



Excellence. For each and every student.

**BOARD OF EDUCATION**

Working Meeting - January 22, 2024 - 4:00 PM  
Creekside  
16000 41st Ave N.  
Plymouth, MN 55446

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**AGENDA**

1. **ROLL CALL/CALL TO ORDER**
2. Wayzata Indigenous Advisory Committee Vote of Concurrence (5 minutes)
3. **Finance and Operation Reports**
  - A. General Budget Planning Update (15 minutes) 2
4. **Teaching and Learning Reports**
  - A. Read Act Update (45 minutes) 12
  - B. Elementary Specialist Schedule (15 minutes) 25
5. **Human Resource Services Reports**
  - A. Calendar Planning Update (15 minutes) 41
6. **Superintendent's Reports**
  - A. Strategic Road Map/Operational Plan Update (30 minutes) 43
7. **ADJOURN**



# 2024-25 Budget Preparation

January 22, 2024

School Board Work Session

4:00 p.m.

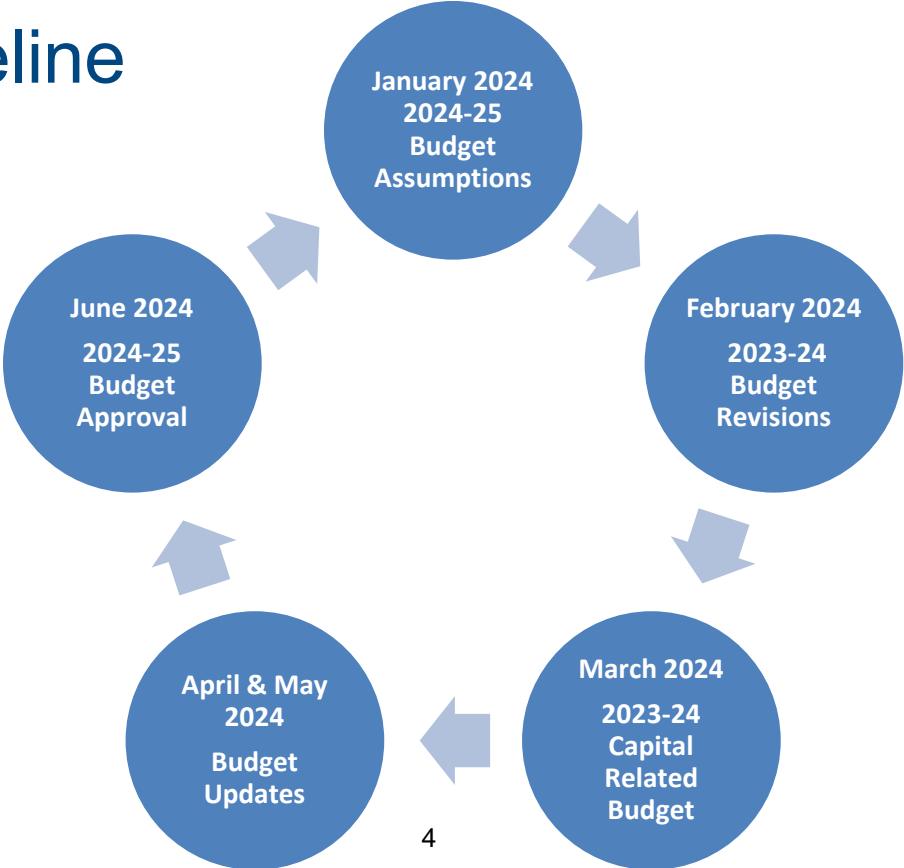
# Agenda

2024-25 Timeline

Enrollment

Budget Assumptions

# Budget Timeline



# Enrollment Projections

## Wayzata Public Schools Enrollment Projections

12-19-2023

Year	K (+Hdcp)	1st	2nd	3rd	4th	5th	K-5	6th	7th	8th	6-8	9th	10th	11th	12th	9-12	Total
24-25 Projected	923	938	995	1,029	941	1,031	5,857	1,006	1,017	973	2,996	986	981	903	961	3,831	12,683
25-26 Projected	919	950	991	1,015	1,049	973	5,897	1,098	1,019	1,009	3,125	979	997	975	892	3,843	12,864
26-27 Projected	913	946	1,005	1,011	1,031	1,091	5,997	1,014	1,092	1,038	3,144	1,032	990	991	963	3,976	13,117
27-28 Projected	903	940	1,001	1,027	1,029	1,068	5,966	1,138	1,034	1,105	3,277	1,048	1,044	984	979	4,055	13,299

