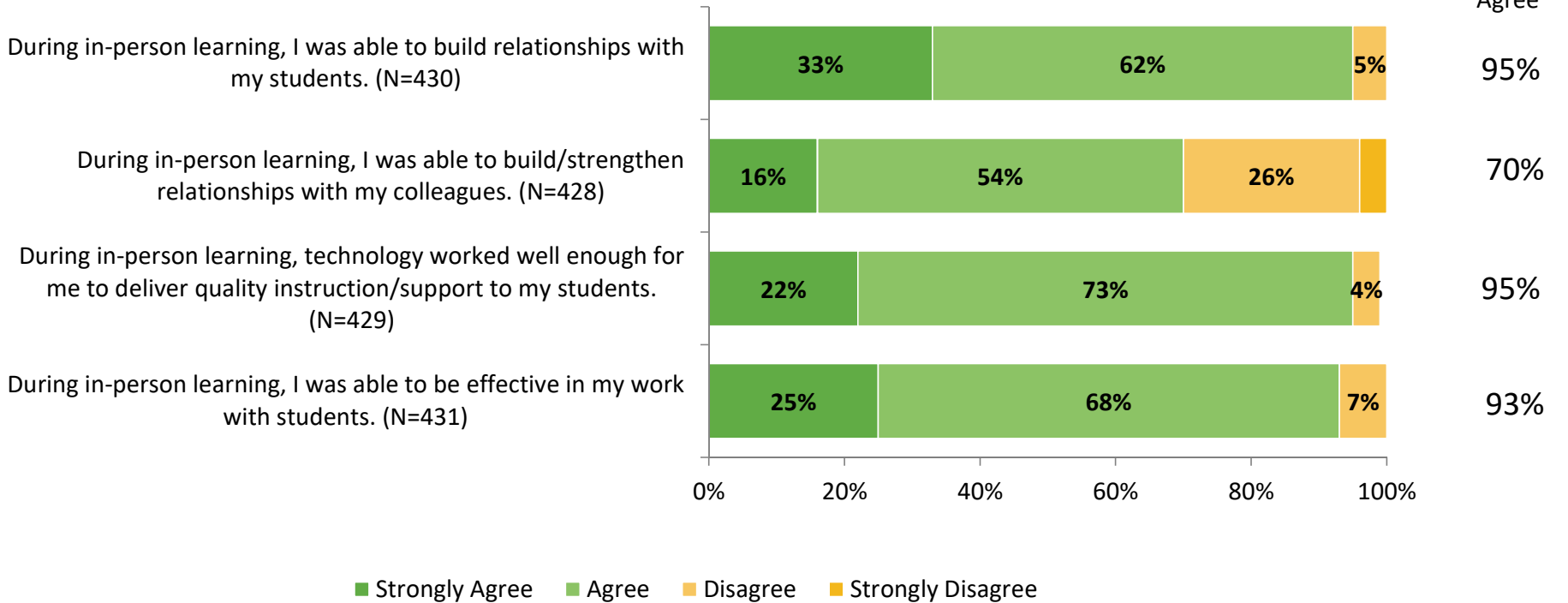
Please indicate the extent to which you agree or disagree with the statements listed below based on your experience teaching in the in-person learning model this year.



Staff

Teaching Experience: In-person (Continued)

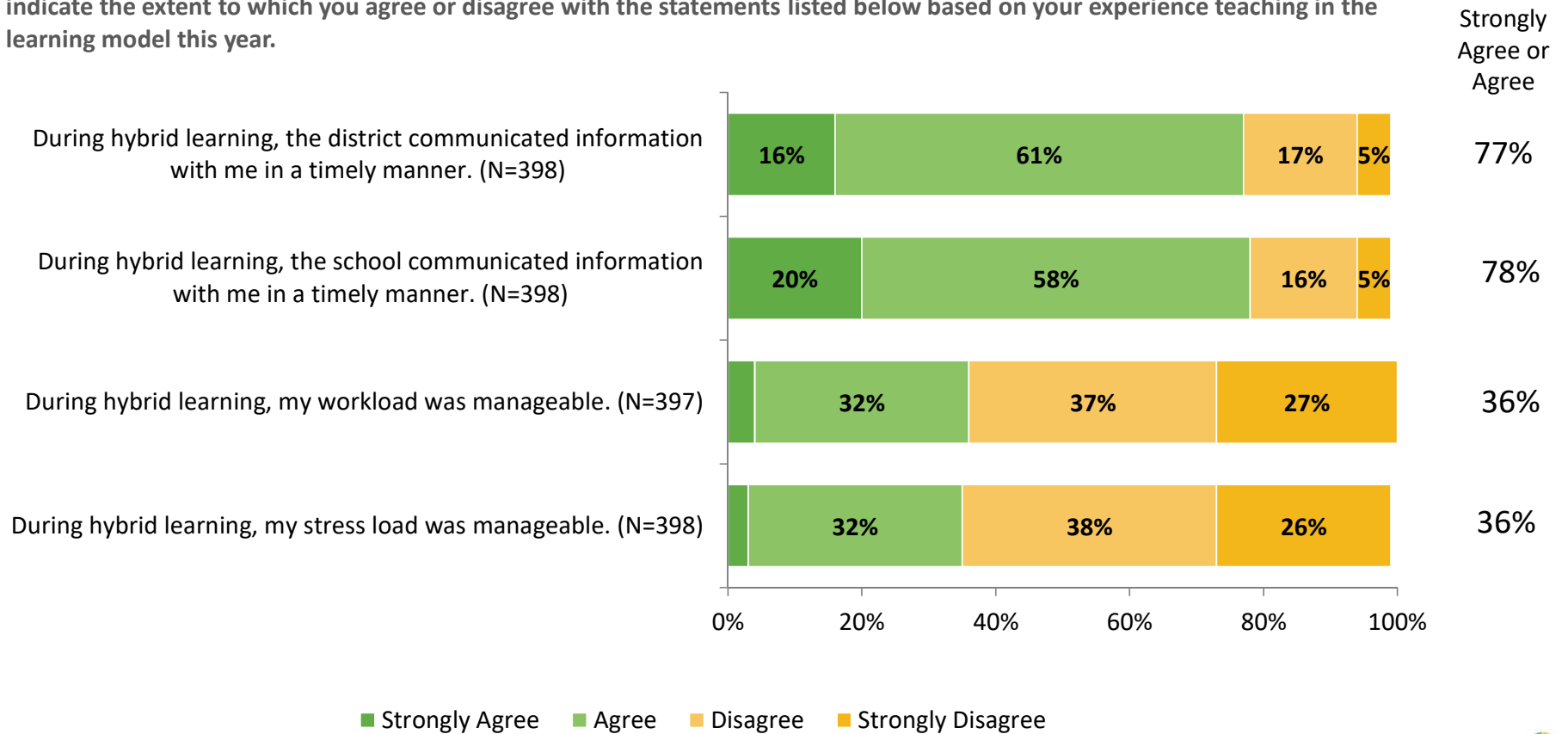
Please indicate the extent to which you agree or disagree with the statements listed below based on your experience teaching in the in-person learning model this year.



Staff

Teaching Experience: Hybrid

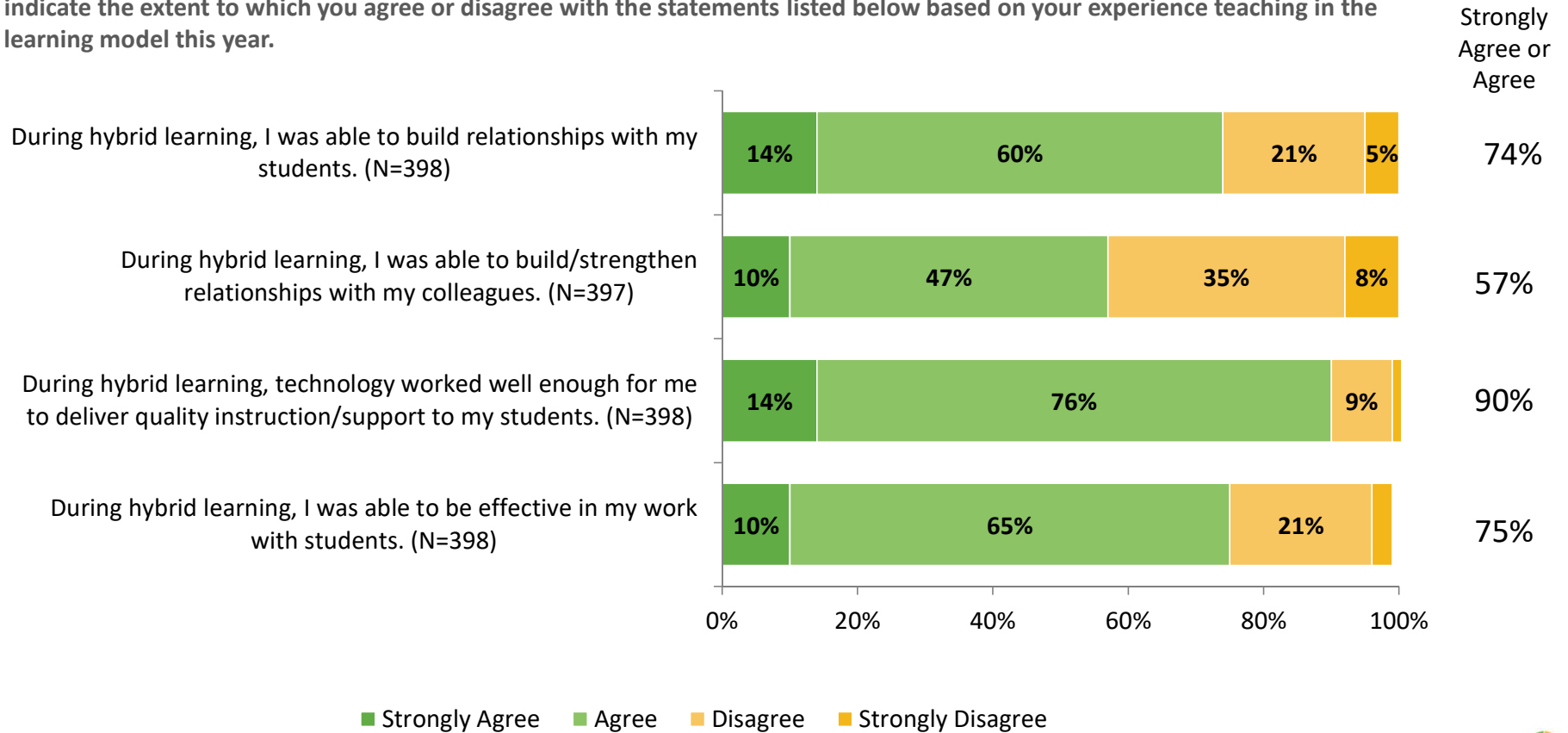
Please indicate the extent to which you agree or disagree with the statements listed below based on your experience teaching in the hybrid learning model this year.



Staff

Teaching Experience: Hybrid (Continued)

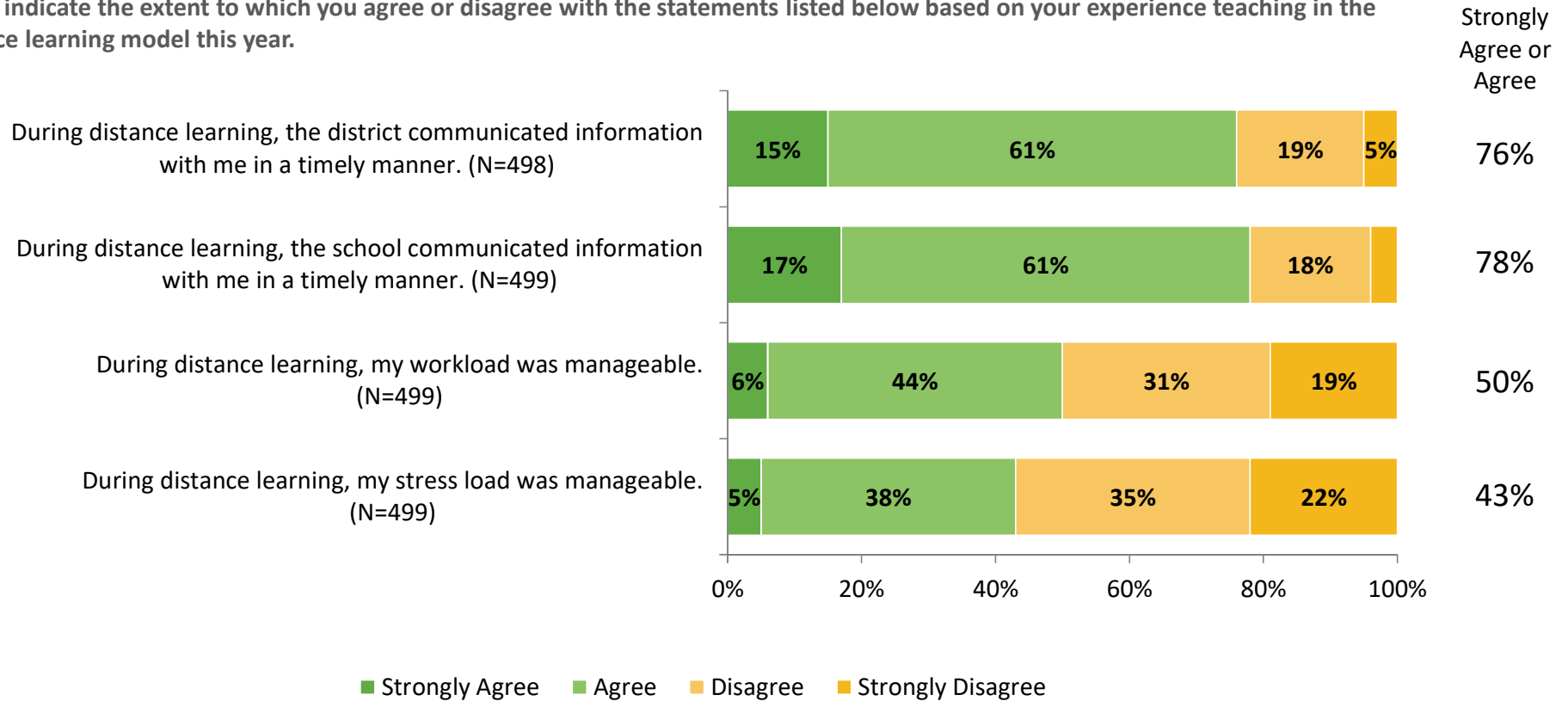
Please indicate the extent to which you agree or disagree with the statements listed below based on your experience teaching in the hybrid learning model this year.



Staff

Teaching Experience: Distance

Please indicate the extent to which you agree or disagree with the statements listed below based on your experience teaching in the distance learning model this year.



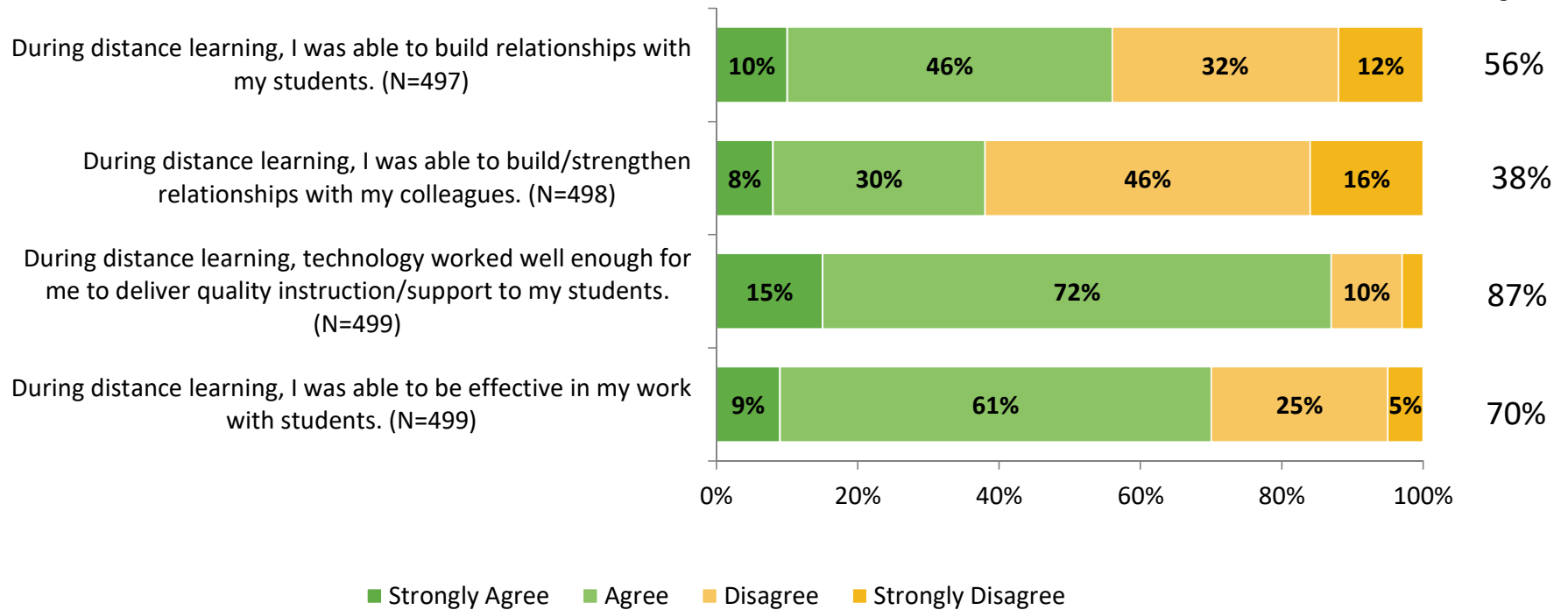
27 Note: Only teachers/instructors or student support staff who taught in the distance learning model answered these questions.

Staff

Teaching Experience: Distance (Continued)

Please indicate the extent to which you agree or disagree with the statements listed below based on your experience teaching in the distance learning model this year.

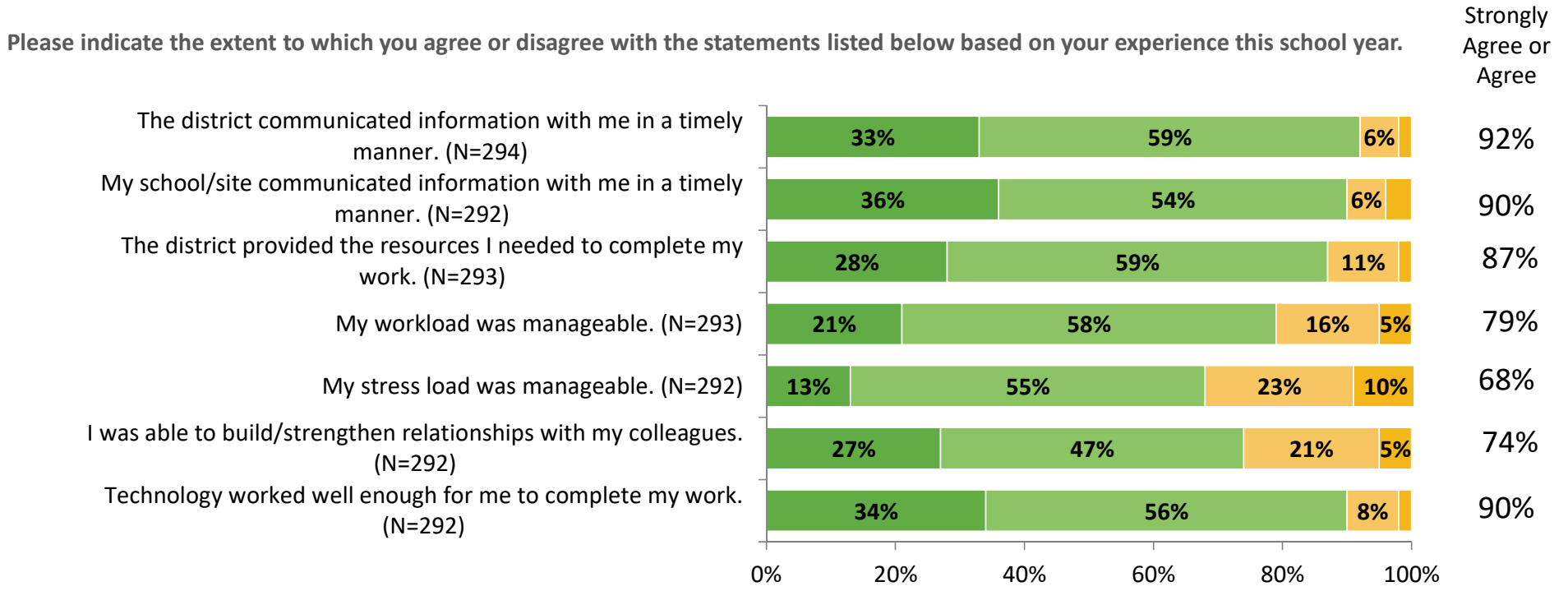
Strongly Agree or Agree



28 Note: Only teachers/instructors or student support staff who taught in the distance learning model answered these questions.