# Enrollment Projections - Elementary

## Wayzata Public Schools Elementary School Capacity

12/29/2023		2022-23		2023-24		2024-25	
Elementary School	Capacity not adjusted for class size	Oct 1 Enrollment	% of Capacity	Oct 1 Enrollment	% of Capacity	Projected Enrollment	% of Capacity
Birchview	576	433	75%	452	78%	467	81%
Gleason Lake	720	568	79%	589	82%	621	86%
Greenwood	837	824	98%	810	97%	787	94%
Kimberly Lane	720	526	73%	531	74%	520	72%
Meadow Ridge	889	769	87%	755	85%	737	73%
North Woods	835	775	93%	809	97%	856	103%
Oakwood	522	418	80%	448	86%	511	98%
Plymouth Creek	720	588	82%	659	92%	653	91%
Sunset Hill	693	675	97%	706	102%	745	108%
<b>Total</b>	<b>6,512</b>	<b>5,576</b>	<b>86%</b>	<b>5,759</b>	<b>88%</b>	<b>5897</b>	<b>89%</b>

# Enrollment Projections Secondary

WUPS Secondary 2024-25 Enrollment Projection  
Based on Recent Migration

	6th	7th	8th	6-8	9th	10th	11th	12th	9-12	Secondary
<b>Central</b>	348	519	515	1,381						1,381
<b>East</b>	328	238	219	784						784
<b>West</b>	331	260	239	830						830
<b>WHS</b>					986	981	903	961	3,830	3,830
<b>Total</b>	1,006	1,017	973	2,996	986	981	903	961	3,830	6,826

All KL and OW to EMS and WMS

# Budget Assumptions - Enrollment

Grades	FY 2023-24	FY 2024-25	FY 2025-26
K-5	5,772	5,857	5,897
6-8	2,931	2,996	3,125
9-12+	3,705	3,831	3,843
<b>Total</b>	<b>12,408</b>	<b>12,684</b>	<b>12,865</b>

# Budget Assumptions - Revenue

Category	FY 2023-24	FY 2024-25	FY 2025-26
State Aid	4.00%	2.00%	2.00%
Levy	2.63%	4.87%	3.00%
Other	2.00%	2.00%	2.00%
Federal	0.00%	0.00%	0.00%

# Budget Assumptions - Expenses

Category	FY 2023-24	FY 2024-25	FY 2025-26
Salaries	Per Contract or Board Parameters	Per Contract or Board Parameters	Per Contract or Board Parameters
Health Insurance	7.00%	5.00%	5.00%
TRA Rate (July 1)	8.75%	8.75%	8.75%
PERA Rate (July 1)	7.50%	7.50%	7.50%
Supplies	3.0-4.0%	3.00%	3.00%
Fuel/Utilities	6.00%	6.0-8.0%	5.00%
Transportation	15.00%	10 7.00%	7.0-10.0%



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# READ Act Update

## January 22, 2024

**Dana Kauzlarich Miller**, Executive Director of T&L

**Austin Tollerson**, Director of T&L

**Julie Schneider**, Instructional Coordinator (Literacy and Dyslexia Services PK-12)

**Ann Fehrenbach**, Instructional Coordinator (ELA PK-5, EL K-12)

# Literacy and the READ Act

## Wayzata action plans:

*Wayzata is committed to robust, job-embedded professional learning and evidence-based instruction with high quality materials.*

*We are well positioned to satisfy the requirements of the READ Act and to ensure high levels of literacy learning for each and every Wayzata student.*

# Our Commitment to the READ Act and our students:

## *Leadership*

- Monitoring and acting on information since the READ Act's introduction into legislation and prior, daily work.
- Connected to Literacy Leaders across the state through professional learning organizations.
- Attending meetings with MDE, CAREI, MACL, publishers, teams.
- Leadership Teams
  - TL Directors
  - Instructional Coordinators
  - Literacy Coaches
  - Literacy Specialists
  - Peer Coaches

# Our Commitment to the READ Act and our students: *Professional Learning*

- Support common knowledge building for all K-5 teachers, TL Team, Specialized Services, Principal Leadership, in all reading domains through CORE Professional Learning Required by MDE.
- Continue training teachers in Orton-Gillingham methodology to maximize practical application of Structured Literacy practices in foundational skills.
  - Literacy Specialists, Special Education Teachers, Literacy Coaches, Literacy Specialists, and Kindergarten teachers currently trained

# Our Commitment to the READ Act and our students: *Professional Learning*

## CORE Professional Learning Plan:

- Early March: TL, SS, WEA Leadership begin Training
- Wayzata Phase I Timeline: March 24-Nov 8
- Each teacher determines their schedule for completion within the timeline
- Designated Professional Development Days with 48 hours\*
  - March 29, April 8 - 8 hours (4 hours each day)
  - June 7 - 8 hours
  - Week of August 19: New Teachers, Summer Start Option
  - August 26, August 29 - 16 hours (8 hours each day)
  - September 23 - 8 hours
  - November 8 - 8 hours

16

\*Additional Option: AWE 12 hours, paid



# Our Commitment to the READ Act and our students: *Curriculum*

Literacy Curricula that best met the criteria from the CAREI Rubric were identified as approved. **All submitted curricula** [including CCC] went through a two-step review process. The first review was by the publisher to verify that the curriculum **met the definition of evidence-based curriculum per the Minnesota READ Act, excluded “three-cueing system”, and met a list of non-negotiables that can be reviewed on the [Minnesota READ Act webpage](#).**

## **Non-negotiables:**

1. Instruction is systematic and explicit.
2. Materials are culturally and linguistically responsive.
3. Materials support Multilingual Learners and Students Receiving Special Education Services.
4. Theoretical model that supports Structured Literacy is Clear.
5. Materials Systematically Build Knowledge.