Staff

Work Experience: Non-teaching Staff



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

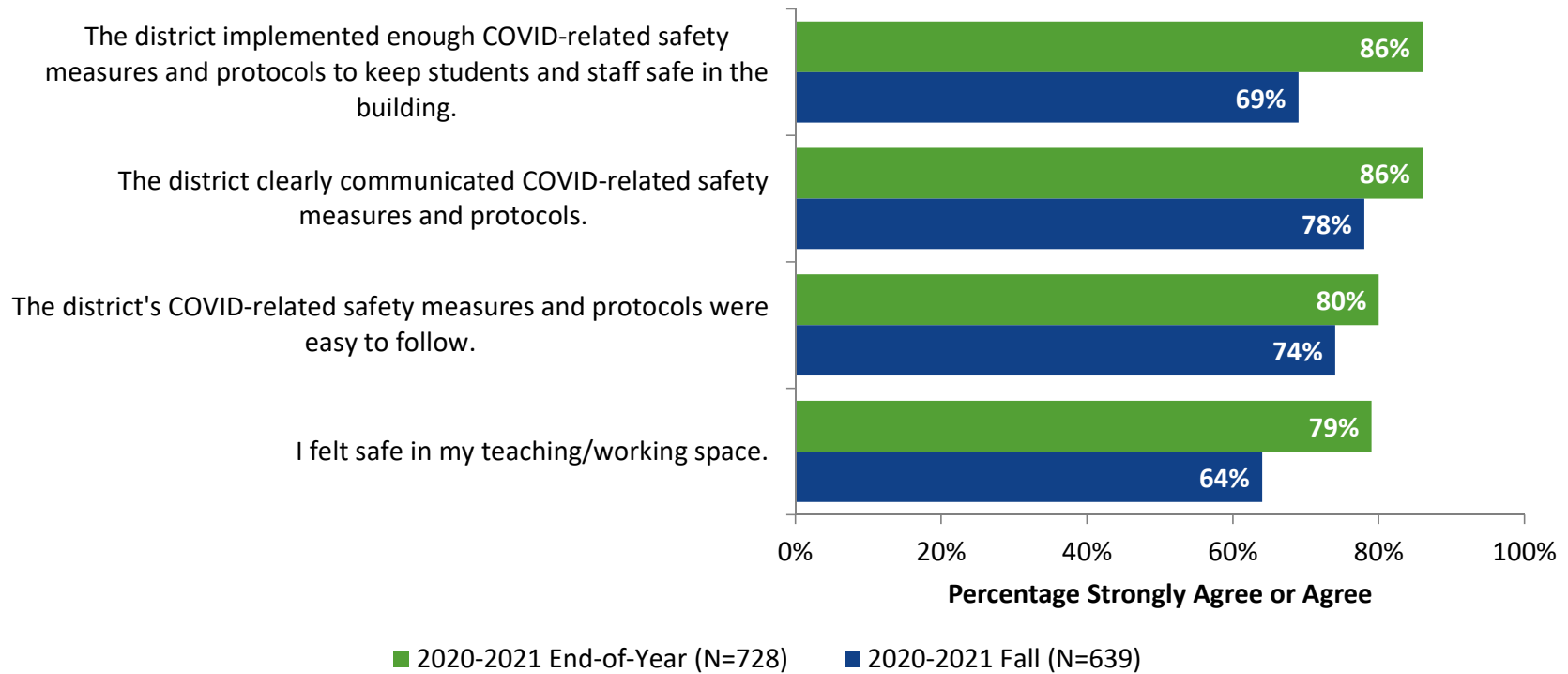
Note: Staff who are administrator/supervisor, culinary, custodian, secretary/clerical, support-unaffiliated, managers/specialists, TOSA, paraprofessional/assistant, Wayzata Kids Childcare — program instructor/assistant, or community ed — building attendant/building supervisor answered these items.



Staff

On-site Safety Protocols: Comparison Over Time

Please indicate the extent to which you agree or disagree with the statements listed below.



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree

Notes: Only staff who worked in a school or district building this year answered these questions. Not Applicable responses have been excluded from calculations.

Staff

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
During in-person learning, technology worked well enough for me to deliver quality instruction/support to my students.	95%	Teaching Experience: In-person
During in-person learning, I was able to build relationships with my students.	95%	Teaching Experience: In-person
During in-person learning, I was able to be effective in my work with students.	93%	Teaching Experience: In-person
The district communicated information with me in a timely manner.	92%	Work Experience
My school/site communicated information with me in a timely manner.	90%	Work Experience

Staff

Lowest-ranking Indicators

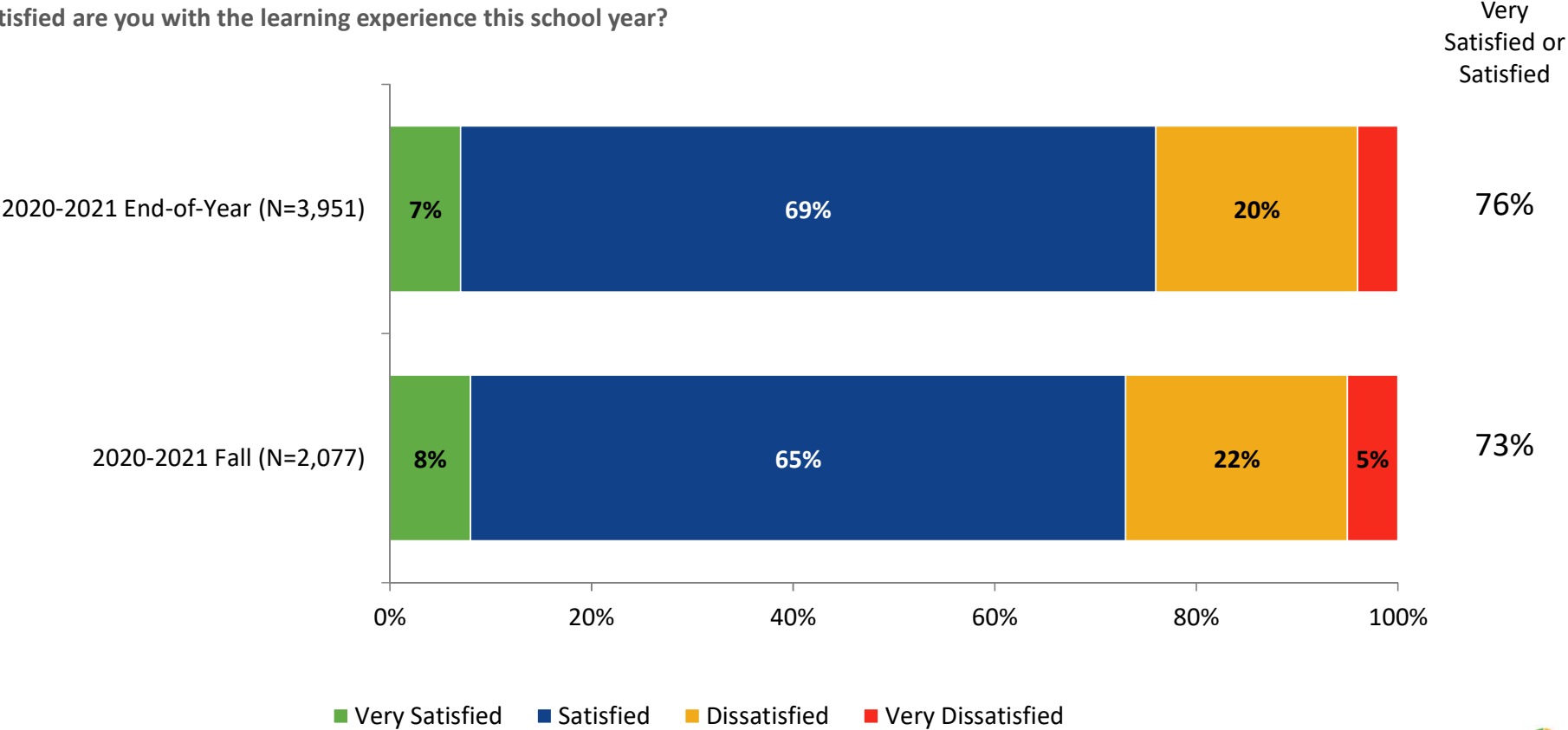
Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
During hybrid learning, my stress load was manageable.	64%	Teaching Experience: Hybrid
During hybrid learning, my workload was manageable.	64%	Teaching Experience: Hybrid
During distance learning, I was able to build/strengthen relationships with my colleagues.	62%	Teaching Experience: Distance
During distance learning, my stress load was manageable.	57%	Teaching Experience: Distance
During distance learning, my workload was manageable.	50%	Teaching Experience: Distance

Student Survey

Students

Overall Satisfaction

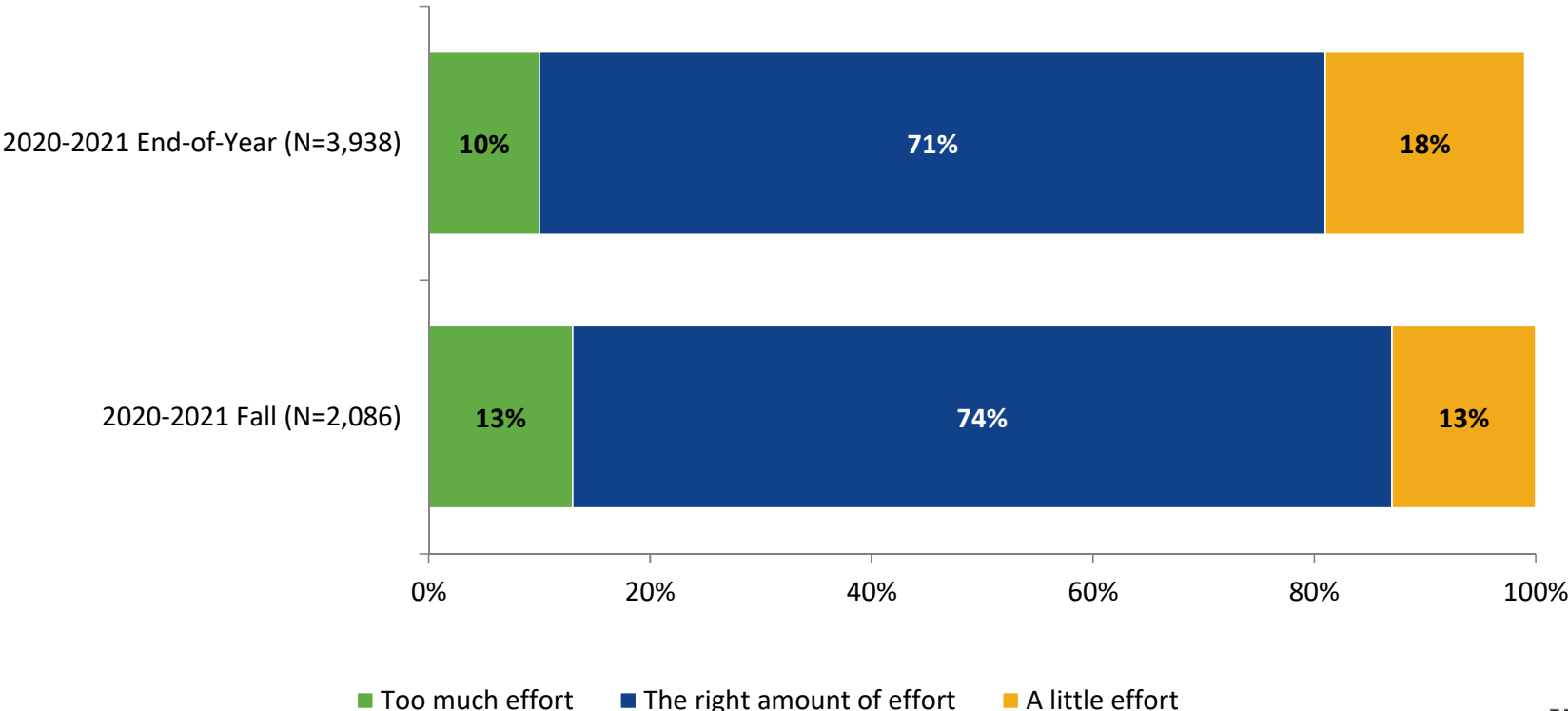
How satisfied are you with the learning experience this school year?



Students

Effort into Schoolwork

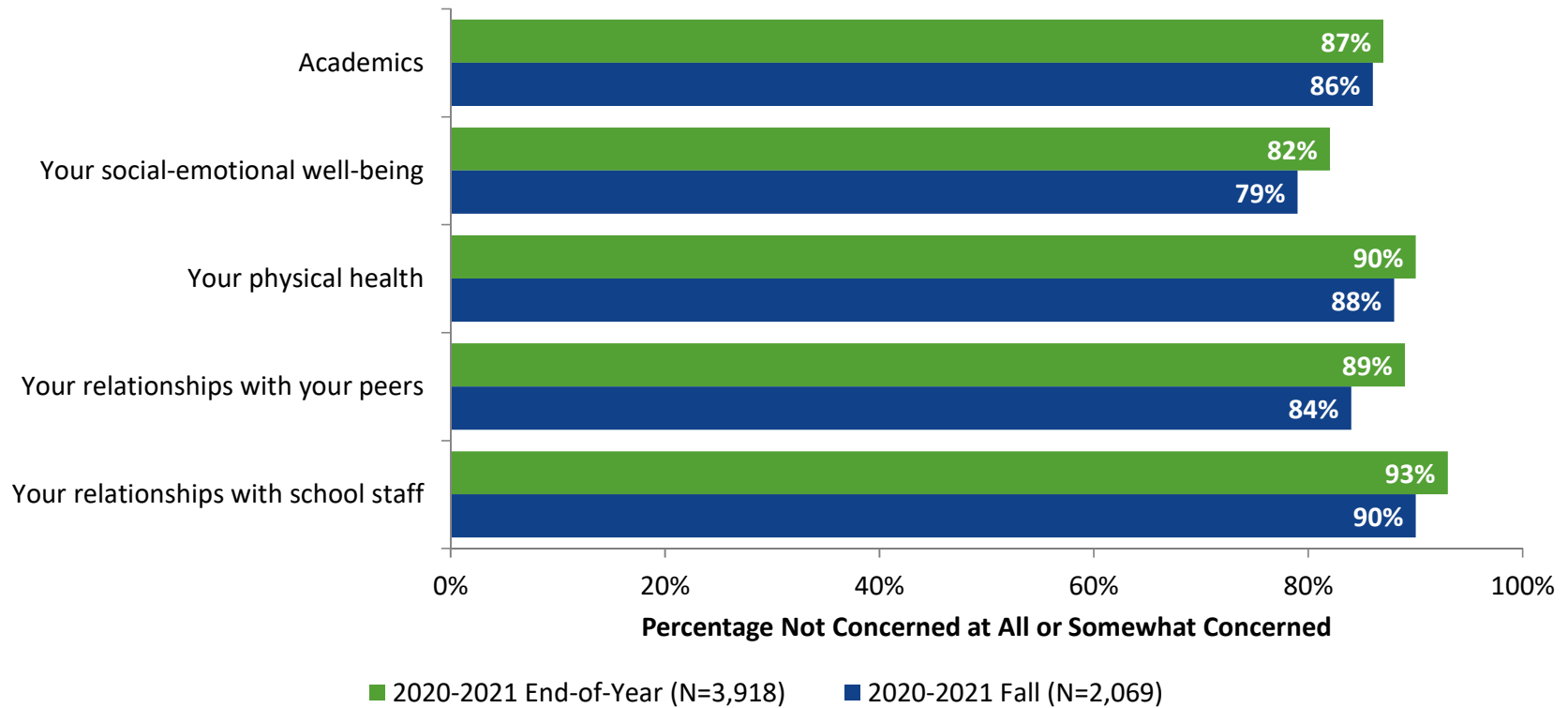
How much effort did you put into schoolwork this year?



Students

Overall Experience: Comparison Over Time

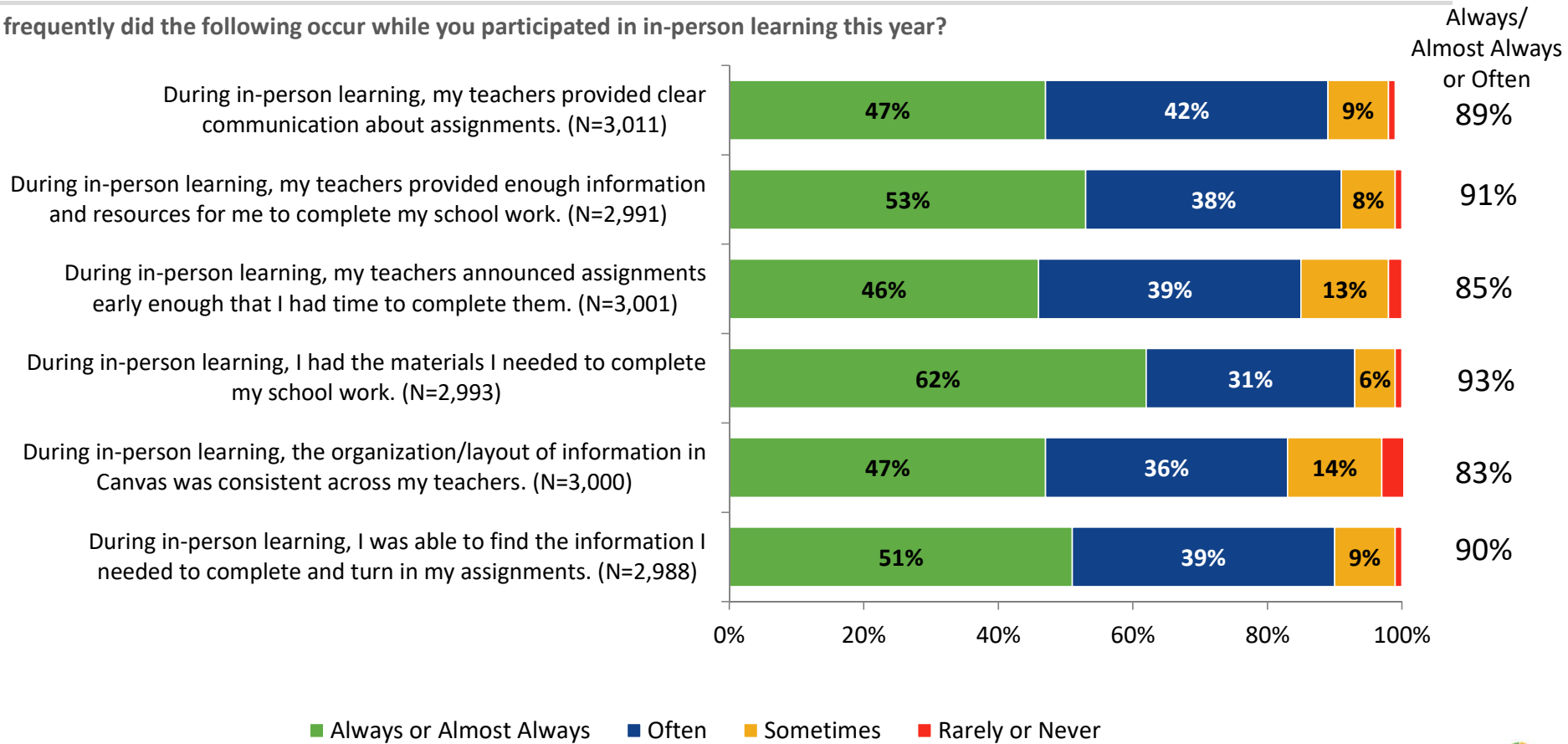
How do you currently feel about the areas listed below?



Students

Learning Experience: In-person

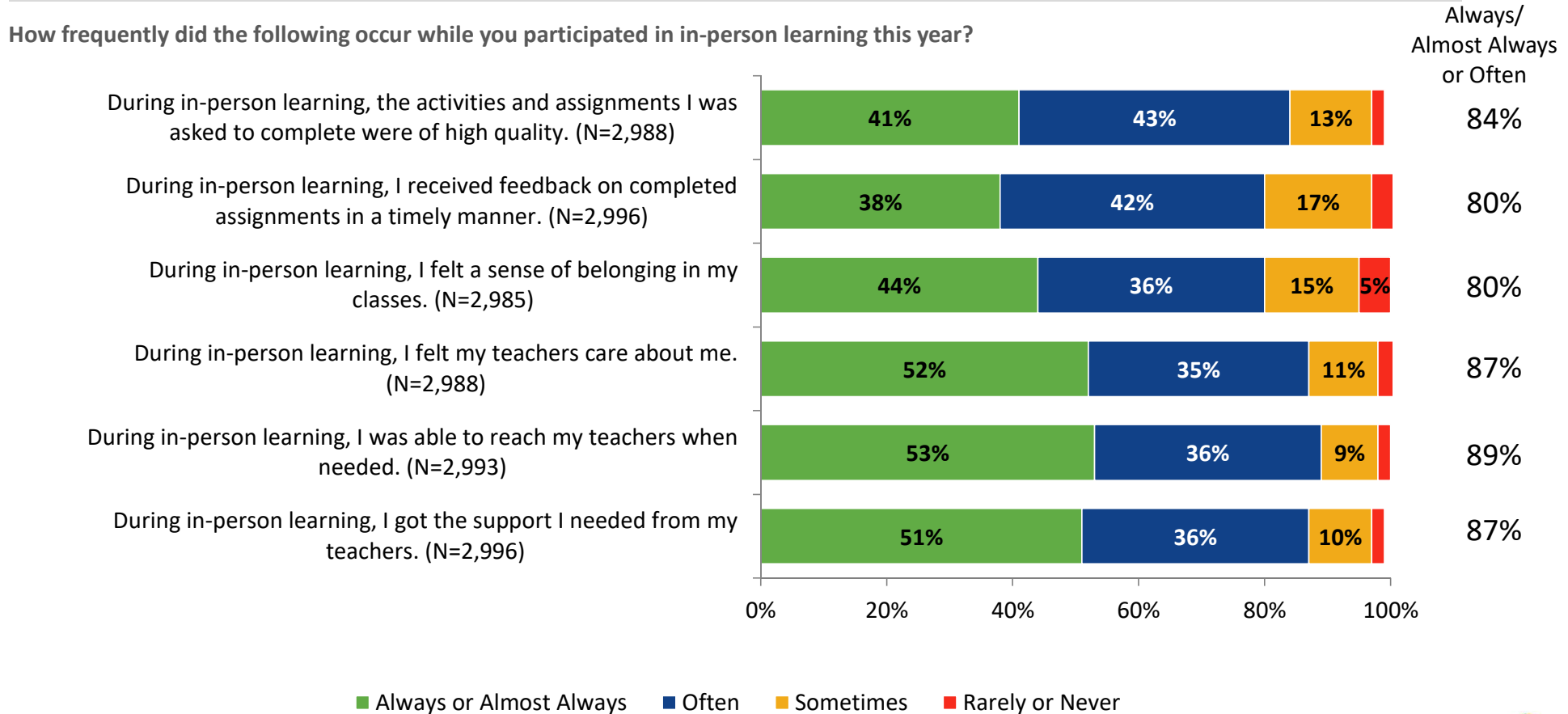
How frequently did the following occur while you participated in in-person learning this year?



Note: Only students who participated in in-person learning answered these questions.

Students

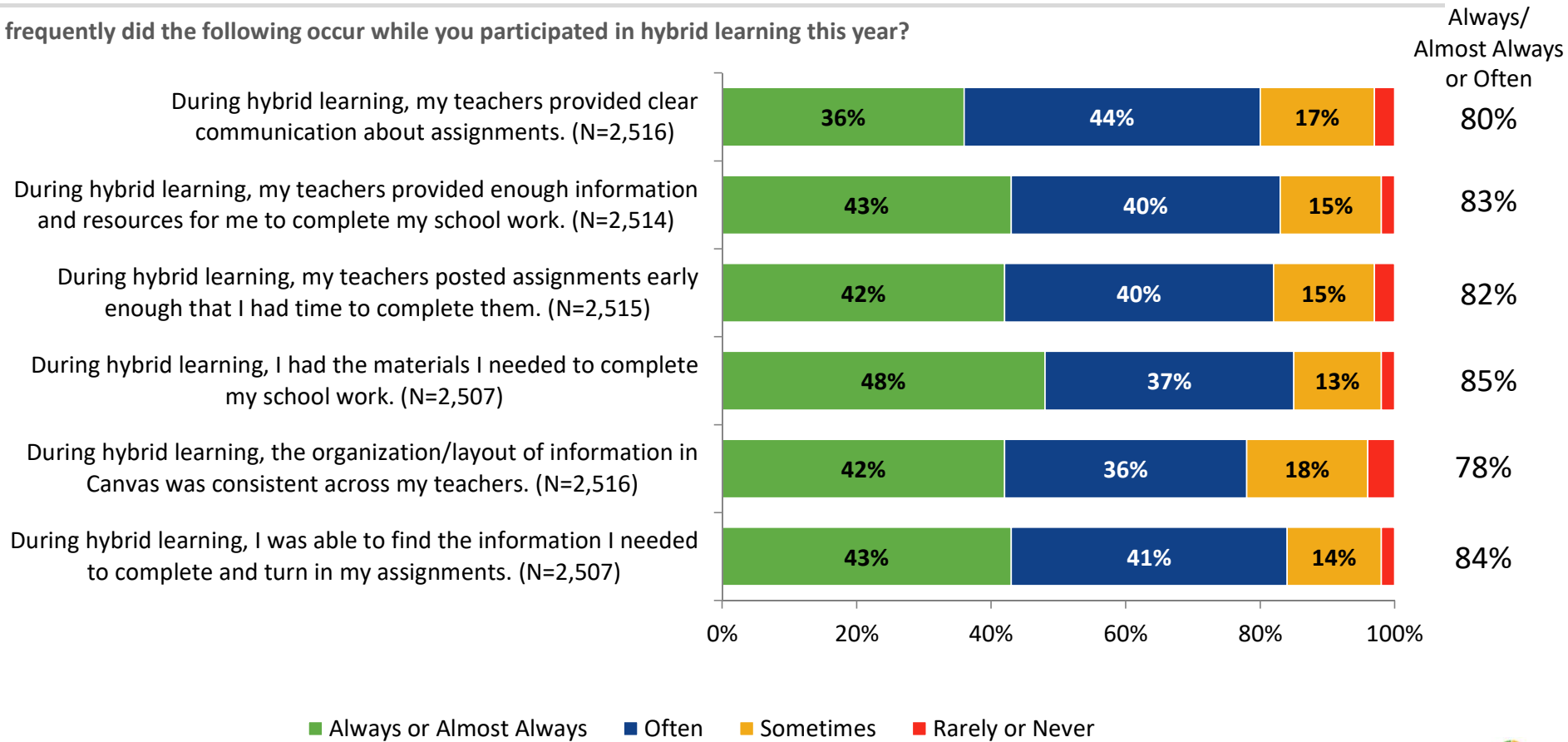
Learning Experience: In-person (Continued)



Students

Learning Experience: Hybrid

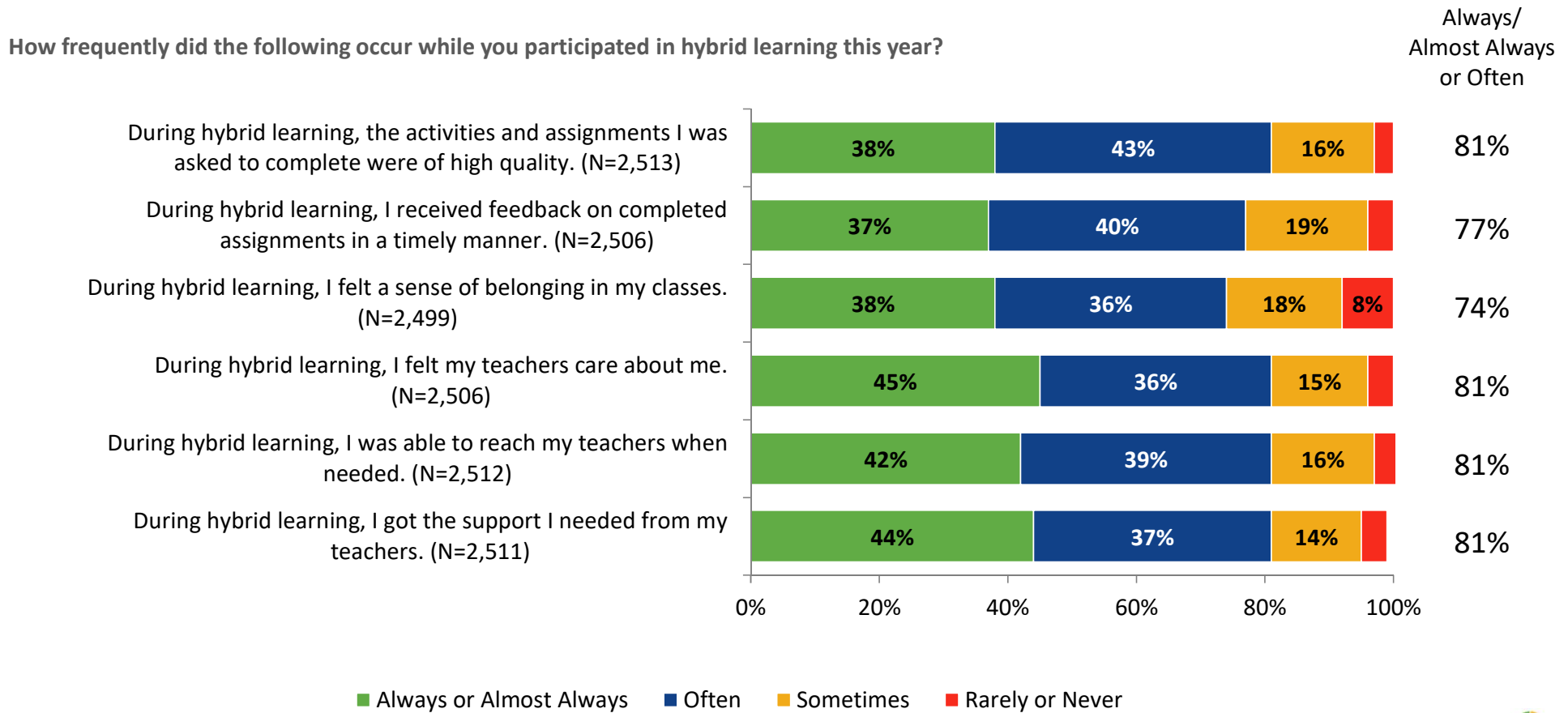
How frequently did the following occur while you participated in hybrid learning this year?



Note: Only students who participated in hybrid learning answered these questions.

Students

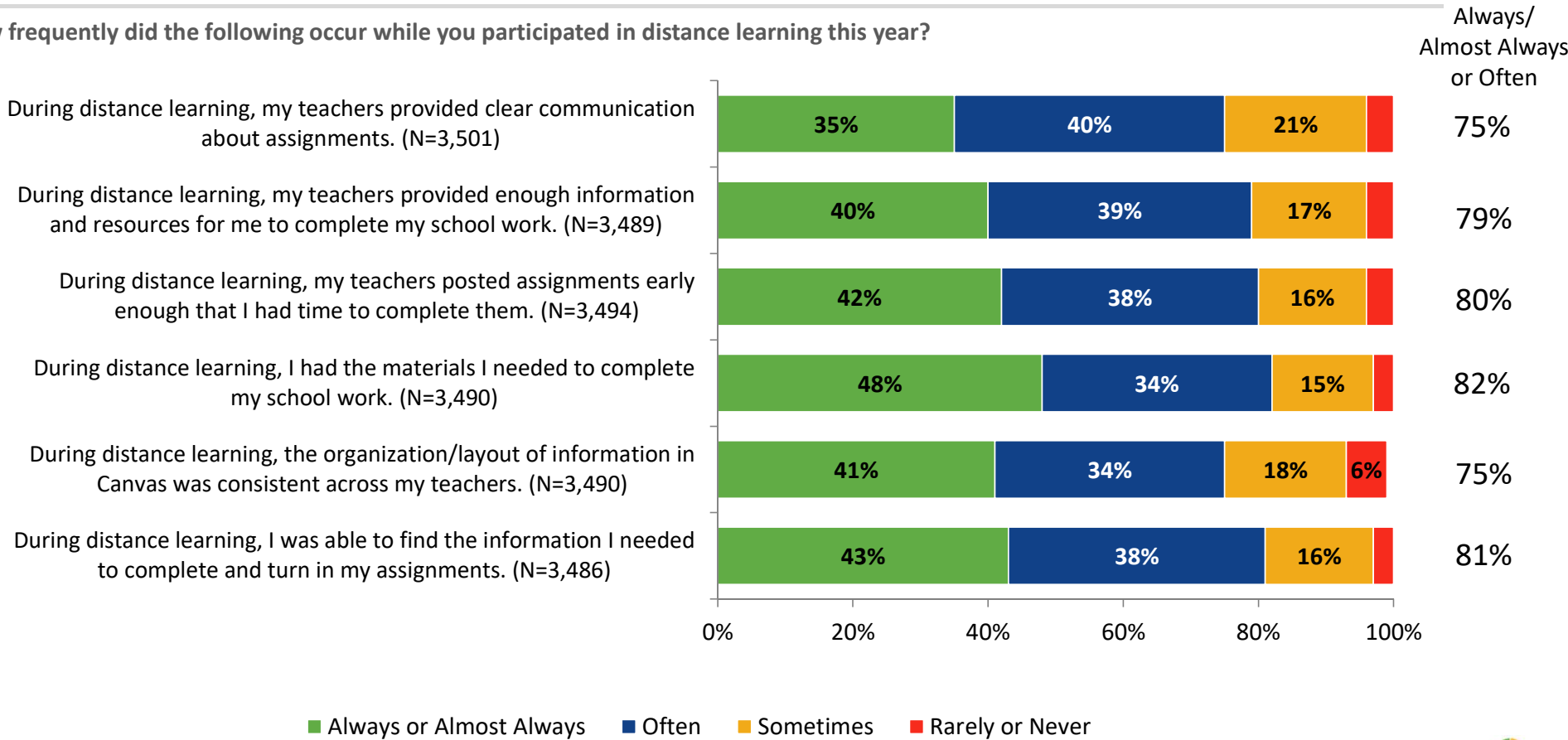
Learning Experience: Hybrid (Continued)



Students

Learning Experience: Distance

How frequently did the following occur while you participated in distance learning this year?

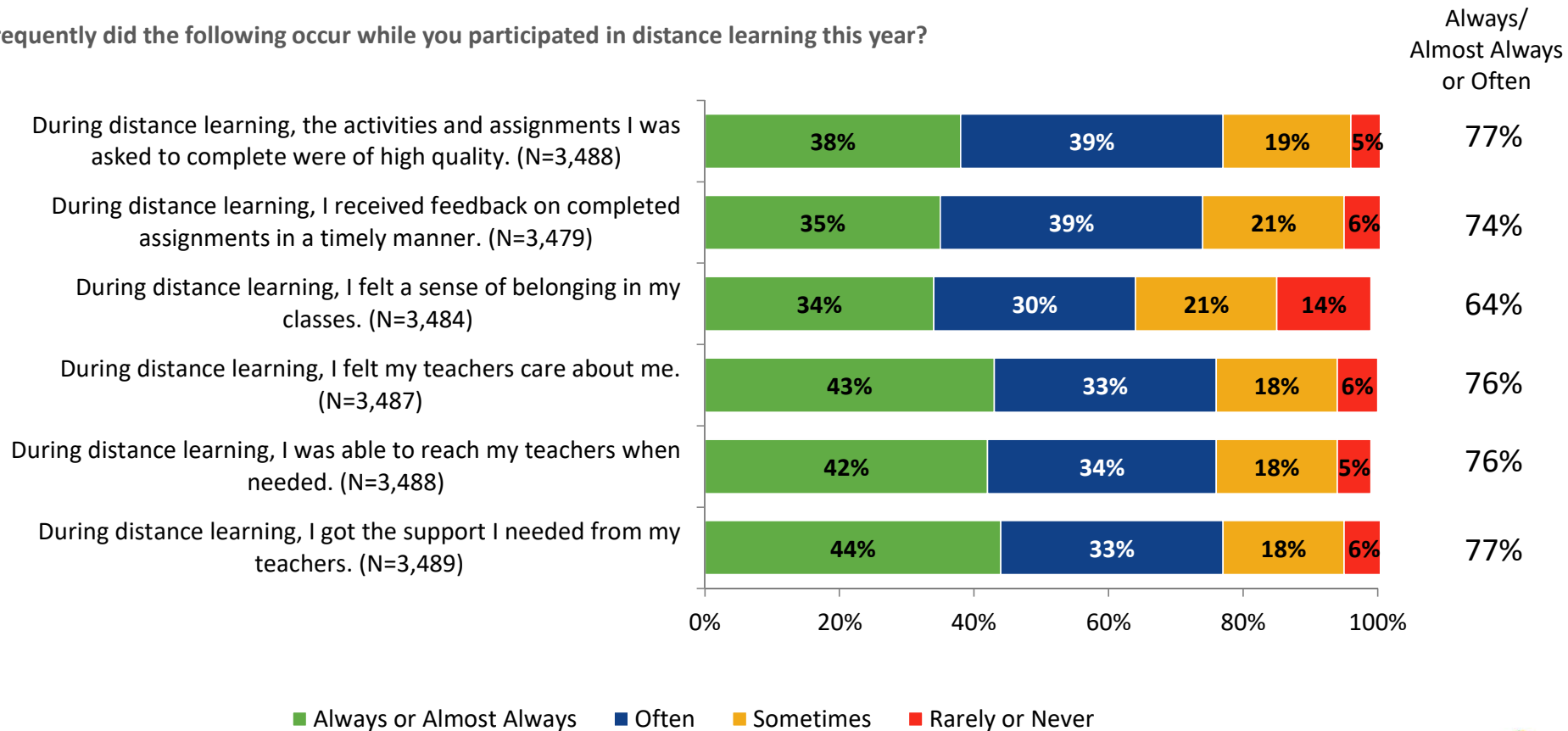


Note: Only students who participated in distance learning answered these questions.

Students

Learning Experience: Distance (Continued)

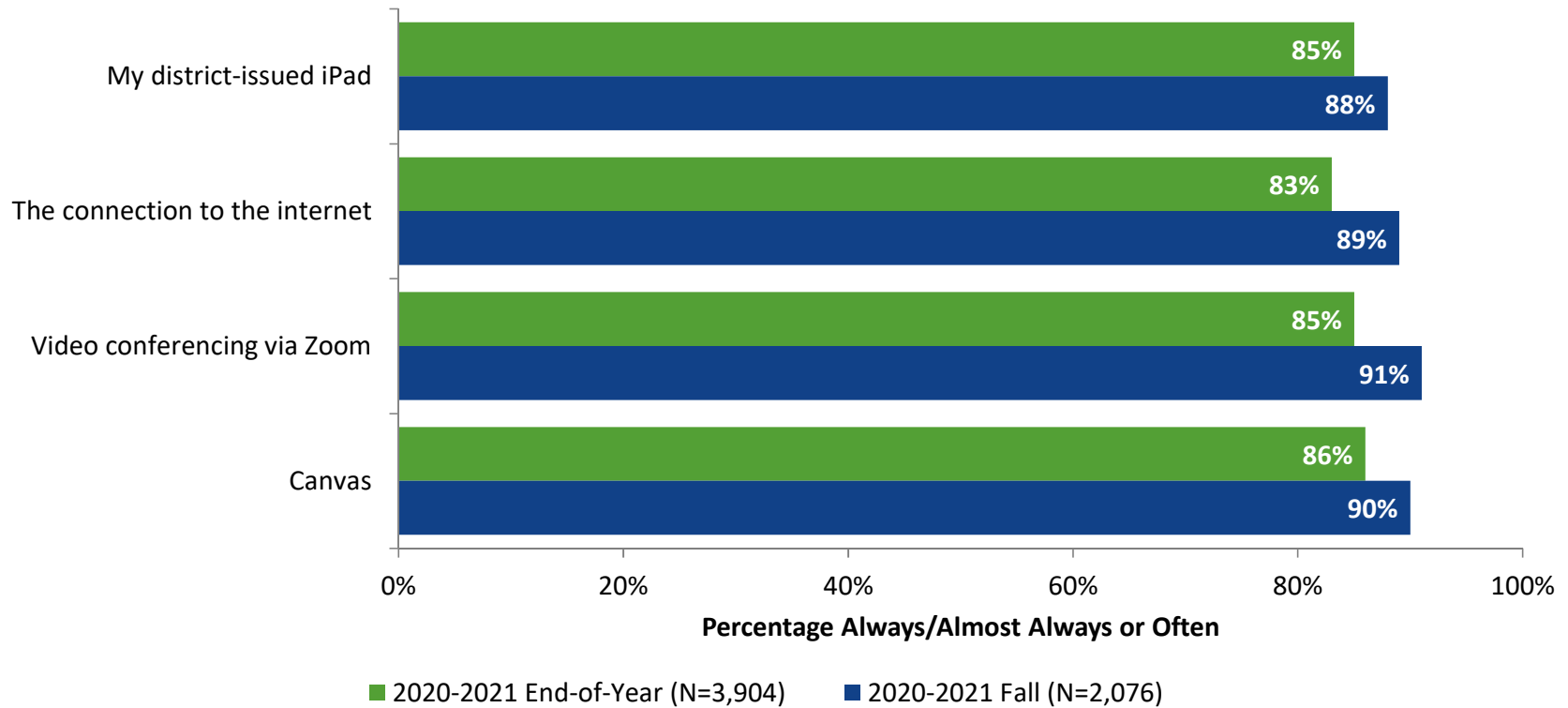
How frequently did the following occur while you participated in distance learning this year?



Students

Technology: Comparison Over Time

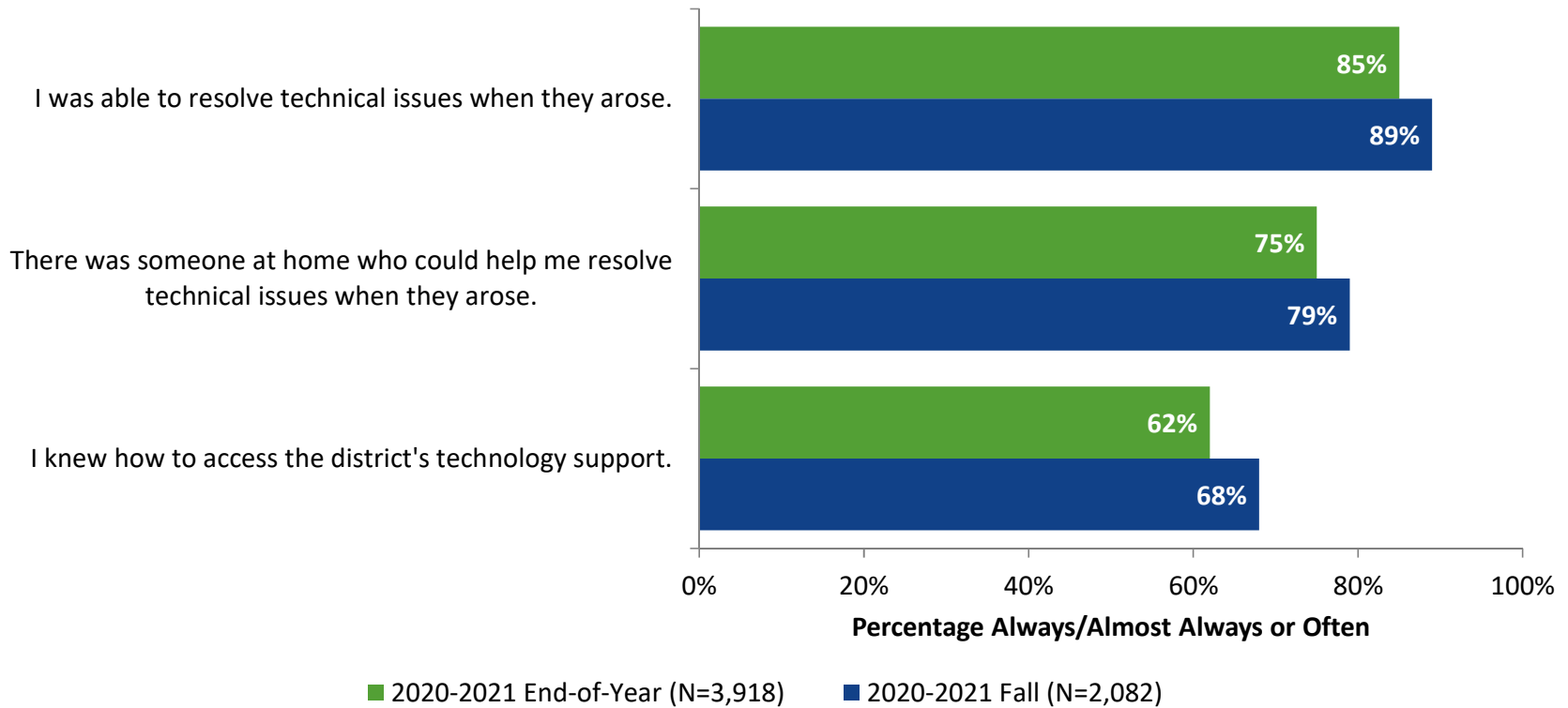
Please rate how often the technology listed below worked well enough for you to complete your school work this year.