# Our Commitment to the READ Act and our students: *Curriculum*

In Summary:

CCC Curriculum (2nd Edition) met the requirements of Phase 1 review and moved on to Phase 2 for further review.

Meaning, it met the **non-negotiables and does not use the three cueing system** and was one of 24 curriculums (of 42) moved to full review.

# Our Commitment to the READ Act and our students: *Curriculum*

## Current MDE Curriculum Approved for Reimbursement

### Comprehensive Curricula

- EL Education Open Up, copyright 2017

### Foundational Curricula\*

- Magnetic Reading K-2, Curriculum Associates, copyright 2023
- UFLI Foundations- K-2, copyright 2022
- University of MN Functional Phonics K-5, copyright August 2023

### Knowledge Building Curricula\*

- Wit & Wisdom-Great Minds, copyright 2023

\* Foundational Curricula must be used in combination with a Knowledge Building Curricula

# MDE Curriculum Eligible for Reconsideration

## Comprehensive and Knowledge Building Programs reviewed through MDE's second step:

- Amplify Core Knowledge Language Arts (CKLA), Amplify, 2022
- ARC Core, American Reading Company, 2017 Edition, 2022 and 2023 Print Run
- Benchmark Advance, Benchmark Education Company LLC, 2022
- Collaborative Literacy (second edition), Center for the Collaborative Classroom, 2021/2023
- Imagine Learning EL Education, Imagine Learning LLC, 2019
- myView Literacy, Savvas Learning Company LLC, 2025
- Open Court Reading, McGraw Hill, 2023
- The Superkids Reading Program, Zaner-Bloser, 2017
- Into Reading, Houghton Mifflin Harcourt (HMH), 2020
- Wonders, McGraw Hill LLC, 2023

\* There were also 9 “Foundational Programs” identified eligible for reconsideration

Comprehensive Program	Global	Global Red Flags	PA	PA Red Flags	PM	PM Red Flags	Fluency	Fluency Red Flags	Comp	Comp Red Flags	Vocab	Vocab Red Flags	Writing	Writing Red Flags	Assessment	Assessment Red Flags
EL Education																
Open Up	●		●		●		●		●		●		●		●	
*Wit and Wisdom	●		N/A	N/A	N/A	N/A	N/A	N/A	●		●		●		●	
CKLA	●		●		●		●	●	●	●	●		●		●	●
ARC	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●
Benchmark	●		●		●	●	●		●	●	●		●		●	
Collaborative	●	●	●		●	●	●		●	●	●		●		●	
Imagine EL	●		●		●	●	●		●	●	●		●		●	
myView	●	●	●	●	●	●	●		●	●	●		●	●	●	●
Open Court	●	●	●		●	●	●		●	●	●		●		●	
Superkids	●	●	●		●	●	●		●	●	●	●	●	●	●	
Into Reading	●		●	●	●	●	●		●	●	●		●	●	●	●
Wonders	●		●	●	●	●	●		●	●	●		●		●	



● Meets ● Partially Meets ● Does not Meet — cancels domain with red flags

80%-100% Meets, 60%-79% partially meets, below 60% does not meet.

# Reconsideration Process

Beginning January 24, 2024 through February 29, 2024, publishers may submit additional evidence to support that their program is an evidence-based K-5 English Language Arts curriculum.

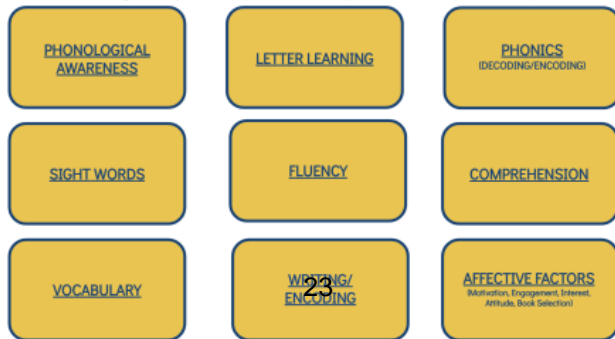
Action	Date / Time (CT)
CAREI email Publishers with notification of review results	January 10, 2024
MDE posts list of curricula approved for reimbursement	January 10, 2024
Process and instructions for reconsideration for publishers posted to MDE and CAREI websites	January 10, 2024
Publishers submission window for reconsideration	January 24- February 29, 2024
MDE and CAREI shares reconsideration results with Publisher	Within 60 days of submission
Any curricula meeting reconsideration requirements will be added to approved list	60 days after publisher submits for reconsideration
Literacy Curricula Informational Webinars	January 16 – 12:30-1:30 and January 23 – 12:30-1:30