Students

Technical Support: Comparison Over Time

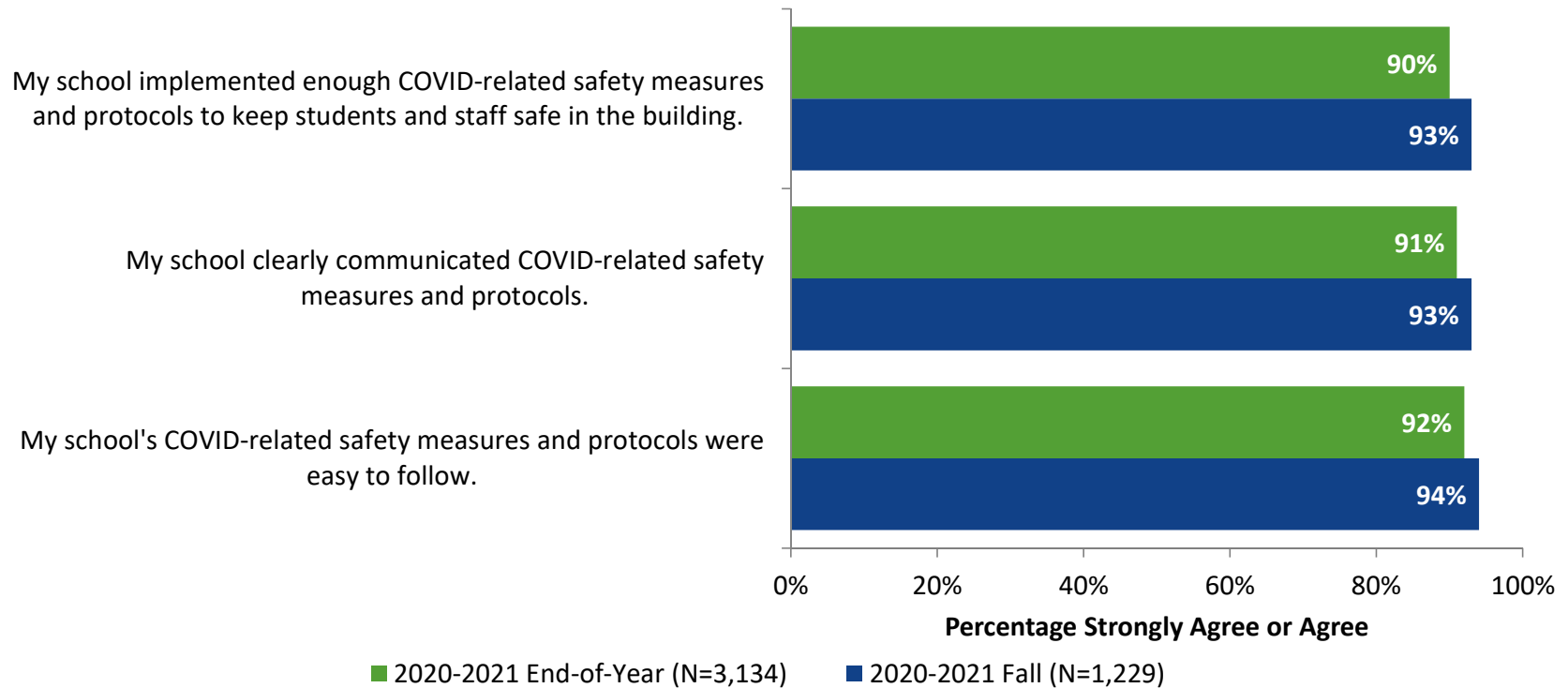
Please rate how often the following occurred this year.



Students

On-site Safety Protocols: Comparison Over Time

Please indicate the extent to which you agree or disagree with the statements below.



45 Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree
Note: Only students who attended classes in their school building this school year answered these questions.

Students

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree or Always/Almost Always or Often (%)	Dimension
During in-person learning, I had the materials I needed to complete my schoolwork.	93%	Learning Experience: In-person
My school's COVID-related safety measures and protocols were easy to follow.	92%	On-site Safety Protocols
During in-person learning, my teachers provided enough information and resources for me to complete my school work.	91%	Learning Experience: In-person
My school clearly communicated COVID-related safety measures and protocols.	91%	On-site Safety Protocols
During in-person learning, my teachers provided clear communication about assignments.	90%	Learning Experience: In-person

Students

Lowest-ranking Indicators

Survey Item	Percentage Sometimes or Rarely/Never (%)	Dimension
I knew how to access the district's technology support.	38%	Technical Support
During distance learning, I felt a sense of belonging in my classes.	35%	Learning Experience: Distance
During distance learning, I received feedback on completed assignments in a timely manner.	27%	Learning Experience: Distance
During hybrid learning, I felt a sense of belonging in my classes.	26%	Learning Experience: Hybrid
During distance learning, my teachers provided clear communication about assignments.	25%	Learning Experience: Distance

Key Insights

- 82% of participating parents said they were very satisfied or satisfied with their child’s learning experience this school year compared with 76% of participating students.
- 25% of participating parents said their child put too much effort into their schoolwork this school year, yet only 10% of participating students said they put too much effort into their schoolwork. 71% of participating students said they put in the right amount of effort compared with 61% of participating parents saying the same of their child.
- Students responded more favorably to items in the In-person Learning Experience dimension than parents did. For example, 83% of participating students said the organization/layout of information in Canvas was consistent across their teachers always/almost always or often during in-person learning compared with 53% of participating parents.
- All five of the staff’s lowest-ranking indicators were related to Teaching Experience dimensions and the following four were related to stress load and workload:
 - 64% of participating staff strongly disagreed or disagreed that their stress load was manageable during hybrid learning
 - 64% also strongly disagreed or disagreed that their workload was manageable during hybrid learning
 - 57% strongly disagreed or disagreed that their stress load was manageable during distance learning
 - 50% strongly disagreed or disagreed that their workload was manageable during distance learning
- Recognizing the deeply challenging conditions under which staff continued to support students in their education during the COVID-19 pandemic may be important in helping staff members manage burnout from this school year. Additionally, utilizing the feedback on what went well that was provided in the open-ended comments may help staff feel appreciated for their hard work and may offer ideas for teaching and learning in the future.

2020-2021 Wayzata Learns End-of-Year Feedback Survey

This report includes the thematic analysis of one open-ended survey question from each stakeholder group for the 2020-2021 Wayzata Learns End-of-Year Feedback Survey. All survey participants were asked to respond to the following questions about their experiences this school year.

The open-ended survey questions included in this report are:

- What worked well with your child's education this year? (Parent Survey)
- What worked well this year? (Staff Survey)
- What worked well with your education this year? (Student Survey)

NVIVO was used to categorize responses for better insight and to ensure a thorough analysis. Responses from the open-ended questions were closely analyzed and coded to identify similarities and dissimilarities within the data. Pattern coding was then utilized to identify and categorize similarly coded data to develop the major themes.

Parents (K-12+)

What worked well with your child's education this year? (N=1,856)

Teachers: Participating parents said that teachers were understanding, caring, creative, and available throughout the year. Additionally, participants highlighted the importance of teachers' organization, communication, and flexibility. Participants also said that teachers did a great job in building relationships with students and keeping them engaged in academic learning while also supporting students' social and emotional needs, even when participating in hybrid or distance learning environments.

Development of Skills: In addition to the traditional academic knowledge and skills students learned throughout the year, participating parents said their child(ren) gained confidence and demonstrated independence, resilience, and responsibility this year. Some parents said their students learned to advocate for themselves or felt more confident in asking for support when they had questions or struggled with course content.

Learning Environments: Participating parents shared highlights and difficulties of the different learning environments. Overall, participants identified in-person instruction as the preferred model for learning; however, many participants said that there were benefits to the hybrid and distance models and WPS should consider the use of these learning environments in purposeful and specific ways in the future. The most common difficulty shared was the amount of screen time required when participating in hybrid or distance learning environments.

Parental Engagement: Some participating parents said they felt more involved in their child(ren)'s learning when participating in hybrid or distance learning as parents had greater visibility into curriculum and instruction. Additionally, some parents said they needed to be more involved when their child(ren) needed technical or academic assistance. Some participants said it was harder to be involved when students returned to in-person learning since parents were not allowed in the buildings. Importantly, some participants said that they felt the distance or hybrid learning environments were only successful for their child(ren) when there was a parent who was at home and available to offer support during school hours.

All Staff (Teaching and Non-Teaching)

What worked well this year? (N=510)

Relationships & Community: Participating staff said they were able to build relationships with their students and families throughout the year as a result of increased use of technology and access to stakeholders. Additionally, participants said that smaller class sizes during hybrid instruction helped them build community and get to know their students. Participants also shared the importance of timely and purposeful communication from school leaders in staying connected. Finally, participants said collegial relationships were important for managing their personal and professional needs and stressors.

Collaboration: Participating staff shared positive experiences of teamwork and collaboration including problem-solving, managing and sharing workload and responsibilities, and developing lessons and instructional and assessment practices for all learning environments.

Schedule: Participating staff said the asynchronous Friday schedule was beneficial for many reasons. It provided time for collaboration with teammates, reduced personal stress, and increased work-life balance by providing time to complete non-instructional responsibilities during work hours. Also, it created opportunities for teachers to offer “office hours” to support or enrich student learning and engagement.

Educational Technology: Participating staff said the availability of technology to support engagement and learning was positive. Participants highlighted Zoom, Canvas, and Seesaw as beneficial in providing organization and structure, communicating with students and parents, and creating instructional practices that were aligned with the learning environment. Additionally, participants praised tech staff for their support and training.

Curriculum & Instruction: Some participating staff said that they had to and/or were able to reevaluate their curriculum, pacing, and instructional and assessment practices because of the pandemic and changes to the instructional environment, use of technology, and student needs. Participants also said they appreciated the district’s guidance on curriculum and highlighted the curriculum maps as helpful.

Students (grades 6-12)

Students (grades 6-12)

What worked well with your education this year? (N=2,948)

Structure and Support: Participating students said the organizational structure in all learning environments worked well this year. Participants identified the daily and weekly schedules set by the district and schools as helpful. Additionally, they said teachers' increased organization and was important. Participants shared positive feedback about study hall and Asynchronous Fridays. Finally, they said teachers were supportive and understanding of students' academic and social needs.

Learning Environments: Participating students shared the benefits and difficulties of the different learning environments. Although some participants said in-person learning was the preferred environment and distance learning was difficult in terms of engagement and building community and relationships with their teachers and peers, others said it was a positive experience as they experienced greater flexibility in setting their own schedules (including increased breaks throughout the day and sleep at night), increased freedom, and reduced stress when they had more time to complete assignments. Additionally, some participants said they felt more comfortable at home and said they did not have to deal with problematic student behavior they experience in person.

Mental Health and Social Concerns: Participating students shared examples of how their mental health and social-emotional lives were impacted by COVID-19. Some participants said the distance learning environment reduced stress as students were not concerned with their health and safety and had greater flexibility in their daily schedule. Some participants said that in-person learning reduced stress as it brought back some sense of normalcy and allowed students to socialize. Also, some participants shared the perception that assignments were more purposeful this year and they felt like they were assigned less busy work and this helped eliminate stress and anxiety.

Educational Technology: Participating students said Canvas and Zoom worked well this year. Participants said the use of educational technology provided greater access to information, course content and assignments, and feedback from teachers. Additionally, participants said technology helped them organize, connect with their teachers, and submit assignments. Some participants also said technology helped them to remain connected to their peers.



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M E M O

July 26, 2021

School Board Work Session Year-In-Review

To: WPS School Board

From: Chace B. Anderson, Superintendent

Re: 2020-2021 Year-in-Review and Goal Update

The school board provided me with guidance for goal areas for the 2020-2021 school year. This document has been prepared for the school board to provide an overview of the goal-related work completed in the school district during the 2020-2021 school year.

It can go without saying that the conclusion of the 2019-2020 school year and the entirety of the 2020-2021 school year were times unlike any other. The district's leadership team and other staff were focused for much of the school year on managing the logistical and academic challenges of navigating a pandemic. This required consideration of the current and future learning models amidst ever-changing conditions. Since early February (2021), the school year finished with an in-person option for all students who wished to be in person while at the same time, the staff served about 20% of our students through a distance learning program. A large amount of information could have been provided in this document about the specific work related to the pandemic during the last 18 months. Given that board members were kept informed about the learning plans etc. during the school year, a few generalities will be offered but all of the details are not included in this document about our COVID planning, challenges and successes.

While this document is in response to goals established for the superintendent, the work done in the district has certainly been a team effort. Many stepped up to make a number of things happen which resulted in the best possible school year we could deliver to students during an unprecedented pandemic. Our teachers, support staff, principals and all other staff found ways to deliver their standard work, design and implement new work and deliver the care and concern to students that our community has come to expect. The challenges were steep and the response was impressive. Perhaps it was the school staff's finest hour in how all came together to the very best of their abilities to deliver a high quality package of educational opportunities and student services. And, the same could be said for the students and parents as well. It was a hard year for everyone but teamwork and grace combined to help all to do their best.

Goals for the 2020-2021 School Year:

In my final performance review from 2019-2020, the school board stated the following: "After considering your many successes, handful of opportunities, and the mutable landscape of our district and state, we have identified four goal areas for you to work on during the 2020-2021 school year."

The goal areas identified were:

1. Improve Racial Equity across Wayzata Schools
2. Reduce the Opportunity / Achievement Gap
3. Enhance the Focus on Health and Well-Being of Wayzata Students
4. Create a Management Structure Commensurate with the Needs of the Growing District

The performance review document continued to state: “We anticipate that you will adjust these goals to some extent as you are the expert in educational theory and delivery, but we challenge you to keep them measurable, reportable, and achievable. We would like you to strive to provide quarterly updates on each of the goals.” The dates of those quarterly check-ins are included below.

Quarterly Check-In Dates:

- | | | |
|-----------------------------|---------------------------|---------|
| • Monday, December 21, 2020 | School Board Work Session | 4:00 pm |
| • Monday, February 22, 2021 | School Board Work Session | 4:00 pm |
| • Monday, April 26, 2021 | School Board Work Session | 4:00 pm |
| • Monday, June 28, 2021 | School Board Work Session | 4:00 pm |

The final inputs from the performance review document stated: “The board recognizes that these goals may represent a ‘heavy lift’ for you and your team during the pandemic. That said, we must maintain our focus on the items that are most important to us as a district so we can continue to move ahead. As we have all said several times, for the 2020-2021 school year to be a success, we all need to be flexible. If, at any time during the school year, you wish to further discuss these goals or your progress toward them, please reach out to the committee or to Andrea.”

The 2020-2021 school year is now in the books and I am very proud of the work that our tremendous teachers, principals, support staff and administrators have accomplished during this school year. Included below is an overview of our districts’ strategic road map, the district’s equity commitment and feedback/supporting documents related to each of the four general goal areas. The gray shaded text represents the specific direction/guidance provided by the school board prior to the start of the 2020-2021 school year. The green shaded text represents the same, with the addition that they have been, for the most part, completed. The gray shaded inputs are still in varying degrees of progress. There is narrative provided for each goal area related to the goal action steps outlined.

Wayzata Public Schools Strategic Road Map

In 2011, the school board approved a new Strategic Road Map. The Strategic Road Map was developed by our district leadership team and district staff along with deep engagement by the school board. Since that time, it has been refreshed two times, once in 2015 and most recently in 2019. The text of the road map is included below and the current version is included as Attachment A.

Wayzata Public Schools Equity Commitment

In 2021, the school board approved a newly developed Equity Commitment. This document outlines commitments that will help us achieve our mission (Excellence, for each and every student.) and realize our vision. The Equity Commitment is an amplification of our core values and was developed by our district leadership team and district staff in tandem with our school board. The document is included as Attachment B.

WAYZATA PUBLIC SCHOOLS 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.

Vision (What We Intend to Create and Experience)

By Realizing our Vision, We Achieve Our Mission

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;
- 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;
- Culture of continuous improvement and responsive innovation;
- 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 and clarity in all operations to maximize individual and collective performance;
- Effective and efficient use of time, human, financial and physical resources;
- High performing district governance, management and partnerships.

Core Values (Drivers 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

Strategic Directions (Focused Allocation of Resources)

Through Focus on Priorities and Strategy Execution, We Achieve Excellence and Realize Our Vision

1. **Achievement:** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, and mathematics.
2. **Each and Every:** Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.
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.
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.

The Strategic Road Map has served our needs well for a decade and this document will continue to be the primary driver for the work of the school district. The Equity Commitment is intended to help accelerate the realization of the highest aspirations of our school district to ensure “excellence, for each and every student.” All that we do is aligned to achieving our mission statement and delivering on our vision.

The school district’s vision is reflective of research and a business model outlined by Treacy and Wiersema (1995). An excerpt from Horwath (2009) Deep Dive: The Proven Method for Building Strategy, Focusing your Resources, and Taking Smart Action, nicely outlines the generalities of Treacy and Wiersema’s work as stated below:

Value Discipline Spells Success

“Complementing the work of understanding strategy and beginning to clear a path for competitive advantage is the concept of value disciplines. Research by Michael Treacy and Fred Wiersema (Discipline of Market Leaders: Choose your Customers, Narrow Your Focus, Dominate Your Market, Basic Books, 1995) conducted among more than eighty market-leading companies demonstrated that successful organizations can be categorized by one of three distinct value disciplines: 1) product leadership, 2) operational excellence, and 3) customer intimacy.

Successful companies, research shows, choose one of the three value disciplines to excel in and maintain industry-average thresholds in the other two. From a strategy perspective, that means the majority of a firm’s discretionary resources are allocated toward only one of the three areas. This principle flies in the face of the human tendency toward balance and equilibrium; yet, great strategy requires trade-offs in order to load resources into one area and put only a threshold amount in the other two value disciplines.” (pp. 42-43)

While this business model doesn’t necessarily perfectly align with the organizational design of a public school district, great organizations are great organizations regardless of their core function. Although the mission, vision, core values and strategies differ between corporations, small businesses, non-profits and public enterprises, they have in common three key subparts: 1) products and services, 2) customers, and 3) operations. To remind board members and other readers of the connection between our vision and the Treacy and Wiersema work cited above, the following is shared:

<u>WPS Vision Statement Aspiration</u>	<u>Treacy/Wiersema Value Discipline</u>
Exceptional Student Learning, Experiences and Relationships-----	Product Leadership
Community Trust, Confidence and Partnership-----	Customer Intimacy
Operational Excellence-----	Operational Excellence

The Wayzata Public Schools achieves a high level of excellence in all three of these discipline areas with added focus and emphasis on community trust, confidence and partnership. (See also Attachment C.)

Goal #1: Improve Racial Equity across Wayzata Schools

1. The board requests a review of applicable curriculum areas (e.g., history, social studies, etc.), across all grade levels to find opportunities to address anti-racism and racial justice. We ask you to work with your SLT, Teaching and Learning team, building principals, the Director of Equity and Inclusion and other administrators to recommend changes in those areas that can have the most impact, even if this means we need to review, change and / or augment our curriculum out of the usual cycle, to bring in more lessons and conversations on anti-racism...
2. ...And the board requests a report on changes or augmentations to materials that occur, at each grade level, by the end of the 2020-2021 school year.

Quarterly updates were provided on the dates noted earlier. Reports on curriculum planning were included in these reports. Specific curriculum updates for Art, Science, Social Studies, Language Arts and World Language, Reading Interventions were given at the May (2021) work session. This particular goal area intersects with all academic subjects but is often most closely correlated with the social studies. The social studies curriculum resource teacher will serve as the point person for working with members of the Teaching and Learning department on social studies curriculum work. The curriculum resource teacher will lead the team reviewing the district's current social studies curriculum and resources for K-12 students. Further, the appropriate leaders will be reviewing updates from the state of Minnesota social studies curriculum standards review process (currently underway) and engaging with members of the Teaching and Learning team and other staff about the State's work while providing support for the district's on-going curriculum review process during the next three years.

The Teaching and Learning team has identified the following short term/midterm curriculum review goals specific to social studies:

- Review current curriculum and materials and make any immediate changes necessary, keeping the upcoming review process and work in-mind;
- Stay engaged in the upcoming State of Minnesota standards review process and opportunities for feedback/input;
- Work to assemble a review team for Social Studies, and identify foundational professional development opportunities (including collaboration with Secondary Language Arts).

The Teaching and Learning team also identified the following long term curriculum review goals for Social Studies:

- Engage in a full Social Studies curriculum review process (and other curriculum areas, including Secondary English Language Arts), in alignment with the requirements of MDE, that helps to deliver on our equity goals and commitments.

The Teaching and Learning team has also identified the following short term/midterm curriculum review goals for the other curriculum areas:

- The process for text selection requests and other curriculum resource adoptions will be reviewed and updated to be reflective of our equity goals and commitments;
- Review, revise where necessary and articulate specific district-wide beliefs and values about learning, which will inform and ensure culturally responsive practices;

- Articulate a consistent and regular process for reporting progress on site-identified priorities, rooted in these common beliefs and values;
- Engage with the Curriculum and Instruction team (this team is now under the larger umbrella of “Teaching and Learning”) to ensure our curriculum review process is aligned to our equity goals and commitments. This will help shape future reviews in all curricular areas.

3. The board would like you to continue working with Human Resources to identify specific ways to attract, hire, and retain more employees of color for teaching and staff positions. Specifically, we would like you to consider identifying a certain percentage of candidates of color to be interviewed for employment opportunities in our district during the 2020-2021 school year.

A draft of a formal plan is in progress and is included as Attachment D. Stacie Vos, Executive Director of Human Resources, and Solveig Harriday, Director of Equity and Inclusion, are the two leaders who are working most directly on this project with assistance from the larger Human Resources team, members of the district’s Affinity Group, school principals and other staff. The plan is anchored to the district’s strategic road map, most specifically to the core values. The plan articulates details of our hiring process, i.e., our why and how as well as how we measure success (data). To help craft the plan, staff of color currently working in the district were offered the opportunity to complete a survey that will become an annual activity. Further, a more formal exit interview process will be implemented to help the district understand the reasons for our staff members of color choosing to leave the district. Through gaining a better understanding about their experience and reasons for those choosing to leave the district, we are hopeful this will help us achieve the highest possible rate of retention for staff of color in the district.

4. We would also like you to consider elevating the Equity Coordinator role to a place within your administration that maximizes collaboration and engagement with Teaching and Learning, Human Resources and Communications and Community Engagement. This elevated role and the commensurate work may necessitate hiring additional staff to carry out the work.

This has been completed. Solveig Harriday was hired to serve as our Equity Coordinator initially and is now the Director of Equity and Inclusion. Solveig is under the supervision of Stacie Vos, Executive Director of Human Resources and also works very closely with Dana Miller, Executive Director of Teaching and Learning, Nathan Flansburg, Associate Superintendent and she will have regular engagement with all other members of the leadership team and school board members.

5. The board would like you to consider how to expand on the (Director of Equity) Equity Coordinator’s capacity for training and dispensing advice, and for offering district-wide professional development in Diversity, Equity and Inclusion for staff and administration.

This has been accomplished as it relates to summer (2021) and generally for the 2021-2022 school year but it is important to note that this will be on-going work. Solveig Harriday and Dave Lutz created summer professional development opportunities. Solveig and Dave began the planning of equity professional development for the 2021-2022 school year. Solveig and our new Executive Director of Teaching and Learning, Dana Miller, have been refining this work after Dana assumed her duties on July 1, 2021. An on-going effort will be made to determine how to best keep focus on equity and how it can be authentically embedded in all professional development.

The Teaching and Learning and Curriculum and Instruction team members partnered with the district's professional development TOSA, Carrie Lunetta, to consider needs and make future plans. On July 1, 2021, Mai Huynh assumed the duties that Carrie previously held. The focus areas include:

- Research & development of the best possible resources and methods for professional development;
- Creating a framework/structure with effective resources and materials;
- Training lead staff to better prepare them to work with colleagues in their school, within their program or across the district to deliver the professional development;
- Conducting pre and post meetings with lead staff regarding their work with staff they supervise or with colleagues;
- Teaching and Learning team members are co-facilitating professional development activities when and where it makes sense to do so.

The Teaching and Learning and Curriculum and Instruction departments focused their efforts on the following during the 2020-2021 school year:

- Providing advice daily and/or as needed for individual staff, building-wide efforts, or throughout departments;
- Leading Academy for Wayzata Educators (AWE-Q Comp program) classes outside of work day;
- There are also other macro and micro projects underway currently now and will be refined as we move forward.

6. Finally, the board would like to see you clearly communicate your vision and expectations for district-wide professional development related to Diversity, Equity and Inclusion. We want to see further collaboration between Teaching and Learning and Human Resources to ensure appropriate resource allocation and accountability standards.

Solveig's work this year focused on the development of the Equity Commitment and a framework for professional development and to help strengthen instructional delivery. She is working closely with the Executive Director of Human Resources and the Executive Director of Teaching and Learning, along with others, as she develops this work. Solveig also worked with Amy Parnell, Director of Communications, and a consultant to develop branding for our equity work.

Professional development planning focuses on the importance of "excellence for each and every student." To help deliver on this foundational premise in our mission statement, staff have had and will continue to have opportunities to participate in cultural competence professional development. Due to much focus on shifting between learning models as a result of the pandemic, new engagements in professional development during the 2020-2021 school year were somewhat limited. This fall, there will be opportunities for equity-focused professional development which will continue throughout the year. This work will include asset framing, book studies and others as determined.

It is important to also note that at the end of the 2020-2021 school year, a significant amount of turnover in our leadership team occurred. Dr. Jill Johnson, Executive Director of Teaching and Learning retired. Further, Dave Lutz, Director of Curriculum and Instruction, moved to the human resources department. Dana Miller has been hired as the new Executive Director of Teaching and Learning. She started her work with WPS on 7-1-21. She will oversee the entire teaching and learning department. Jim Westrum, Executive Director of Business and Finance retired and DeeDee Kahring was hired to replace him in this position.

In addition, Dr. Nathan Flansburg was hired to serve in the role of Associate Superintendent. Among many duties, he will supervise the principals and will work to strengthen instructional leadership and supervision capacity with our principals. Nate and Dana will be working very closely together to make sure our principals are in good alignment with each other to ensure principals understand the objectives of the teaching and learning department. Nate will be providing leadership to the implementation of an instructional design model as defined by the University of Washington's Center for Educational Excellence department. More detail about this will be provided in the next section.

Goal #2: Reduce the Opportunity / Achievement Gap

7. The board would like to see a recommitment to last year's goal of a 5% reduction in the opportunity / achievement gap across all student demographics.

At the November 23, 2020 school board work session, Stacey Lackner, Director of Research and Evaluation, presented an updated scorecard and provided an overview of what was expected at the time for standardized testing this spring. Standardized testing did occur this spring and the results of this testing will be released sometime in August. While this remains a mission-critical goal, it is difficult to know what impact upon learning the pandemic has had on our students' standardized testing. Results of MCA testing from the spring of 2021 will be presented at a future school board work session.

8. To make this goal more achievable, we are requesting the creation of short-, medium- and long-term plans to reduce the gap as well as quarterly updates on these goals and the scorecard.

Jill Johnson, Stacey Lackner and Dave Lutz provided an update on the current scorecard development and MCA testing at a previous work session. The short term and medium term goals for this initiative remains in progress and development will continue.

The district is on the front end of a new initiative that should have a long term positive impact upon all four of our strategic directions but specifically for the first two:

1. **Achievement:** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, and mathematics.
2. **Each and Every:** Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.

As board members may recall, during the 2019-2020 school year, I was a participant in the University of Washington Center for Educational Leadership (UW-CEL) Principal Supervisory Academy. Prior to my participation in this course the district was considering making some changes to the current principal supervision model. This UW-CEL approach has a specific focus on delivering high quality instruction in every classroom, every day with each and every student. A key aspect of this approach is to ensure that principals are well trained in providing instructional leadership and supervision and developing stronger accountability measures for student success.

During my course participation, the first two sessions of this workshop were held in Washington DC with the final two being conducted virtually due to the pandemic. Although furthering this initiative became a bit delayed, these facts resulted in some serendipitous happenings that are likely going to work well for the district. Specifically: 1) Several WPS district administrators will be participating in the UW-CEL principal supervisor

training that will be offered right here in Minneapolis starting in the spring of 2022 through a joint partnership with the University of Minnesota; and, 2) the recent hiring for the 2021-2022 school year of Dr. Nathan Flansburg, who has solid experience with this model in his previous role as an elementary and middle school principal in the Mounds View school district. The link to learn more about the UW-CEL program is: <https://k-12leadership.org/>. Summaries of the two courses we are planning to participate in during the next three years are included below: 1) Principal Supervision Academy and, 2) Instructional Leadership Academy. Summaries of all of UW-CEL's academies can be found in Attachment E. It is possible that some district staff will participate in these other UW-CEL professional development opportunities in the future, although that has not yet been determined. Note, the "Principal Supervisor Academy" defined below is the specific course that I participated in as described above.

CENTRAL OFFICE LEADERS COURSE OFFERING TO BE USED IN WAYZATA

(Year 1: 2021-2022) <https://k-12leadership.org/>

Principal Supervisor Academy

You know that successful principal supervision requires new ways of supporting principals in a partnership role; leading by teaching and learning in an atmosphere of mutual accountability. You want to see principal performance improve at scale but find it challenging to lead for it. The Principal Supervisor Academy will give you a leadership strategy that's centered on supporting instructional leadership growth across your school.

SCHOOL LEADERS COURSE OFFERING TO BE USED IN WAYZATA

(Years 2 and 3: 2022-2023 and 2023-2024) <https://k-12leadership.org/>

Instructional Leadership Academy

What does quality instruction look and sound like? With a common language for good instructional practice, leaders can create responsive teacher learning opportunities across the system — and offer all of their students a chance to thrive. In the Instructional Leadership Academy, you'll be part of a collaborative learning community with a shared vision and language, working towards the same goals. You'll develop practices in collecting qualitative data, giving targeted feedback and planning strategic teacher learning that can have an impact right away.

9. Now that we are facing a time where MCA scores are not available, we are requesting the re-imagination and refresh of the district scorecard including the determination of metrics other than MCA scores to help measure the gap and target improvements, especially during in the current pandemic.

An updated scorecard was presented at the November 23, 2020 school board work session by Dr. Stacey Lackner, Director of Research and Evaluation. The current version of the scorecard is attached (Attachment F).

10. Additionally, we are requesting data points and measurements to assess if the gap is widening during the pandemic.

This initiative is in progress and future work will continue. MCA tests were given to in-person and distance choice students this spring. It is difficult to know how the gap might be changing during the pandemic given the challenges and limited ability to compare MCA tests/scores, etc. Comparing MCA scores from previous years with the recently concluded school year that has been so unique and challenging, will likely prove to be somewhat difficult. The data will be analyzed and compared and the results will be presented at a future school

board work session. Stacey Lackner, Director of Research and Evaluation, will share her thoughts about the validity of these comparisons when the data is presented to the school board.

11. We are requesting an updated scorecard by the end of the first semester of the 2020-2021 school year to include non-MCA score metrics as well as metrics which can be measured on a semi-annual basis, at least.

An updated scorecard was presented at the November 23, 2020 school board work session by Dr. Stacey Lackner, Director of Research and Evaluation. The current version of the scorecard is attached (Attachment F).

12. We are then requesting the implementation of the scorecard beginning during the second semester of the 2020-2021 school year.

An updated scorecard was presented at the November 23, 2020 school board work session by Dr. Stacey Lackner, Director of Research and Evaluation. The current version of the scorecard is attached (Attachment F).

13. We would like you and your district leadership team to think creatively about how to measure student achievement and the district's interventions to improve the opportunity / achievement gap during the 2020-2021 school year. One idea to consider is the implementation of pilot programs with specific student cohorts to compare grades and other measures in an attempt to ascertain if the teaching methodologies are appropriate and sustainable to decrease the gap, or are our interventions accomplishing the goals we identified?

In progress.

14. As a component of addressing the opportunity / achievement gap, we would like you to work closely with Teaching and Learning to make strides in personalization in education by compiling district-wide learnings about personalization from existing learning plans during the 2020-2021 school year. The board believes that there will be many opportunities during the 2020-2021 school year to observe and evaluate a myriad of personalized plans from which key observations can be gleaned and best practices derived.

In progress.

Goal #3: Enhance the Focus on Health and Well-Being of Wayzata Students

As it turned out, the 2020-2021 school year ended up being mostly about the health and well-being of our students as well as our staff. Navigating a pandemic without a clear playbook or previous pandemic experience required constant monitoring of viral spread and of essential health protocols that were implemented in classrooms, lunchrooms, recess areas, buses and all other facilities in the district. With that, the intent of the health and well-being initiative was never about moving through a pandemic but focused more on the physical and mental health of our students. Specifically, the guidance provided by the school board regarding this goal included the following:

15. The board requests that you define and implement assessment measures for the health and well-being strategic direction, including mental health measures. Your work reviewing the framework suggested by the project with Dr. Ebrahim and the students of Tufts University showed great promise and applicability to the health and well-being objective, including the mental health initiatives.

The school board added a board committee for the 2019-2020 school year called the Health and Well-Being Committee. This committee is comprised of three board members and a number of staff. Due to the pandemic, the normal meeting patterns were interrupted. We will get into a more regular meeting pattern during the 2021-2022 school year. At previous school board work sessions this year, updates were provided by Sarah Johansen, health and well-being committee chair.

The district also made some strides in bringing greater definition to our social-emotional learning (SEL) approaches. Jill Johnson and Sam Fredrickson (the point person in his role as principal on special assignment) provided an overview at an earlier work session. See attachment G to view the SEL road map. Two school board members are part of the SEL team, Sarah Johansen and Bonita Lucky. Amy VanDunk (special services program supervisor) and Solveig Harriday are part of this group also. During the past two school years, the district has also used mental health screeners to help assess students' health and well-being.

During the 2019-2020 school year, I worked in tandem with Dr. Alnoor Ebrahim, (author of the book Measuring Social Change, Performance and Accountability in a Complex World) and several of his graduate students from the Fletcher School of Law at Tufts University, Medford, Massachusetts. They worked with the school district to develop a draft strategy for student health and well-being. See Attachment H to review the draft strategy. This will be reviewed during the committee meetings in the coming year and considered for further development as part of the metric-building for this initiative.

16. We furthermore request that these metrics are added to the refreshed district scorecard and are reported on quarterly beginning during the second semester of the 2020-2021 school year.

An updated scorecard was presented at the November 23, 2020 school board work session by Dr. Stacey Lackner, Director of Research and Evaluation. The current version of the scorecard is attached (Attachment F).

Goal #4: Create a Management Structure Commensurate with the Needs of the Growing District

17. Due to the district's continued growth and following George Floyd's murder and the pandemic, the amount of extra work points to the necessity of adding additional support to the administration, perhaps in the form of an assistant / associate superintendent. The board appreciates your prudent financial management and ongoing sensitivity to the additional financial demands this would place on the district, but this year has demonstrated the need for an additional resource. The board believes that hiring such an additional resource during the 2020-2021 school year is both justified and warranted.

As has been noted earlier, the district has hired Dr. Nathan Flansburg to fill the Associate Superintendent position. On-going considerations are underway for the Strategy Leadership Team (SLT) and Leadership Council (LC) in response to changes to membership of these two leadership groups. Again, as noted earlier, two other cabinet level positions have been filled with the following two staff members: DecDee Kahring, Executive Director of Business and Finance and Dana Miller, Executive Director of Teaching and Learning. Realignment and a splitting of the principal supervision duties (assumed by Dr. Flansburg) and Teaching and Learning department supervision (assumed by Dana Miller) occurred with the intention that these two leaders will work closely to provide leadership and supervision as noted.

Closing Thoughts

The 2020-2021 school year was indeed unlike any other. Navigating school during a pandemic was nearly all-consuming. Regardless, our leadership team and staff did a great job of navigating the pandemic. We will continue to assess our learnings from the year and use them to help us refine our instructional practices into the future.

This document was not intended to be a comprehensive overview of all work done in the district during the 2020-2021 school year. As noted, a comprehensive and lengthy document of this nature could have been prepared solely based on the work done for the pandemic. The content of this document focused mostly on the goal-related topics and a few thoughts for moving forward into the 2021-2022 school year. As was likely noted, some of the goal areas were advanced further than others. I might suggest that as the Board gives consideration to goal areas for the 2021-2022 school year, that some of the goals from the past year be considered for continuation into the coming year.

It is my hope that this information has been helpful in providing a good summary of work done and that is still in progress for each goal area. I appreciate the Board's support of our students, families and staff. Thank you for your dedicated service to the school district and the larger community!

ATTACHMENT A

Wayzata Public Schools Strategic Road Map

<https://drive.google.com/file/d/0B5fcyGPXuzrvNjlTb01kODUydGc/view?resourcekey=0-p0A6m1xujGRoYst1py2dzQ>



Excellence. For each and every student.

Wayzata Public Schools Strategic Road Map

"Excellence. For Each and Every Student."

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

Vision	What We Intend to Create and Experience	Strategic Directions (2019-2022)	Focused Allocation of Resources
	<p><u>By Realizing our Vision, We Achieve Our Mission</u></p> <p>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:</p> <p>Exceptional Student Learning, Experiences and Relationships:</p> <ul style="list-style-type: none"> • High achievement by each and every student; • 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. <p>Community Trust, Confidence and Partnership:</p> <ul style="list-style-type: none"> • Comprehensive learning opportunities meeting diverse learner needs and community aspirations; • Culture of continuous improvement and responsive innovation; • Committed to being the first choice for students and families; • Maintaining the highest levels of satisfaction and pride by staff, parents and community. <p>Operational Excellence:</p> <ul style="list-style-type: none"> • Attraction, development and retention of exemplary, creative and engaged employees; • Accountability by all staff and clarity in all operations to maximize individual and collective performance; • Effective and efficient use of time, human, financial and physical resources; • High performing district governance, management and partnerships. 	<p style="text-align: center;">Through Focus on Priorities and Strategy Execution, <u>We Achieve Excellence and Realize Our Vision</u></p> <ol style="list-style-type: none"> 1. Achievement: By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, and mathematics. 2. Each and Every: Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability. 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. 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. 	

Approved by WPS School Board: July 8, 2019



ATTACHMENT B
Wayzata Public Schools Equity Commitment

Wayzata Public Schools Equity Commitment

Systemic racism and many inequities exist in our society. This is not a reflection of who we aspire to be in Wayzata Public Schools. It is essential that we address this to fulfill our mission for each and every member of our community.



We commit to:

- Evaluating and expanding our mindsets
- Embracing productive discomfort
- Transforming our core values from words to policies and actions that improve equity

We will facilitate the efforts of staff, students and families to act on our six core values.

Achievement	Collaboration	Community
<ul style="list-style-type: none"> • Create a system for learning, teaching and measuring success that honors cultural differences. • Give each other space to understand our implicit biases as we seek to free ourselves of them. 	<ul style="list-style-type: none"> • Share collective responsibility for empowering all learners to thrive and be their authentic selves. • Build on the strengths we each bring so that together we are more than the sum of our parts. 	<ul style="list-style-type: none"> • Understand that we all belong here and are critical to each other's success and well-being. • Being accountable to each other in the pursuit of being our best selves.
Equity	Integrity	Respect
<ul style="list-style-type: none"> • Work to increase our awareness of inequities so we can grow our capacity to become who we aspire to be. • Study and practice anti-racist behavior so that we can continuously learn and improve. 	<ul style="list-style-type: none"> • Continually live our shared values, especially when those values are challenged. • Infuse our daily work and planning with equity-thinking through self-reflection and data. 	<ul style="list-style-type: none"> • Learn from and through our differences. • Acknowledge that the lives of Black, Indigenous and people of color matter and this is reflected in our actions.

We will find ways to create more equitable systems that honor each person's unique mix of overlapping identities, including but not limited to:

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • age • beliefs/religion • class • disability/special needs • ethnicity • family status | <ul style="list-style-type: none"> • gender • gender expression/identity • height/weight • home language • immigration status • issues specific to women/girls | <ul style="list-style-type: none"> • mental health • national origin • poverty • race • sexual orientation |
|--|--|---|

Our mission 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.

Approved by WPS School Board: April 12, 2021

ATTACHMENT C
Discipline of Market Leaders Summary

Discipline of Market Leaders: Three Fundamental Business Strategies
from "The Discipline of Market Leaders" by Treacy and Wiersema

Companies must choose from among one of these three fundamental strategies if they are to build a workable organization.

A. OPERATIONAL EXCELLENCE (to deliver quality, price and ease of purchase and use)

Processes for end-to-end product supply and basic service that are optimized and streamlined to minimize cost and provide hassle-free service

- Operations that are standardized, simplified, tightly controlled and centrally planned, leaving few decisions to rank-and-file employees
- Management systems that focus on integrated, reliable, high-speed transactions and compliance to norms
- A culture that abhors waste and rewards efficiency

B. PRODUCT LEADERSHIP (creating the best products or services)

A focus on the core processes of invention, product development, and market exploitation

- A business structure that is loosely knit, ad hoc, and ever-changing to adjust to entrepreneurial initiatives and re-directions that characterize working in unexplored territory
- Management systems that are results-driven, that measure and reward new product success, and that don't punish the experimentation needed to get there
- A culture that encourages individual imagination, accomplishment, out-of-the-box thinking, and a mind-set driven by the desire to create the future

C. CUSTOMER INTIMACY (delivering what specific customers want)

An obsession with the core processes of solution development (helping the customer understand exactly what is needed), results management (ensuring the solution gets implemented properly), and relationship management

- A business structure that delegates decision-making to employees who are close to the customer
- Management systems that are geared towards creating results for carefully selected and nurtured clients
- A culture that embraces specific rather than general solutions and thrives on deep and lasting client relationship

Harvy Simkovits, CMC, President of Business Wisdom, works with owner managed companies to help them grow, prosper and continue on by offering innovative approaches to business development, company management, organization leadership and learning, and management education. He can be reached at 781-862-3983 or by e-mail.

Business Wisdom

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Teacher Hiring Guide Draft

2021-2026

Presented to the School Board on April 26, 2021

To be updated annually

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2. Overview
3. The hiring environment
4. Strategy #1: Research and listen
5. Strategy #2: Collaborate
6. Strategy #3: Reach out and support
7. Wayzata Public Schools Equity Commitment

For the latest updates of this plan, visit www.wayzataschools.org/xyz

**ATTACHMENT D (cont.)
Wayzata Public Schools Hiring Guide**

We're All In On Hiring

Systemic racism and many types of inequities exist in our school district and beyond. This is not a reflection of who we aspire to be. We are committed to hiring teachers who can partner with us to fulfill our mission of equity for each and every student.