# Our Commitment to the READ Act and our students: *Evidence-based Practices*

## Curriculum vs. Instructional Practices

- “No single curriculum, no matter how high quality, and no single approach, no matter how comprehensive, can meet all the unique needs of a school system.” - [EdReports](#), August 2023
- Collective Efficacy, Culturally Responsive Teaching, Engagement Strategies, Basic Needs
- PLCs, Unit Guide work, grade level standards and success criteria
- O-G Training and focus on Kindergarten learners
- Tier 2 Literacy Toolkit (Responsive Instructional Strategies)

Click on the buttons to go directly to the section for each literacy domain. Also see: [Overview of Tier 2 Supports](#)



# Our Commitment to the READ Act and our students:

- Wayzata School District is well-positioned to satisfy the READ Act requirements and Teaching and Learning is continuing to be well-connected to the work.
- WPS has strong literacy foundations with layered support, evidence-based practices, and highly trained and experienced staff.
- All K-5 teachers, elementary principals, TL team will begin mandated professional learning, CORE training, this spring/summer and completed in the next year.
- Districts are NOT required to use an approved curriculum unless accessing READ Act funds for purchasing. CCC, Edition 1, was purchased well before eligibility for funds.
- CCC meets the non-negotiable criteria in the READ Act and is up for reconsideration.
- If CCC 2nd Edition is approved, the timeline aligns with our regular curriculum cycle.

**“No single curriculum, no matter how high quality, and no single approach, no matter how comprehensive, can meet all the unique needs of a school system.” - [EdReports](#), August 2023**



# **Elementary Schedule/Specialist Change Proposal**

**Teaching and Learning Board Committee Meeting  
January 17, 2024**

# Why are we making this proposal?

- Follow state standard expectations
- Create a consistent experience for students regardless of building size
- Keep full time teachers in our buildings
- This may allow more teachers to have common prep times
- Simplify the scheduling process

This recommendation will modify the elementary schedule to ensure compliance with the Minnesota statute, which mandates that students must be offered three (3) of the five (5) arts areas in each grade level during elementary school (K-5). These arts areas include dance, media arts, music, theater, and visual arts.

Allowing elementary buildings to determine if they will run a 3-day, 4-day, or 5-day specialist cycle. This flexibility will enable buildings to retain full-time specialist positions and ensure a similar amount of time is spent in each specialist area.



# Current Examples of Specialist Schedules

	weeks 1-7	weeks 8-14	weeks 15-21	weeks 22-28	weeks 29-35
k1	art, music, pe, tech tech				Page
k3				Kobelinski	
k2			Doehr		
k4		Sackett			
k5	Hoglund				

\*See pink/green example of rotation below\*

This could be a workable solution...Spanish takes one section of K for 35 days (7 digital weeks). PE, Music, Tech, and Art specialists continue their rotation of our original schedule with the other 4 sections of K. After seven weeks, rotate a new section over to spanish for 7 weeks. Repeat this process so that each section gets ~7 digital weeks (~35 digital days) of Spanish by the end of the year. The original plan for 4 overage in Tech and 2 overage in PE remains.

\*Downside - Each K class doesn't receive art, music, tech, PE for 35 day chunk at some point in the year.

# Current Examples of Specialist Schedules

	Day 1						Day 2						Day 3						Day 4						Day 5							
	Media (Lindquist)	Music (Dennis)	PE (Reynolds)	Art (Klotz)	Spanish (Lewis)	Technology (Brannick)	Media (Lindquist)	Music (Dennis)	PE (Reynolds)	Art (Klotz)	Spanish (Lewis)	Technology (Brannick)	Media (Lindquist)	Music (Dennis)	PE (Reynolds)	Art (Klotz)	Spanish (Lewis)	Technology (Brannick)	Media (Lindquist)	Music (Dennis)	PE (Reynolds)	Art (Klotz)	Spanish (Lewis)	Technology (Brannick)	Media (Lindquist)	Music (Dennis)	PE (Reynolds)	Art (Klotz)	Spanish (Lewis)	Technology (Brannick)		
8:45		2A	2B	2C			2C		PREP	2B		2A		2B	2C	2A				2C	2A			2B		2A	2B		2C	WIN	Lunch	
9:15		2B	2A	2C				2C	2B		2A			2C	2B	2A				2B	1A	2A		2C		2A	2B		2C	8:30 - 9:00		
9:45	1B	PREP	1C/1D	1A			1A	1C	1B		1D			1A	1C					1A	1C		1B		1D	1A		1C	9:00 - 9:45 3rd			
10:15	1D	1C	1B	1A			1C	1A	1B		1D			PREP	1B	1C				1D	1A		1B		1B	1D		1C	9:45-10:30 4th			
10:45		3B	3C	3A			3C	PREP	3B		3A			3A	3B	3C				3A	PREP	1B		3B		3B	PREP	1B	3C	10:30-11:15 5th		
11:15	Travel	3C	3B	3A			Travel	3C	3B		3A		Travel	3B	3A	3C				Travel	3C	3A		3B		3A	3B	3C	11:00-12:00 2nd	10:40 K/PreK		
11:45		Lunch	Lunch	Lunch				Lunch	Lunch		Lunch			Lunch	Lunch	Lunch		Lunch		Lunch	Lunch		Lunch		Lunch	Lunch		Lunch		11:35 5th		
12:30		PREP	PREP	PREP					PREP		PREP			PREP	PREP	PREP		PREP		PREP	4A	PREP		PREP		5A	PREP		PREP	12:15-1:00 K	12:00 1st	
1:00		PREP	PREP	4B				PREP	5A		5B			PREP	KA	1D		1A		PREP	KA	4A		PREP		KB	5A		PREP		12:25 3rd	
1:30		KB	KC	4B	Travel			KC	5A	Travel	5B			KC	KB	1D	Travel	1A		KA	3C	Travel	KB		KA	3A	Travel	KC	1:30-2:00	12:50 2nd		
2:00		Brain Break						Brain Break						Brain Break						Brain Break						Brain Break						
2:00		5A	5B	4C	4A	KA*		KA/B	4A	4C	4B			4A	4B	5B	5A	4C		4B	4C		5B	5A		5B	4C		4B	4A	2:00-3:00 1st	
2:30		5B	5A	4C	4A	2:15			4A	4C	4B			4B	4A	5B	5A	4C		4C	4B		5B	5A		4C	5B		4B	4A		



# 3-Day Rotation (Example)

<b>Grade Level</b>	<b>Music</b>	<b>Phy Ed</b>	<b>Art/Mixed Art</b>
<b>First Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3
<b>Second Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3
<b>Third Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3
<b>Fourth Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3
<b>Fifth Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3

# 4-Day Rotation (Example)

<b>Grade Level</b>	<b>Music</b>	<b>Phy Ed</b>	<b>Art</b>	<b>Mixed Art</b>
<b>First Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3	Specialist Day 4
<b>Second Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3	Specialist Day 4
<b>Third Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3	Specialist Day 4
<b>Fourth Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3	Specialist Day 4
<b>Fifth Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3	Specialist Day 4

# 5-Day Rotation (Example)

<b>Grade Level</b>	<b>Music</b>	<b>Phy Ed</b>	<b>Art</b>	<b>Mixed Art</b>	<b>Phy Ed or Mixed Art</b>
<b>First Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3	Specialist Day 4	Specialist Day 5
<b>Second Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3	Specialist Day 4	Specialist Day 5
<b>Third Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3	Specialist Day 4	Specialist Day 5
<b>Fourth Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3	Specialist Day 4	Specialist Day 5
<b>Fifth Grade</b>	Specialist Day 1	Specialist Day 2	Specialist Day 3	Specialist Day 4	Specialist Day 5

# Multi-Day Rotation (Example)

TIME	Day 1							Day 2							Day 3							Day 4							Day 5											
	PHYS. ED. (1)	MUSIC	MIXED ARTS (ART)	PHYS. ED. (2)	MIXED ARTS (TECH)	MEDIA	MIXED ARTS (3)	KINDERGARTEN	PHYS. ED. (1)	MUSIC	MIXED ARTS (ART)	PHYS. ED. (2)	MIXED ARTS (TECH)	MEDIA	MIXED ARTS (3)	KINDERGARTEN	PHYS. ED. (1)	MUSIC	MIXED ARTS (ART)	PHYS. ED. (2)	MIXED ARTS (TECH)	MEDIA	MIXED ARTS (3)	KINDERGARTEN	PHYS. ED. (1)	MUSIC	MIXED ARTS (ART)	PHYS. ED. (2)	MIXED ARTS (TECH)	MEDIA	MIXED ARTS (3)	KINDERGARTEN								
7:50 - 8:20	51	52	53	54	55				55	51	52	53	54				54	55	51	52	53				53	54	55	51	52				52	53	54	55	51			
8:20 - 8:50																																								
8:50 - 9:20	41	42	43	K1	44				44	41	42		43			K1	43	44	41		42			K1	42	43	44	K1	41											K1
9:20 - 9:50				K2												K2								K2																K2
9:50 - 10:20								K3								K3								K3																K3
10:20 - 10:50								K4								K4								K4																K4
10:50 - 11:20								K5								K5								K5																K5
11:20 - 11:50	21	22	23	24	25			K6	25	21	22	23	24			K6	24	25	21	22	23			K6	23	24	25	21	22				22	23	24	25	21			K6
11:50 - 12:20																																								
12:20 - 12:50	11	12	13	14	15				15	11	12	13	14				14	15	11	12	13				13	14	15	11	12				12	13	14	15	11			
12:50 - 1:20																																								
1:20 - 1:50	31	32	33	34	35	36	37		37	31	32	33	34	35	36		36	37	31	32	33	34	35		35	36	37	31	32	33	34		34	35	36	37	31	32	33	
1:50 - 2:20																																								
2:25 Dismissal																																								