As a department, we commit to:

- Evaluating and expanding our mindsets
- Embracing productive discomfort
- Transforming our core values from words to policies and actions that improve equity

Our vision

Our workplace reflects and celebrates the diverse perspectives, talents and strengths of all of our employees and the families we serve.

Goals

- Increase the percentage of teachers of color from 4% to 7% (approximately six hires per season) by 2026.
- See **xxx** improvements on surveys of teachers and students of color.
- See **xxx** changes on surveys from students and staff about school culture/learning environment.
- Establish a Grow Your Own program

Audiences

- BIPOC high school students in our district and those who influence their career decisions
- BIPOC college students pursuing teaching and related careers and new graduates
- BIPOC working professionals who are interested in transitioning a career in education
- All current teachers, administrators and leaders in our district
- Local chambers of commerce, rotaries and other community organizations that bring together working professionals and community influencers

ATTACHMENT D (cont.)
Wayzata Public Schools Hiring Guide

Key messages

- As a district, we're all in on embracing diversity.
- We recognize that we have an opportunity to grow and change with the help of teachers, administrators and staff.
- We know that families and students benefit from having teachers who share and reflect their cultural experience.
- We want to work as partners with our teachers, supporting your career development as you support our growth and development as a district.

Strategies

1. **Research and listen:** Conduct research on state, national and district trends and attitudes while listening to the voices of our current and former BIPOC students and staff.
2. **Collaborate:** Collaborate with departments and people throughout our organization, community and state to create new pathways to employment for aspiring teachers.
3. **Reach out and support:** Take the time to identify and understand the new pool of teachers and find effective ways to reach out and connect with them.

The hiring environment

State statistics indicate that 85% of those completing teacher education programs in 2019 identify as white.

- Teacher shortages exist in critical areas, including:
 - Special education
 - World languages
 - CTE
- Millennial candidates rely less on news media, career fairs, or other types of recruiting events than their Gen X or Baby Boomer counterparts.
 - 75% say they rely heavily on referrals from friends and family.
 - 74% say they prioritize referrals from current employees within an organization.
 - 62% rely on general online searches to find job opportunities.

**ATTACHMENT D (cont.)
Wayzata Public Schools Hiring Guide**

Strategy #1: Research and listen

Conduct research on state, national and district trends and attitudes while listening to the voices of our current and former BIPOC students and staff.

2021–2022 Tactics

1. Implement an annual survey for BIPOC teachers and staff.
2. Review and update the district’s exit survey to include questions specific to BIPOC staff.
3. Create an HR hiring committee to give feedback, create criteria on current hiring practices and identify implicit bias in our processes, including our:
 - Job descriptions
 - Job Postings
 - Understanding and education of bias throughout the interview process.
 - Evaluation criteria
 - Education of hiring committees

2021–2022 Evaluation and timeline

1. Develop a baseline in response to the BIPOC survey. Establish focus groups to dig deeper into areas of concern.
 - Survey will be shared at the end of May.
 - Focus groups will be held over the summer into the fall based upon feedback.
 - Development of continuous improvement plan.
2. Updated exit survey - October of 2022
3. Establishment of HR hiring committee - September of 2022
4. Hiring procedure recommendations - May, 2022

ATTACHMENT D (cont.)
Wayzata Public Schools Hiring Guide

Strategy #2: Collaborate

Collaborate with departments and people throughout our organization, community and state to create new pathways to employment that embrace diversity.

2021–2022 Tactics

1. Research and begin planning a Wayzata Grow Your Own program.
 - a. Bring education and awareness to students regarding teaching opportunities.
 - i. Engage in conversations with teachers about how we are promoting our profession.
 - ii. Promote mentorships for students interested in teaching.
 - iii. Review what the high school currently has in place and create collaborations with counselors and department leaders.
2. Continue and support the district’s partnership with TNTP, an alternative preparation pathway, to secure teaching licensure.
3. Seek out higher education partnerships to continue the Grow Your Own pipeline.
4. Establish community partners with specific roles and expectations for student success— academically, socially, and within the Grow Your Own program.
5. Create marketing lens and materials to bring awareness to our district and career possibilities.
 - a. We’re All In – How do we bring this to life through our website and social media?

2021–2022 Evaluation and timeline

1. Wayzata Grow Your Own Program — establish working committee to begin the process of articulating what this looks like in Wayzata Public Schools - September, 2022
2. TNTP has been approved by the state for teacher licensure. Wayzata will engage in this partnership throughout the 2021-2022 school year.
3. Develop a list and be specific in our desire to work with higher education programs to further promote our students interested in a career in education.

ATTACHMENT D (cont.)
Wayzata Public Schools Hiring Guide

4. Create marketing materials to promote the district when involved in hiring events and the website to illustrate inclusion within our district so all BIPOC staff can see themselves in our school district.
5. Collect data around the number of BIPOC applicants and hires. Include data collection about where they learned of the position and what drew them to apply.

Strategy #3: Reach out and support

Take the time to identify and understand the new pool of teachers and find effective ways to reach out and connect with them.

2021–2022 Tactics

1. Continue to grow and develop our Affinity Group(s) - Ongoing
2. Develop more intentional time and space for new BIPOC staff and their mentors.
3. Establish more opportunities for District Leader and Board listening opportunities.
4. Provide more opportunities for input and collaboration to create an inclusive work environment.

2021–2022 Evaluation and timeline

1. The annual survey will provide documentation of progress.

ATTACHMENT E

University of Washington-Center for Educational Leadership

<https://www.washington.edu/research/research-centers/center-for-educational-leadership/>

CENTRAL OFFICE LEADERS COURSE OFFERINGS

Building your Equity Leadership Vision (Not currently being considered)

A first step for growing equity-centered, learning-focused leadership in your school system is to understand your current state and the strength of shared vision for change. Students say they want their school experiences to make them feel “happy and proud,” and equity-centered, learning-focused leaders continually refine their practice to create environments and experiences that make students feel this way. Starting with authentic listening to students, we will help you understand where you currently are and envision where you want to go as you develop equitable school leadership practices in your system.

Building Your Equity Leadership Vision is a collaborative undertaking for us and you to learn together about how equity and equity leadership are understood in your system today — as well as what aspirations for the future matter most to your school communities. Through the use of focus groups and review of key artifacts, we help your system design systems, structures and approaches to develop leaders of equitable school communities.

Principal Supervisor Academy (2021-2022 School Year)

You know that successful principal supervision requires new ways of supporting principals in a partnership role; leading by teaching and learning in an atmosphere of mutual accountability. You want to see principal performance improve at scale but find it challenging to lead for it. The Principal Supervisor Academy will give you a leadership strategy that’s centered on supporting instructional leadership growth across your school.

Principal Supervisor Professional Development and Coaching (Not currently being considered)

You’re working to develop the relationships, systems and structures to help your principals do their best work. Do you have access to professional learning designed specifically for your work as a supervisor of school leaders? Principal Supervisor Professional Learning and Coaching will support you to grow instructional leadership performance at scale. When principals learn in an atmosphere of mutual accountability — with principal supervisors leading by teaching and taking on a partnership role — teachers and students also learn better.

SCHOOL LEADERS COURSE OFFERINGS

Instructional Leadership Academy (2022-2023 and 2023-2024 School Years)

What does quality instruction look and sound like? With a common language for good instructional practice, leaders can create responsive teacher learning opportunities across the system — and offer all of their students a chance to thrive. In the Instructional Leadership Academy, you’ll be part of a collaborative learning community with a shared vision and language, working towards the same goals. You’ll develop practices in collecting qualitative data, giving targeted feedback and planning strategic teacher learning that can have an impact right away.

ATTACHMENT E (cont.)

University of Washington-Center for Educational Leadership

<https://www.washington.edu/research/research-centers/center-for-educational-leadership/>

Instructional Leadership Teams (Not currently being considered)

Is the instructional leadership capacity of your school stretched thin because all the responsibility is falling to a single administrator? With Instructional Leadership Teams (ILT), you'll learn the structures and skills needed to develop shared leadership practices. You'll create an actionable, contextualized plan that helps you develop and sustain ILTs — so you can foster a growth-focused culture and continuously improve teaching and learning outcomes at your school.

Leading Equitable Schools (Not currently being considered)

Leaders of equitable school communities know how to make student experience a focal point for improvement, establish a vision for student learning and align it to instruction, and support teacher professional learning around meaningful problem-solving opportunities. Collective leadership is a key ingredient for equitable schools, and collective leadership requires awareness of how one's own lived experience influences leadership.

Leading Equitable Schools is a collaborative opportunity for school leaders in your system to focus on key skills and dispositions for developing equitable schools. Using the 4 Dimensions of School Leadership™ as a guide for reflection, you'll examine the experiences of students furthest from justice and take steps to ensure they have experiences in school that fulfill their full social, emotional and academic potential.

Leading for Teacher Professional Learning (Not currently being considered)

You believe that helping your teaching staff work together better will shift the school culture — and make a difference for students. You've seen the value of collective efficacy, but you aren't sure how to lead for it.

In Leading for Teacher Professional Learning partnerships, you'll identify professional learning opportunities that are tied directly to your students' experiences and their growth opportunities. You'll also develop the leadership practices to foster conditions for teachers to learn and improve together.

Measures of Instructional Leadership (MILE) (This is linked to the Instructional Leadership Academy)

You know there's a strong link between student learning and instructional leadership. But do you have concrete data about your leaders' strengths and areas for growth – a baseline that guides their professional learning?

The online MILE™ assessment provides independent measures of a principal's expertise in four researched-proven areas. And the results will point to opportunities for strengthening practices that tie back to student growth.

TEACHER LEADERS COURSE OFFERINGS

Coaching Academy (Not currently being considered)

Do you have a coaching program with the potential to make a greater impact? In the Coaching Academy, you'll create a vision of an impactful coaching cycle that's shared across the system. You'll also identify the opportunities coaching is working to address, develop a theory of action for coaching and build skills to implement a coaching approach that makes an immediate difference for both student and teacher learning.

ATTACHMENT E (cont.)

University of Washington-Center for Educational Leadership

<https://www.washington.edu/research/research-centers/center-for-educational-leadership/>

CENTRAL OFFICE LEADERS COURSE OFFERINGS PRINCIPAL SUPERVISOR ACADEMY



OVERVIEW

You know that successful principal supervision requires new ways of supporting principals in a partnership role — leading by teaching and learning in an atmosphere of mutual accountability. You want to see principal performance improve across your system but find it challenging to lead for that.

The Principal Supervisor Academy will give you a leadership strategy that's centered on supporting instructional leadership growth for all your school leaders.



YEARLONG



OFFICE &
ONSITE



VIRTUAL/ONSITE
WORKSHOPS



VIRTUAL
COACHING

My leadership practice has changed as a result of the Principal Supervisor Academy. I now have the tools to focus specifically on the things that matter the most in affecting educational outcomes.

— Vicki Pile, Assistant Superintendent
Dallas County School District, Grima, AZ

WHAT YOU'LL GAIN

- Students say that they are engaged, challenged and supported. Students demonstrate improvements in learning
- Teachers say that they are supported. Teachers are improving their instructional practices
- Leaders are able to use a teaching and coaching approach for improving principal performance

WHO IT'S FOR

Our Principal Supervisor Academy is for all central office leaders who support principals' development as instructional leaders

HOW IT WORKS

Academy participants will work from problems of practice, use cycles of inquiry, learn from case studies, and utilize virtual professional learning communities as well as virtual individual coaching to develop their skills. Topics include:

• COACHING AND MENTORING
PRINCIPALS AND
SUPERVISORS

• SUPPORTING LEADERSHIP
DEVELOPMENT AT A
PRINCIPAL SUPPORT OFFICE

• BUILDING AND SUSTAINING
PROFESSIONAL
LEARNING COMMUNITIES

• USING DATA TO INFORM
INSTRUCTIONAL PRACTICES

• BUILDING AND SUSTAINING
PROFESSIONAL LEARNING
COMMUNITIES

• VIRTUAL COACHING AND
MENTORING

The content for this academy is based on the National Principal Supervisor Standards, the latest research on adult learning and leadership development from Wallace Foundation and promising practices from districts across the country.

ATTACHMENT E (cont.)

University of Washington-Center for Educational Leadership

<https://www.washington.edu/research/research-centers/center-for-educational-leadership/>

SCHOOL LEADERS COURSE OFFERINGS INSTRUCTIONAL LEADERSHIP ACADEMY



OVERVIEW

What does quality instruction look and sound like? With a common language for good instructional practice, leaders can create responsive teacher learning opportunities across the system — and offer all of their students a chance to thrive.

In the Instructional Leadership Academy, you'll be part of a collaborative learning community with a shared vision and language, working towards the same goals. You'll develop practices in collecting qualitative data, giving targeted feedback and planning strategic teacher learning that can have an impact right away.



"With CCL, we're building a common understanding and a common language about what quality instruction should look like."

— Pamela Bonnier, Asst. Superintendent of Curriculum and Instruction
Hendry County Schools, FL

WHAT YOU'LL GAIN

- Students gain richer classroom experiences from teachers' professional learning
- Teachers improve their teaching practice from focused learning
- Leaders develop skills for analyzing teaching and deepening practice towards an instructional vision

WHO IT'S FOR

The Instructional Leadership Academy is for principals, instructional coaches, teacher leaders and central office leaders.

HOW IT WORKS

The learning is job-embedded and grounded in the 4 Dimensions of Instructional Leadership™ framework, which supports the improvement of instructional leadership and teaching practice in schools and classrooms across an entire system.



Academy participants have the option to begin with the Measures of Instructional Leadership Expertise (MILE) online assessment to identify baseline strengths and areas for growth.

ATTACHMENT F
2019-2020 Wayzata Public Schools District Scorecard



WAYZATA PUBLIC SCHOOLS
SCORECARD
2019-2020

DESCRIPTION OF MEASURES

Due to the COVID-19 pandemic, the Minnesota Comprehensive Assessments (MCA) were not administered in the spring of 2020. Therefore data for these assessments are not included in this report.

Kindergarten Readiness: The Wayzata Public Schools' measure of "Kindergarten Readiness" is collected in the area of reading. In 2019-2020, the district adapted a new Language Arts curriculum for the elementary level. Being a Reader is used for Grades K-2 and Making Meaning is used for Grades 3-5, both are by Center for Collaborative Classroom (CCC). As part of the Being a Reader curriculum, Set Placement Tests are administered to students at throughout the year. The first test is administered in November in kindergarten. If students score into Set 1 at this time, they are considered "at grade level," or "Kindergarten Ready." The 2019-2020 school year was the first administration of this test and is therefore a baseline. It should not be compared with any of the kindergarten readiness data from previous years.

College Readiness Tests: The Wayzata Public Schools uses the ACT test as a measure of student readiness for college. Each year, the ACT is administered to all Juniors. Students who receive a composite score at or above 21 are considered "college ready". A composite score of 21 is used by the MN College and Universities System for automatic admission (with satisfactory GPA). In addition, ACT provides each high school a Graduating Seniors Profile report. The report considers all ACT scores received by the graduating class. It provides average scores compared to students statewide and for each racial/ethnic group.

Four-Year Graduation Rate: The four-year graduation rate is calculated by the Minnesota Department of Education (MDE) as part of the North Star Accountability System and shows the number of students graduating from high school within four years after entering grade nine. The Minnesota state goal is to have at least 85% of students graduate within four years for all demographic groups.

College Enrollment: College enrollment is calculated and reported by the Minnesota P-20 Partnership as part of the Statewide Longitudinal Education Data System (SLEDS). College enrollment shows the number of high school graduates who enroll in postsecondary education in the fall after graduation.

Student Engagement Survey: Each year, Wayzata Public Schools administers the K12 Insight Student Engagement Survey to all students in grades 4-12. Student Engagement is the connection that students have with their school and their studies.

Consistent Attendance: Consistent Attendance is computed by MDE as part of the North Star Accountability System. It is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time they are enrolled during the year.

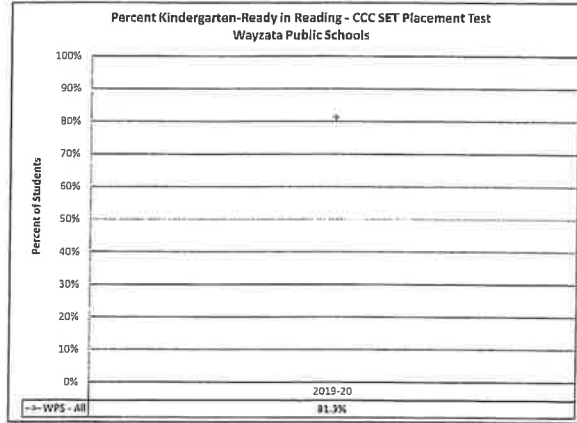
Developmental Assets (Skills): Developmental Assets (Skills) are calculated in an analysis conducted by Dr. Michael Rodriguez at the University of Minnesota of the Minnesota Student Survey results. Developmental Assets (Skills) are characteristics that are important in positive adolescent development. They are defined as, Commitment to Learning (e.g., caring about doing well in school), Positive Identity (e.g., having a sense of control of one's life, feeling good about self and future), and Social Competence (e.g., saying no to dangerous/unhealthy things, building friendships, planning ahead and making good choices).

**ATTACHMENT F (cont.)
Wayzata Public Schools District Scorecard**

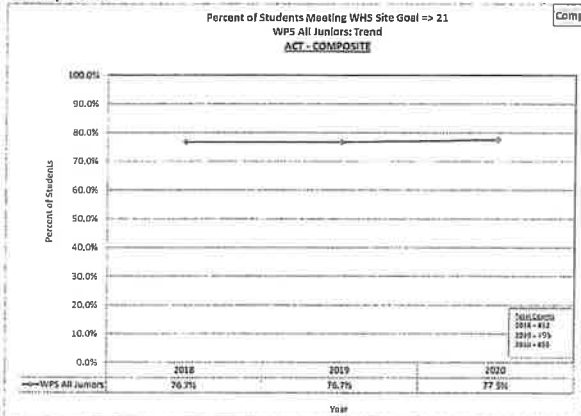
ACHIEVEMENT

Kindergarten Readiness

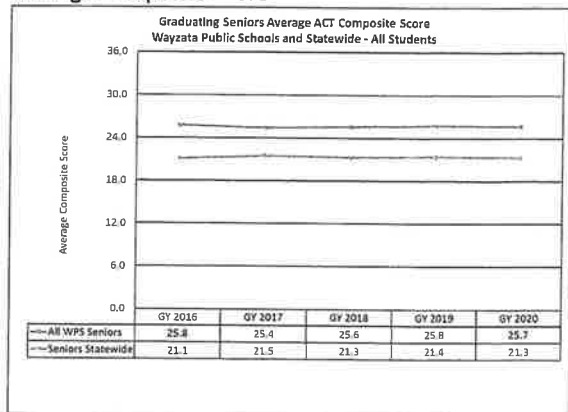
Fall Kindergarten Set Placement Test



College Readiness – Juniors School-Day ACT
Composite Score at or Above 21

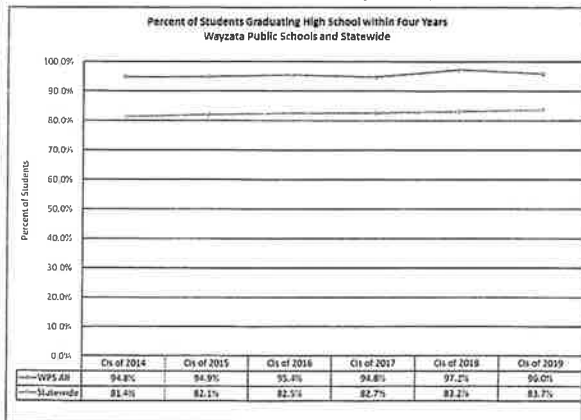


College Readiness – ACT Senior Profile
Average Composite Score



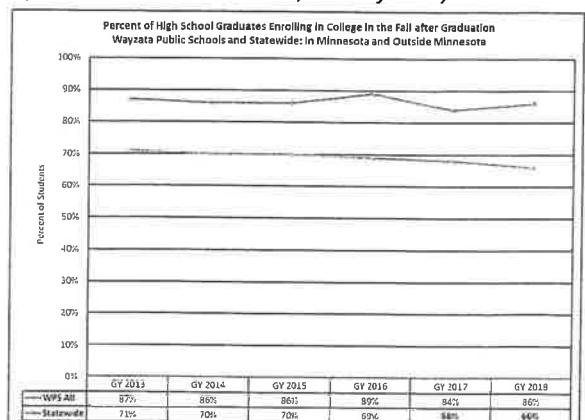
Graduation

WPS Four-Year Graduation Rate – MN Report Card
(Most recent data available, Class of 2019)



College Enrollment

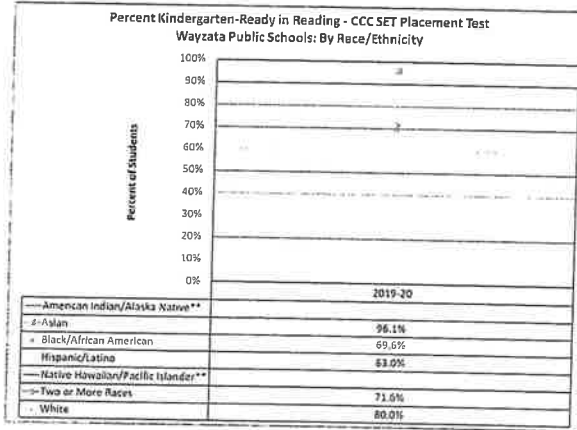
WPS College Enrollment – MN SLEDS
(Most recent data available, Class of 2018)