Revised specialist areas would include Physical Education, Music, Art, and a new category termed "Mixed Arts." taught by our current Technology Teachers. Notably, because of significant scheduling constraints due to how specialists are currently shared and challenges in finding Spanish teachers, it is proposed to remove Spanish as a specialist.

The plan is for Media Specialist to be load bearing when a classroom section is added close to the start of the school year or to address larger section sizes (known as bubble grade levels) that impact a school's ability to establish common prep times for a grade level.

Kindergarten will have a stand-alone Kindergarten specialist or sections may be added to allow staff to be full time, allowing them to be scheduled independently from grades one through five while ensuring Kindergarten students receive the same specialist rotation as their peers in the upper grades.

# Timeline:

- November 10, November 29, and December 4: Elementary Principals meet to discuss and plan.
- December 13, 2023: Elementary principals presented to Superintendent Anderson.
- January 17, 2024: Share information with the Teaching and Learning Committee of the board
- January 17, 2024: Principals will meet with impacted Spanish teachers
- January 18 and 19 - Principals will present this information to specialist and staff
- Jan 22: Board Presentation
- February 2024: Teaching and Learning will lead work to create new curriculum

July 2024					August 2024					September 2024						
1	2	3	Holiday 4	5	4 Contract Days				1	2	Holiday 2	7-8, 10-12 Flex 3 Start Q1 E/K-12/T		4	5	6
8	9	10		11	12	5	6	7	8	9	9	10	11	12	13	14
15	16	17		18	19	12	13	14	15	16	16	17	18	19	20	21
22	23	24		25	26	19	20	21	22	23	23	24	25	26	27	28
29	30	31				New Teachers	New Teachers	New Teachers			E/K-12/T PD Learning					
						K-5 Comp	27	28	K-5 0.5 Comp	29	30				20 Student Days	20 Contract Days
						*E/6-12/T Non Student	*E/K-12/T Non Student	*E/K-12/T Non Student	*E/K-12/T Non Student							

October 2024					November 2024					December 2024				
20 Student Days	1	2	3	4	16/17 Student Days	19 Contract Days			1	2	3	4	5	6
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
28	29	30	31	21 Contract Days	25	26	27	28	29	30	31		15 Student Days	15 Contract Days

January 2025					February 2025					March 2025				
20 Student Days	21 Contract Days	Holiday 1	2	3	18 Student Days	19 Contract Days				3	4	5	6	7
6	7	8	9	10	3	4	5	6	7	10	11	12	13	14
13	14	15	16	17	10	11	12	13	14	17	18	19	20	21
20	21	22	23	24	17	18	19	20	21	24	25	26	27	28
27	28	29	30	31	24	25	26	27	28	31			19 Student Days	20 Contract Days

April 2025					May 2025					June 2025					
	1	2	3	4	21 Student Days	21 Contract Days			1	2	2	3	4	5	6
	NonContract Spring Break	NonContract Spring Break	NonContract Spring Break	NonContract Spring Break	5	6	7	8	9	9	10	11	12	13	
Start Q4 6-12/T 7	8	9	10	11	12	13	14	15	16	ECSE/K-12/T Comp					
E/K-5 Non Student	Start Q4 E/K-5				19	20	21	22	23	16	17	18	19	20	
14	15	16	17	18	26	27	28	29	30				Holiday		
21	22	23	24	25						23	24	25	26	27	
28	29	30	17/18 Student Days	18 Contract Days						30			4 Student Days	6 Contract Days	

STUDENT DAYS					CONTRACT		*District closed on dates marked Holiday				
Q1	44.0	45.0	45.0	45.0	WKSH	4.0	*Rosh Hashanah, Yom Kippur, Eid al-Fitr - No evening events or special daytime activities during the school day. Encourage minimal or no homework and testing. Students can makeup any coursework if they are absent without penalty. Eid al-Fitr date could change leading up to the event (based on lunar calendar).				
Q2	42.0	42.0	42.0	42.0	Q1	47.0					
Q3	42.0	42.0	42.0	42.0	Q2	44.0					
Q4	42.0	43.0	43.0	38.0	Q3	44.0					
	170.0	172.0	172.0	167.0	Q4	45.0					
						184.0					

Date	Event
July 4	Holiday - Offices Closed
August 6	All Administration Meeting
August 13	Leadership institute
August 14	Leadership institute
August 19	New Teacher Workshop
August 20	New Teacher Workshop
August 21	New Teacher Workshop
August 26	Day - K-5
August 27	Back to School Workshop -E/K-12/T
August 28	Back to School Workshop - E/K-12/T
August 29	Back to School Workshop - E/K-12/T (.5 Comp Day K-5)
August 30	Non-Contract Day
September 2	Holiday -Offices Closed
September 3	Start of School - E/1-5, Grade 6, and Grade 9
September 4	Start of School Grades K, 7,8, 10, 11, 12 & T
September 11	WHS S1 Evening Open House
September 23	Elementary teachers
October 2	HS Evening Conferences
October 9	HS Evening Conferences
October 15	K-8 Evening Parent/Teacher Conferences
October 16	6-8 & ELS Day Conferences
October 16	E/K-5 .5 Day Conferences/.5 Read Act PD
October 16	HS Comp Day 9-12
October 17	MEA - No School
October 18	MEA - No School
November 6	End of Quarter 1 E/K-5
November 7	End of Quarter 1 - 6-12, E/K-5 Planning Day
November 7	ELS Conferences
November 8	ELS Conferences
November 8	Professional Development Day E-5 Read Act PD
November 11	Start of Quarter Two
November 27	Comp Day E/K-12/T - No school
November 28	Holiday - Offices Closed
November 29	Holiday - Offices Closed
December 11	HS Evening Conferences
December 23	Start of Winter Break
December 24	Holiday - Offices Closed
December 25	Holiday- Offices Closed
December 26	Winter Break
December 27	Winter Break
December 30	Winter Break
December 31	Winter Break
January 1	Holiday - Offices Closed
January 2	Return to School
January 20	Holiday - Offices Closed
January 23	End of Quarter 2 - E/K-12/T
January 24	Professional Development Day
January 25	Start of Quarter Three E/K-12/T
January 29	HS S2 Evening Open House
February 5	HS Registration Night
February 13	ELS Day Conferences
February 13	K-8 Evening Conferences
February 14	K-8 Day Conferences
February 14	HS Comp Day 9-12
February 17	Holiday - Offices closed
February 26	HS Evening Conferences
March 14	Professional Learning Flex Day - E/K-12/T
March 27	End of Quarter 3- E/K-12/T
March 28	Professional Development Day
4	Spring Break
April 7	Start of Quarter 4- 6-12/T
April 7	Planning Day - K-5
April 8	Start of Quarter 4 - E/K-5
May 26	Holiday - Offices Closed
May 29	Last Day for Seniors
May 30	Graduation Ceremony (Seniors)
June 5	Last day of school - End of Quarter 4 E/K-12/T
June 6	Professional development Day
June 9	E/K-12/T Comp Day
June 19	Holiday - Offices Closed

## MISSION

### Our core purpose

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

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
- Community trust, confidence and partnership
- Operational excellence

## 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

Through focus on priorities and strategy execution,  
we achieve excellence and realize our vision.

1. Ensure a high-quality daily experience for each and every student
2. Deliver high-quality instruction that leads to high academic achievement for all students
3. Recruit, hire, support, develop and retain the highest quality staff
4. Build awareness and capacity to improve the health and well being of our school district community
5. Learn and improve from community engagement and strategic partnerships
6. Ensure the efficient and effective use of district resources
7. Align internal district processes and procedures to improve communication, decision-making, accountability and collaboration, resulting in operational excellence



# **Strategic Directions and DOP Development Update**

**School Board Work Session**

January 22, 2024

# Strategic Directions

WAYZATA PUBLIC SCHOOLS  
Strategic Roadmap  
2023–2027



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Adopted September 2023

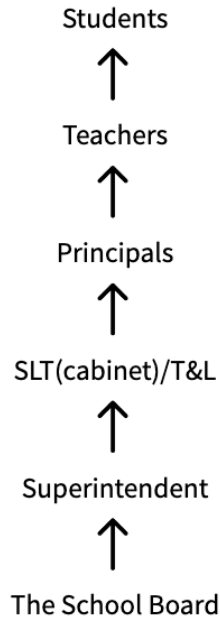
- Comprehensive review during the 2022-2023 school year
- Scanning sessions included:
  - School Board & Superintendent's Office
  - Strategy Leadership Team
  - District Principals
- Unanimous School Board approval at September Board Meeting
- Strategic Directions guide the work of the district

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# Instructional Throughline

Improving instruction takes all of us engaging in the work of alignment.



The School Board is located at the bottom of this throughline as its work is foundational to ensuring high levels of school district excellence for each and every student using the leadership model of Policy Governance. The School Board creates the conditions through strategic directions, with their core work being governance, to support the superintendent and the leadership team (SLT) who oversee the district's work on a day-to-day basis. At the top of this throughline are the students, whose learning and well being are the priority work of the system. If any one of the groups is out of alignment within this instructional leadership model, it directly impacts the students.