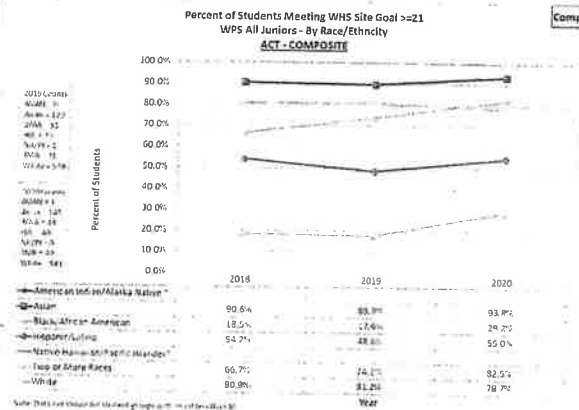
ATTACHMENT F (cont.) Wayzata Public Schools District Scorecard

EACH AND EVERY – By Race/Ethnicity

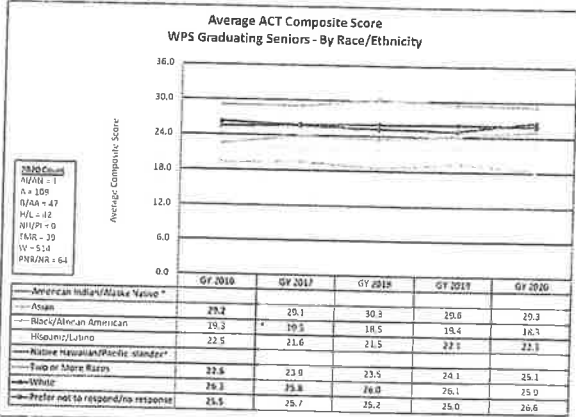
Kindergarten Readiness Fall Kindergarten Set Placement Test



College Readiness – Juniors School-Day ACT Composite Score at or Above 21

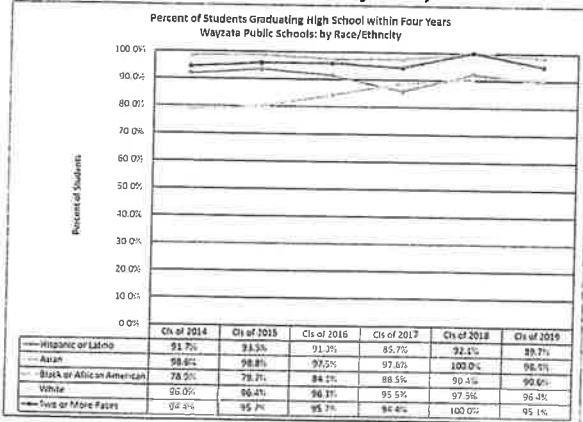


College Readiness – ACT Senior Profile Average Composite Score



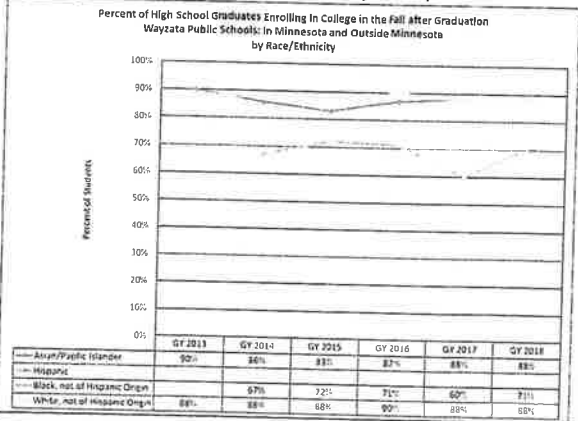
Graduation

WPS Four-Year Graduation Rate – MN Report Card (Most recent data available, Class of 2019)



College Enrollment

WPS College Enrollment – MN SLEDS (Most recent data available, Class of 2018)

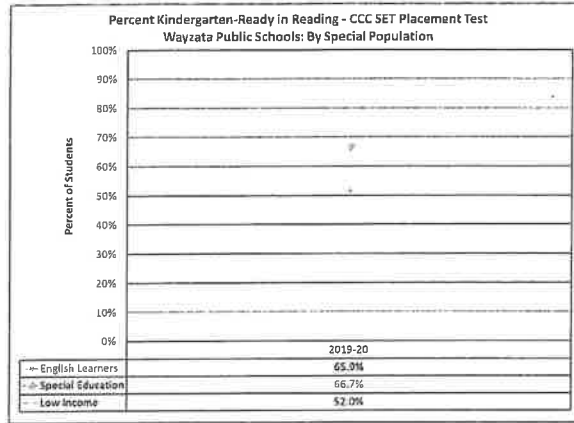


**ATTACHMENT F (cont.)
Wayzata Public Schools District Scorecard**

EACH AND EVERY – by Special Population

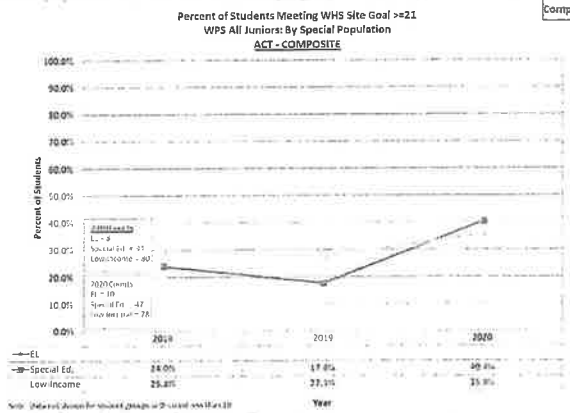
Kindergarten Readiness

Fall Kindergarten Set Placement Test



College Readiness – Juniors School-Day ACT

Composite Score at or Above 21



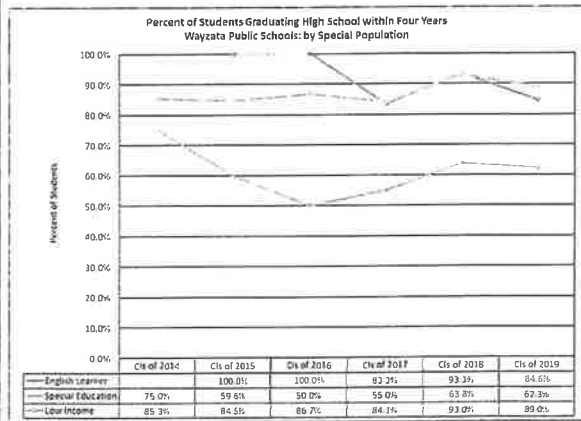
College Readiness – ACT Senior Profile

Average Composite Score

Results by special population
are not computed in the
ACT Senior Profile Report

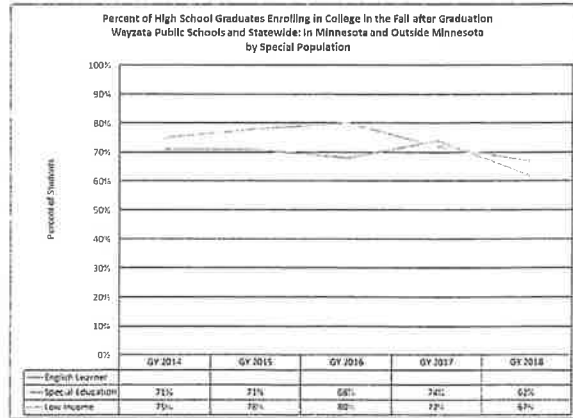
Graduation

**WPS Four-Year Graduation Rate – MN Report Card
(Most recent data available, Class of 2019)**



College Enrollment

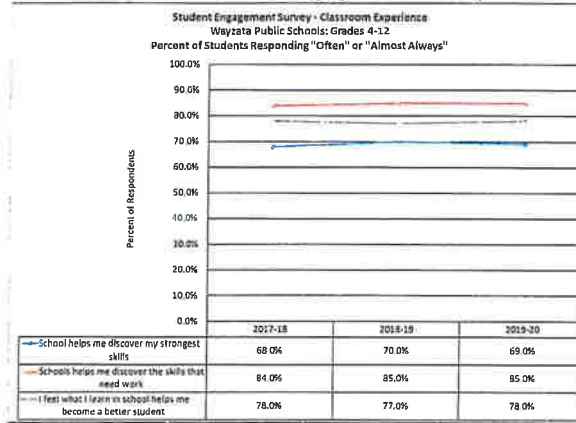
**WPS College Enrollment – MN SLEDS
(Most recent data available, Class of 2018)**



**ATTACHMENT F (cont.)
Wayzata Public Schools District Scorecard**

PERSONALIZATION

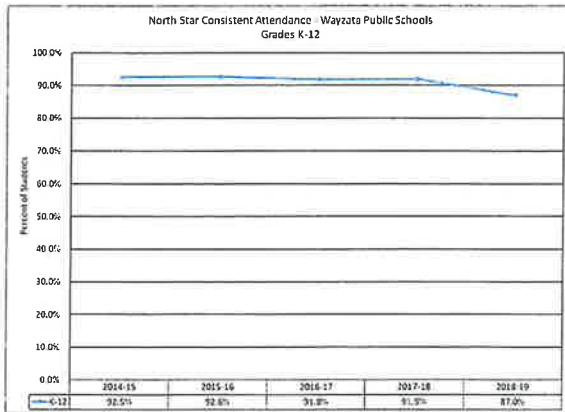
**Classroom Experience – Grades 4-12
WPS Student Engagement Survey**



HEALTH AND WELL-BEING

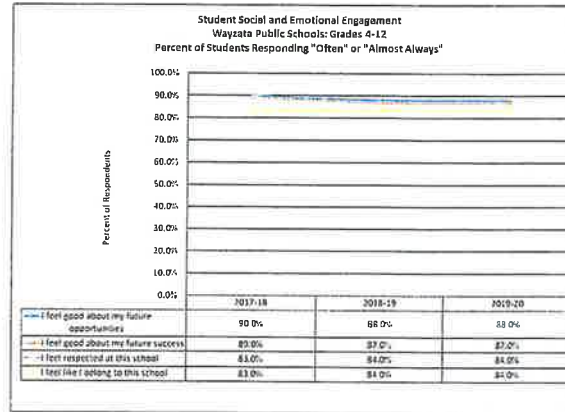
Consistent Attendance – Grades K-12

MN Report Card (Most recent data available, 2018-19)



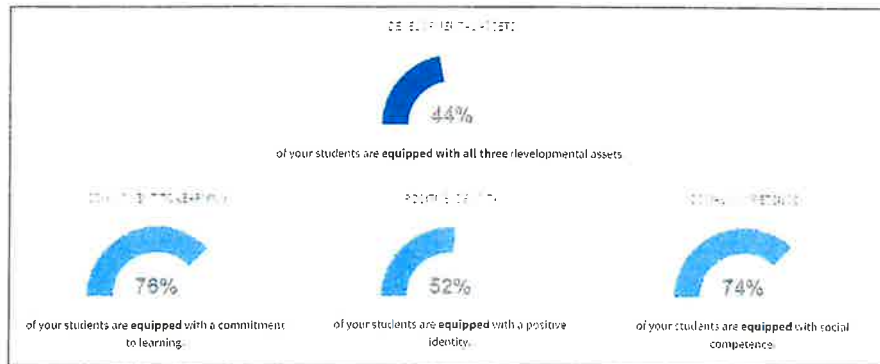
Social and Emotional Engagement – Grades 4-12

WPS Student Engagement Survey



Developmental Assets (Skills) – WPS Grades 5, 8, 9 and 11

MN Student Survey



ATTACHMENT G
Wayzata Public Schools Socio-Emotional Learning Road Map



Wayzata Public Schools Strategic Roadmap for Social Emotional Learning (SEL)

If you are talking about social-emotional learning and not equity, you are not talking about SEL yet. SEL and equity are not two sides of the same coin; they're both on the same side of the same coin.

- Dr. Lorenzo Moore

MISSION	<i>Our Core Purpose</i>	CORE EDUCATIONAL VALUES	<i>Drivers of our Words and Actions</i>
<p>To nurture a mindset that we all belong and are all critical to each other's success and well-being.</p> <p>To cultivate an equitable community of belonging, acceptance, and perseverance where we all build on our strengths to become confident and empathetic learners.</p>		<p>We Believe.....</p> <ul style="list-style-type: none"> ● All staff can experience, teach, and model SEL given common language, training, and ongoing support. ● SEL and equity must be intertwined to affirm, include, and honor all cultures. ● SEL is about a way of being that creates the conditions for all humans to feel socially connected and safe physically, cognitively, and emotionally. ● SEL supports staff and students in finding and growing their voice, becoming aware of their strengths, and valuing who they are. ● SEL fosters growth in acceptance of self and others through empathy and perspective taking. ● SEL creates relationships where we can meet both individual and community needs to help us learn and achieve more together. ● SEL is found at the root of all learning and is best achieved through both explicit and embedded instruction. 	
KEY DEFINITIONS	<i>Common Understanding of Terms</i>		
<p>Social Emotional Learning (SEL): Building and applying knowledge, attitudes and skills to navigate challenges and opportunities both individually and within a community.</p> <p>Equity: Meeting the specific needs of all.</p> <p>Empathy: Connecting to another person's emotions whether or not we have had the same experience.</p> <p>Embedded Instruction: Modeling and incorporating SEL into how we learn and interact with each other.</p> <p>Community: Groups of people linked through location, experiences, or resources.</p>			

Spring 2021

ATTACHMENT H
Tufts University-Fletcher School of Law Graduate Student Strategy

Spring, 2020



Wayzata Public School System

Christopher Pumford, Diana Haber, Katie Morison, Kaustubh Chaturvedi

Linking Mission, Theory of Change & Strategy

Mission & Value Proposition:

Wayzata Public Schools is a public school district located in the Twin Cities' western suburbs, in the northwestern area of Hennepin County, Minnesota, U.S. The schools serve 12,074 students in all or parts of the cities of Corcoran, Maple Grove, Medicine Lake, Medina, Minnetonka, Orono, Plymouth, and Wayzata. The district includes the following schools:

- 1 early learning (birth to kindergarten) serving 860 early learning students
- 9 elementary schools (kindergarten to grade 5) serving 5,029 elementary students
- 3 middle schools (grades 6-8) serving 2,789 middle school students
- 1 high school (grades 9-12) serving 3,396 high school students

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. The school has defined four strategic directions for the focused allocation of resources in the period 2019-2022:

1. **Achievement:** By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, and mathematics.
2. **Each and Every:** Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.
3. **Personalization:** All students will know and understand their unique talents, have a voice in their educational experiences and take ownership of their learning, career aspirations, and future success.
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.

For our work this semester, we will focus on the school's fourth strategic direction.

Currently, not all students feel a sense of belonging and connection to their school in Wayzata Public Schools. Further, in some cases, students' social-emotional, physical and mental health is not nurtured to the point that leads to or results in school success. This is the problem the school seeks to address. The targeted populations are all students in the Wayzata public schools district, which primarily serves children K-12. Therefore, the value proposition for our strategic direction is: Wayzata Public Schools seeks to achieve the social-emotional, physical and mental wellbeing of K-12 children in the school district.

ATTACHMENT H (cont.)
Tufts University-Fletcher School of Law Graduate Student Strategy

Theory of Change

Wayzata Public Schools proposes the following Theory of Change:

If Wayzata Public Schools provide students with socio-emotional, physical and mental health services in close coordination with community partners from early childhood to graduation, then all students at Wayzata Public Schools will feel a sense of belonging and connection to their school where social-emotional, physical and mental health needs are met. This sense of belonging will then translate to improvements in Wayzata Public School's other three Strategic Directions, namely "Achievement", "Each and Every Student", and "Personalization".

Positive results in the strategic directions creates an environment characterized by the three aspects of the district's Vision, that of "Exceptional Learning, Experiences and Relationships", "Community Trust, Confidence and Partnership", and "Operational Excellence". Finally, fulfillment of the Vision will lead to the school delivering on its mission to "ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society." Success in the Public Schools is characterized by a range individual and societal outcomes, including an increase in graduation and college enrollment and a reduction in drug and tobacco use, non-communicable disease and suicide rate. See Appendix I for a visual representation.

Assumptions:

In this theory, we assume that our programs meet the socio-emotional, physical, and mental health needs of children, and that meeting these needs causes them to feel a sense of comfort and belonging. We also assume that this result will also increase their academic performance and instill a sense of ownership and awareness of their academic performance, regardless of their demographic classification (the three other Strategic Directions).

Furthermore, we assume that success in the Strategic Directions will result in a fulfillment of the district's Vision objectives. We also assume that fulfilling the Vision objectives results in a situation represented by the district's Mission Statement. Finally, we assume that the outcomes described in the Logic Model actually are caused by students feeling a sense of belonging in their school.

There are implicit assumptions also inherent to this Theory of Change. We assume that parents have the interest, time and resources necessary for kids to engage in relevant extracurricular and community activities. On physical and health education, we assume that increased health "literacy", will lead to changes in student behavior to manage health. There are a whole set of assumptions that deal with the intentions of community actors (ie that community organizations have an interest in fulfilling the needs of students) and whether outcomes are indicative of District Vision (ie that a student who smokes does not feel secure and nurtured at school), but for the sake of brevity we will not list them all here.

ATTACHMENT H (cont.)
Tufts University-Fletcher School of Law Graduate Student Strategy

Scientific Basis / Evidence

Research shows that one of the most impactful ways to support students' health and well-being is by ensuring smooth transitions from pre-k to kindergarten, elementary to middle school, middle school to high school, and high school to college. Supporting students as they transition into schools, and again as they exit into college and/or career, is a critical function of school.¹ Smaller, personalized environments, may afford academically struggling students the chance to catch up with their peers and can reduce their sense of isolation and anonymity², while data tracking systems have been proven to ensure the early identification of these students in order to target initiatives.³ Indicators that can support this practice in the high school context include;

- a) the school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs and mentorships),
- b) the school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning),
- c) the school tracks the postsecondary school placements and experiences of their graduates and reports the results to the district and broader school community.⁴

In reference to social-emotional competencies, evidence shows that these can be taught and developed in every type of school and in students of diverse backgrounds and ages.⁵ To measure these non-cognitive skills, an alternative approach to relying on administrative data, such as attendance and suspension rates, is to leverage student surveys to estimate teacher value-added⁶. Leveraging such surveys to examine variation in classrooms using value-added models may provide useful insights into classroom impacts on students' social/emotional learning.⁷ According to the results of a 63-study meta analysis, universal social and emotional learning programs integrated into student curriculum, appears to be particularly successful at increasing emotional knowledge, understanding, and regulation.⁸

Moreover, evidence from models of student-centered schools demonstrate the critical contributions students make to their own learning and well-being. In this model, students can become agents for change and for school improvement. Efficacy studies on such programs, in which students are empowered to share responsibility for creating a safe and secure school environment, demonstrated learned peer mediation skills, reduced suspensions and discipline referrals in schools, and improved the school climate⁹. Results show that student participation

¹ Innovation in Action: How States and School Districts Are Collaborating to Promote Academic, Social, and Emotional Learning. CSI Spotlight. (2018). Collaborative for Academic, Social, and Emotional Learning. <https://casel.org/aid-FD597714>

² Ibid

³ Ibid

⁴ Ibid

⁵ Morse, L. L., & Allensworth, D. D. (2015). Placing Students at the Center: The Whole School, Whole Community, Whole Child Model. *Journal of School Health*, 85(11), 785-794

⁶ Ibid

⁷ Ibid

⁸ Blewitt, Claire, Matthew Fuller-Tyszkiewicz, Andrea Nolan, Heidi Bergmoior, David Vicary, Terry Huang, Paul McCabe, Tracey McKay, and Helen Skouteris. 2018. "Social and Emotional Learning Associated With Universal Curriculum-Based Interventions in Early Childhood Education and Care Centers." *JAMA Network Open* 1 (8). <https://doi.org/10.1001/jamanetworkopen.2018.5727>

⁹ Ibid

ATTACHMENT H (cont.)
Tufts University-Fletcher School of Law Graduate Student Strategy

enhances self-awareness and social achievement, improves mental health and academic performance and reduces rates of dropping out of school, delinquency, and substance abuse.¹⁰

With respect to mental health, collaboration among the health and education sectors leads to improved efficiencies and better health and education outcomes for students.¹¹ In particular, prevention activities and school-based mental health screening may facilitate early identification and increase openness to mental health service receipt. Outreach to families may reduce barriers to service access and formal connections to community-based providers can facilitate fast and targeted referrals of students in need¹². Lastly, due to extensive evidence, it has become common knowledge that when students have access to adequate nutritious foods, sleep, and physical activity, they are in a healthy mind and body alignment that allows for increased performance and success.

Alternative Theory of Change

An alternative theory of change could be that, instead of the school providing in-house services to meet the needs of students, the school instead provides services to families that fosters a sense of belonging and connection to their families. Services could include parenting support/education services, training seminars, marriage counseling, and daycare services so that parents can have the option to attend their school-age children's extracurricular activities, ceremonies and other events. This sense of belonging in the family unit then motivates students to take ownership of their curricular and extracurricular commitments, contribute to a vibrant student culture and avoid negative activities that would detract from their capacity to succeed in life.

Strategy

Wayzata Public Schools pursue an integrated strategy to nurture the social-emotional, physical and mental health of their students and ensure that all students feel a sense of belonging and connection to their school. This includes a series of programs designed to prepare students and families to care for their health and wellbeing and prevent the development of health issues, as well as programs to identify and address adverse health issues when they emerge, delivered throughout a child's journey through the public school system, from early childhood to the end of highschool.

While most students do not enter Wayzata Public Schools until Kindergarten, the schools have several programs in place to help families ensure that young children receive the support, opportunities and experiences they need to enter school in good health and prepared to succeed. This includes early childhood screening for all 3- to 5-year-olds in the school district to assess each child's health and development, and referrals for early learning opportunities as needed. It also includes programs to provide access to high quality early childhood care, family support and parent education for low-income families.

¹⁰ Ibid

¹¹ Can We Measure Classroom Supports for Social-Emotional Learning? | Policy Analysis for California Education." n.d. Accessed February 18, 2020.

¹² Ibid

ATTACHMENT H (cont.)
Tufts University-Fletcher School of Law Graduate Student Strategy

Once children enter elementary school, Wayzata Public Schools provide a range of services to empower them and their families to care for their health and wellbeing and prevent the development of health issues. This includes curriculum and instruction in health and physical education, as well as a range of enrichment programs in and out of school, including summer programs, to foster positive development and help students connect with friends, explore their interests and learn important life skills. Wayzata Public Schools also provide a range of opportunities, experiences, and resources to help parents engage further in their child's learning and development. These include open houses, a parent 'university', family nights, and a series of workshops on parenting to manage issues including child stress and anxiety, technology, bullying, transitioning to middle school, and others.

Wayzata Public Schools also provides services to support early identification of and intervention for students E-12 who are at risk of mental or social emotional health issues. To address student mental health issues, every building has at least one licensed mental health professional to support students' well-being, and through its Partners for Healthy Kids collaborative, the school system maintains close ties with a wide range of community partners to whom it can refer students for additional support as needed. Similarly, to address student social emotional challenges, the school system provides more focused and individualized instruction with either classroom teachers or a school social worker, counselor, behavior specialist, achievement specialists, dean or other trained support personnel. They also have an Alternative Learning Center that delivers programs to address the academic, social and emotional needs of high school students who may be struggling in traditional education settings by increasing student motivation toward school and learning, building classroom culture that demonstrates the caring principles, and giving each student reason to feel self-worth and hope for his/her future.

Performance Accountability

A possible logic model for Wayzata Public School's health and wellbeing objective is presented in Appendix 3. The schools are currently measuring the outputs listed there, and we agree these provide a good foundation for measuring some of the direct impacts of their organizational performance against their objective that all students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued. In particular, we agree with the school's assessment of developmental assets (skills) through a student survey designed to measure characteristics that are important in positive adolescent development including commitment to learning (e.g., caring about doing well in school), positive identity (e.g., having a sense of control of one's life, feeling good about self and future), and social competence (e.g., saying no to dangerous/unhealthy things, building friendships, planning ahead and making good choices). The schools' student survey questions on social emotional engagement also provide a useful indicator for success. We believe that schools could also consider tracking some of the longer term individual outcomes for its students with respect to health, higher education and employment, in particular their four-year graduation rate and percentage of young alumni (e.g. through age 24) not in education, employment or training. However, it is probably not appropriate for the school to hold itself accountable for longer term societal outcomes, given its receding influence as students move beyond high school, and the fact that community outcomes may not be closely tied to student outcomes as students move to other places as adults.

ATTACHMENT H (cont.)
Tufts University-Fletcher School of Law Graduate Student Strategy

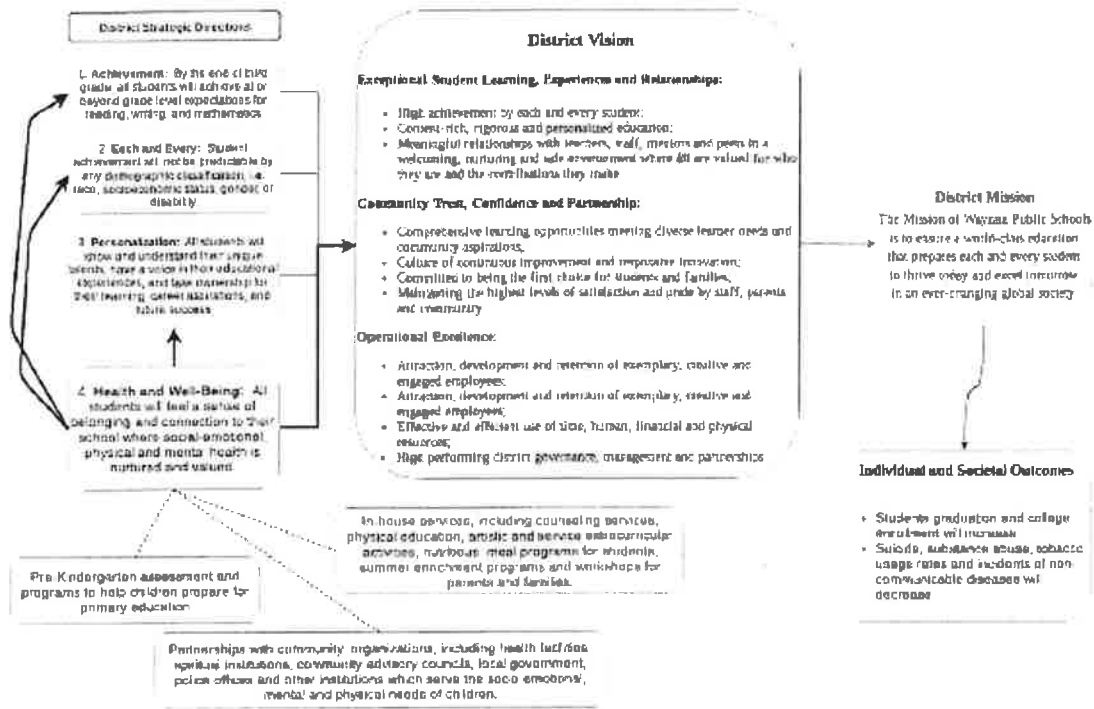
Component Alignment

The value proposition, social change model and accountability components are reasonably well aligned. Specifically, there is a clear alignment between the value proposition and the outputs that the school is currently measuring. Although, measurement seems to be focused mainly on the mental and social emotional dimensions of student health and wellbeing rather than the physical aspect (although school attendance could perhaps serve as a proxy for this). The link between the school's activities/strategies and outputs and outcomes (i.e. the social change model) may currently be the weakest area of alignment - more work needs to be done to elucidate how each of the strategies/activities employed by the school work together to lead to the targeted outputs and outcomes. Through this process, Wayzata Public Schools may discover other output metrics that may prove more useful in measuring and managing their performance.

ATTACHMENT H (cont.)

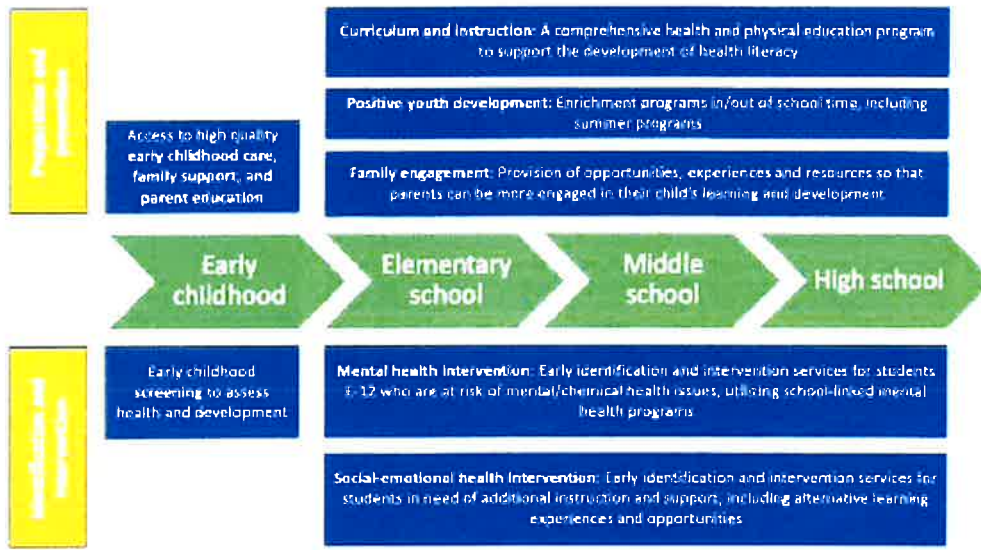
Tufts University-Fletcher School of Law Graduate Student Strategy

Appendix 1: Wayzata Public Schools Theory of Change



ATTACHMENT H (cont.)
Tufts University-Fletcher School of Law Graduate Student Strategy

Appendix 2: Wayzata Public Schools Integrated Strategy for Student Health and Wellbeing



Appendix 3: Wayzata Public School Logic Model

Inputs	Activities	Outputs	Individual Outcomes	Societal Outcomes
Exemplary mental health professionals, social workers, and other support personnel	Health and physical education	Students with consistent attendance (%)	Individual BMI and incidence of non-communicable disease	Reduced incidence of non-communicable diseases (cardiovascular disease, cancer, diabetes or chronic respiratory disease)
Parents' time to participate in engagement	Positive youth development through enrichment programs	Out of school suspensions (#)	Individual rates of substance abuse and dependence	Reduced substance abuse, including narcotic drug abuse and harmful use of alcohol
Federal, state and municipal funding for health services	Family engagement	Developmental assets / skills (MN student survey results)	Four-year graduation rate	Reduced suicide rate
High performing district governance, management and partnerships for healthy kids	Mental health interventions	Social emotional engagement (WPS student engagement survey results)	College enrollment and graduation rates	Reduced tobacco use
Community volunteers to run enrichment programs	Social emotional health interventions		Percentage of WPS alumni not in education, employment or training	
	Early childhood care, family support, and parent education			

Wayzata Public Schools

July 26, 2021

School Board Work Session Update

2020-2021 Goal Review

Dr. Chace B. Anderson, Superintendent



Excellence. For each and every student.

Four Goal Areas for 2020-2021

(Updates have been given at previous school board work sessions.)

1. Improve Racial Equity across Wayzata Public Schools
2. Reduce the Opportunity / Achievement Gap
3. Enhance the Focus on Health and Well-Being of Wayzata Students
4. Create a Management Structure Commensurate with the Needs of the Growing District



Excellence. For each and every student.

Four Goal Areas for 2020-2021

Goal Area #1

Improve Racial Equity across Wayzata Public Schools

1. Review of curriculum areas and recommendations for short term and longer term changes to enhance racial equity.
2. Strategies to attract, hire and retain more employees of color for teaching and staff positions.
3. Elevate Equity Coordinator position to an elevated position to enhance impact and develop and implement professional development.
4. Improve collaboration between the Teaching and Learning and the Human Resources Departments to ensure appropriate allocation of resources and accountability standards.



Excellence. For each and every student.

Four Goal Areas for 2020-2021

Goal Area #2

Reduce the Opportunity / Achievement Gap

1. Renewed focus on reducing the opportunity/achievement gap by 5%.
2. Creation of short, medium and long term plans to reduce these gaps as well as quarterly updates on the goals and the scorecard.
3. A re-imagination and refresh of the district scorecard including metrics other than MCA scores to help measure the gap and target improvements; particularly in how the pandemic may have impacted these measures.
4. Determination of districtwide learnings about personalization from the variety of learning plans implemented during the 2020-2021 school year.



Excellence. For each and every student.

Four Goal Areas for 2020-2021

Goal Area #3

Enhance the Focus on Health and Well-Being of Wayzata Students

1. Define and implement assessment measures for the health and well-being strategic direction including mental health measures.
2. Include health and well-being metrics on the refreshed scorecard and provide regular reports into the future.



Excellence. For each and every student.

Four Goal Areas for 2020-2021

Goal Area #4

Create a Management Structure Commensurate with the Needs of the Growing District

1. Due to the district's increasing growth and complexity, streamline the administrative leadership structure that includes the addition of an associate superintendent.
2. Ensure continuity of excellence in leadership, program delivery and operations by ensuring the hiring of outstanding school leaders who seek to continuously improve the school district's successes.



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Goal Area #4

Create a Management Structure Commensurate with the Needs of the Growing District

1. Associate Superintendent Nathan Flansburg
2. Executive Director of Business and Finance DeeDee Kahring
3. Executive Director of Teaching and Learning Dana Miller
4. Executive Director of Human Resources Stacie Vos



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Directors

- | | |
|--|---------------|
| 1. Director of Technology Services | Wade Phillips |
| 2. Director of Communications and Community Engagement | Amy Parnell |
| 3. Director of Special Services | Jody Remsing |
| 4. Director of Community Education | Jenni Ebert |



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Goal Area Check-In Dates for 2020-2021

Quarterly Check-In Dates:

- | | | |
|-----------------------------|---------------------------|---------|
| • Monday, December 21, 2020 | School Board Work Session | 4:00 pm |
| • Monday, February 22, 2021 | School Board Work Session | 4:00 pm |
| • Monday, April 26, 2021 | School Board Work Session | 4:00 pm |
| • Monday, June 28, 2021 | School Board Work Session | 4:00 pm |



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Goal Update Participants

Those who have assisted with quarterly updates during the school year include:

- Dr. Jill Johnson, Executive Director of Teaching and Learning
- Ms. Stacie Vos, Executive Director of Human Resources
- Dr. Stacey Lackner, Director of Research and Evaluation
- Mr. Dave Lutz, Director of Curriculum and Instruction
- Ms. Solveig Harriday, Director of Equity and Inclusion
- Mr. Sam Fredrickson, Principal on Special Assignment



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Goal Update Participants

Those who have assisted with quarterly updates during the school year include:

- Mr. Peter McKown, Social Studies Curriculum Resource Teacher
- Ms. Michelle Allen, Science Curriculum Resource Teacher
- Ms. Courtney LaRoche, Math Curriculum Resource Teacher
- Ms. Ann Fehrenbach, English Language Arts Resource Teacher
- Ms. Megan Budke, World Language Resource Teacher
- Ericka Bachmeier, Visual Arts Resource Teacher
- Ms. Julie Schneider, Literacy Interventionist



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Wayzata Public Schools Strategic Road Map

First Road Map developed 2011

Revised in 2015 and again in 2019

Due to be reviewed again in 2022



Wayzata Public Schools		Wayzata Public Schools Strategic Road Map	
Excellence. For each and every student.		"Excellence. For Each and Every Student."	
Mission	Our Core Purpose	Core Values	Drivers of Our Words and Actions
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.		Achievement: Collaboration: Community: Equity: Integrity: Respect:	Challenging oneself and others for excellence in all we do Working together to maximize opportunities and eliminate barriers to learning for all Maintaining a sense of belonging to and responsibility for the broader community Meeting the specific needs of all students Doing the right thing in the right way at the right time, even when no one is aware Valuing others for their diverse talents, backgrounds, cultures and viewpoints
Vision	What We Intend to Create and Experience	Strategic Directions (2019-2022)	Focused Allocation of Resources
	By Realizing our Vision, We Achieve Our Mission 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: <ul style="list-style-type: none"> High achievement by each and every student; 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: <ul style="list-style-type: none"> Comprehensive learning opportunities meeting diverse learner needs and community aspirations; Culture of continuous improvement and responsive innovation; 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: <ul style="list-style-type: none"> Attraction, development and retention of exemplary, creative and engaged employees; Accountability by all staff and clarity in all operations to maximize individual and collective performance; Effective and efficient use of time, human, financial and physical resources; High performing district governance, management and partnerships. 	Through Focus on Priorities and Strategy Execution, We Achieve Excellence and Realize Our Vision <ol style="list-style-type: none"> Achievement: By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, and mathematics. Each and Every: Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability. 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. 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. 	
Approved by WPS School Board: July 8, 2019			

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Mission

“Excellence. For Each and Every Student.”

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.



Excellence. For each and every student.

Vision

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 & Relationships**
- **Operational Excellence**
- **Community Trust, Confidence and Partnership**



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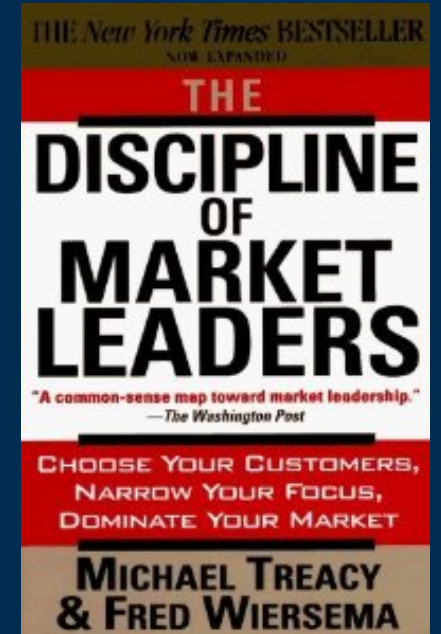
The Discipline of Market Leaders

Treacy & Wiersema (1995)

**Operational Excellence; and
Product Leadership; and
Customer Intimacy**

Two Key Findings

- **High Industry Standard of Excellence in all Three Disciplines**
- **Choose one Discipline within which they will Compete**



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The Discipline of Market Leaders

Treacy & Wiersema (1995)

Operational Excellence

(WPS Operations)

- Operational Excellence (Balance of Efficiency/Effectiveness)

Product Leadership

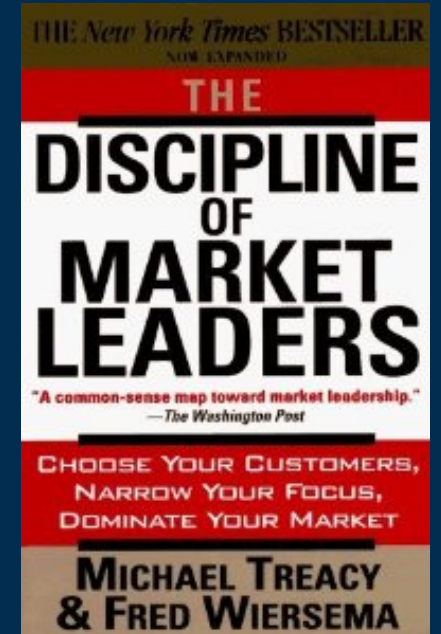
(WPS Academics, Student Services, Activities, Community Ed.)

- Exceptional Student Learning, Experiences & Relationships

Customer Intimacy

(WPS Customers/Constituents)

- Community Trust, Confidence and Partnership



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Core Values

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



Excellence. For each and every student.

Core Values

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



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Equity Commitment


- Approved by School Board on 4-12-21
- Strengthening of the Mission and Vision to help bring forth “Excellence for Each and Every Student”
- Amplification of the Core Values
- Helping to realize the goals of the four strategic directions



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Wayzata Public Schools Equity Commitment

Systemic racism and many inequities exist in our society. This is not a reflection of who we aspire to be in Wayzata Public Schools. It is essential that we address this to fulfill our mission for each and every member of our community.



We commit to:

- Evaluating and expanding our mindsets
- Embracing productive discomfort
- Transforming our core values from words to policies and actions that improve equity

We will facilitate the efforts of staff, students and families to act on our six core values.

Achievement	Collaboration	Community
<ul style="list-style-type: none">• Create a system for learning, teaching and measuring success that honors cultural differences.• Give each other space to understand our implicit biases as we seek to free ourselves of them.	<ul style="list-style-type: none">• Share collective responsibility for empowering all learners to thrive and be their authentic selves.• Build on the strengths we each bring so that together we are more than the sum of our parts.	<ul style="list-style-type: none">• Understand that we all belong here and are critical to each other's success and well-being.• Being accountable to each other in the pursuit of being our best selves.
Equity	Integrity	Respect
<ul style="list-style-type: none">• Work to increase our awareness of inequities so we can grow our capacity to become who we aspire to be.• Study and practice anti-racist behavior so that we can continuously learn and improve.	<ul style="list-style-type: none">• Continually live our shared values, especially when those values are challenged.• Infuse our daily work and planning with equity-thinking through self-reflection and data.	<ul style="list-style-type: none">• Learn from and through our differences.• Acknowledge that the lives of Black, Indigenous and people of color matter and this is reflected in our actions.

We will find ways to create more equitable systems that honor each person's unique mix of overlapping identities, including but not limited to:

<ul style="list-style-type: none">• age• beliefs/religion• class• disability/special needs• ethnicity• family status	<ul style="list-style-type: none">• gender• gender expression/identity• height/weight• home language• immigration status• issues specific to women/girls	<ul style="list-style-type: none">• mental health• national origin• poverty• race• sexual orientation
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Our mission 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.

Approved by WPS School Board: April 12, 2021

Strategic Direction #1

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



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Strategic Direction #2

Each and Every: Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.



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Strategic Direction #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.



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Strategic Direction #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.



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Possible Goal Areas for 2021-2022

Possibly Renew Some of the Goals from 2020-2021

1. Improve Racial Equity across Wayzata Public Schools
2. Reduce the Opportunity / Achievement Gap
3. Enhance the Focus on Health and Well-Being of Wayzata Students
4. Create a Management Structure Commensurate with the Needs of the Growing District



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Possible Goal Areas for 2021-2022

Possible New Goal(s) for 2021-2022

1. **University of Washington - Center for Educational Leadership**
(Associate Superintendent, Dr. Nathan Flansburg, will provide a brief overview.)
2. **Other(s) to be determined**



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Possible Goal Areas

2021-2022

University of Washington -CEL

Principal Supervisor Academy

You know that successful principal supervision requires new ways of supporting principals in a partnership role; leading by teaching and learning in an atmosphere of mutual accountability. You want to see principal performance improve at scale but find it challenging to lead for it. The Principal Supervisor Academy will give you a leadership strategy that's centered on supporting instructional leadership growth across your school.



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Possible Goal Areas

2021-2022

University of Washington -CEL

Instructional Leadership Academy

What does quality instruction look and sound like? With a common language for good instructional practice, leaders can create responsive teacher learning opportunities across the system — and offer all of their students a chance to thrive. In the Instructional Leadership Academy, you'll be part of a collaborative learning community with a shared vision and language, working towards the same goals. You'll develop practices in collecting qualitative data, giving targeted feedback and planning strategic teacher learning that can have an impact right away.



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Possible Goal Areas

2021-2022

University of Washington -CEL

What Drives Principals' Contributions?

1. Engaging in instructionally focused interactions with teachers.
2. Building a productive school climate.
3. Facilitating productive collaboration and professional learning communities.
4. Managing personnel and resources strategically.



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Thank you

Questions/Feedback



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