This is called the through line of instructional leadership.

# From Strategic Directions to DOP

## **The work of the School Board:**

- Work in Policy Governance
- Set the conditions for the Superintendent and administration to do the daily management of the district
- Establish the Strategic Directions
- Accountability to the Strategic Directions/DOP/Outcomes

## **The work of the Superintendent:**

- Establish the priority work of the district through the District Operational Plan
- Oversee the implementation of the DOP
- Accountability to the Strategic Directions/DOP/Outcomes
- Provides an annual overview of results and annual DOP planning for goals

## **The work of SLT:**

- Help refine the goals, strategies, performance indicators, and timelines of the DOP
- SLT members serve as the key leaders in the implementation of the DOP goals
- Present at Board meetings and/or work sessions to provide ongoing updates to the Board
- Lead DOP work within teams/departments

# What is a DOP?

- DOP is short for District Operational Plan.
- The District Operational Plan is an annually approved document that guides the ***priority work*** of the district.
- While some goals may be multi-year in nature, the DOP defines the work happening within the next 12 months to move progress forward in meeting the goal.
- Is approved by the Board.
- Led by the Superintendent's office and the Strategy Leadership Team (SLT).

# What is a DOP?

- Is a public facing document of the work being done by the district leadership team.
- DOP goals are reported out regularly at Board work sessions to ensure the Board is appraised of the work happening within the system to meet our district's strategic directions.
- Allows for transparency of the work happening in the system by publicly reporting progress on the work taking place.
- Helps prioritize our commitment to continuous improvement.

# What is a DOP is not...

- It is not all encompassing of everything happening in the system. It focuses on the priority work management is overseeing to strategically meet the district's goals.
- Not always quantitative in nature. Many of the goals focus around projects and timelines which may be qualitative in measurement.
- Lead by the Board. While approved by the Board, the Superintendent's office and SLT lead the day to day implementation of the DOP.

# DOP Document Structure



## District Operational Plan

2024-2025

Goals, strategies, and performance indicators of WPS Strategic Directions

Adopted:

This District Operational Plan (DOP) is organized around the vision and Strategic Directions areas defined in the Strategic Roadmap.

**Shaded goals indicate Board-approved priority goals**

### ENSURE A HIGH-QUALITY DAILY EXPERIENCE FOR EACH AND EVERY STUDENT

#### Rationale

*Equity is at the core of all we do in Wayzata. A student's success in our district will not be predicted by their socio-economic status, race, or whether or not they have been identified as having a disability and/or are a member of any other protected class.*

Goal #1	Strategies	Performance indicators/Documentation	Timeframe
<b>Leader(s)</b>	52		



# DELIVER HIGH-QUALITY INSTRUCTION THAT LEADS TO HIGH ACADEMIC ACHIEVEMENT FOR ALL STUDENTS

## Rationale

*Students learn best in an environment where there is an organized academic and activities program, caring and deeply empathetic adults and streamlined operations.*

Goal #1	Strategies	Performance indicators/Documentation	Timeframe

## Leader(s)

--

# RECRUIT, HIRE, SUPPORT, DEVELOP AND RETAIN THE HIGHEST QUALITY STAFF

## Rationale

*To best serve and meet the needs of the students and families in the Wayzata Public School District, it is essential that the district attract, develop, and retain exemplary, creative, and engaged employees.*

Goal	Strategies	Performance Indicators/Documentation	Timeframe

**Leader(s)**

--

# BUILD AWARENESS AND CAPACITY TO IMPROVE THE HEALTH AND WELL-BEING OF OUR SCHOOL DISTRICT COMMUNITY

**Rationale**

*Students and staff need a safe and secure learning environment and/or workplace where they feel a sense of belonging and where they are respected, engaged, and proud to be a part of the Wayzata school community.*

**Healthy Minds + Healthy Bodies = Healthy Learners**



Goal	Strategies	Performance Indicators/Documentation	Timeframe

**Leader(s)**

# LEARN AND IMPROVE FROM COMMUNITY ENGAGEMENT AND STRATEGIC PARTNERSHIPS

## Rationale

*The school district comprises approximately 75,000 residents. Of these, approximately 13,500 are enrolled in early learning through grade 12 and Transition students. Another approximate 27,000 residents are the parents and guardians of these students. The balance of the district residents are early learners not involved with in-district programming or adult learners. Each resident has the potential to add value to the district's programs and operations, and learning from their talent and expertise can strengthen the school district. Additionally, early childhood is a critical time for learning and development. We need to build awareness of the benefits and services available to families of young children. To do that, we need to strengthen our connections to families with young children in order to support learning and growth.*

Goal #1	Strategies	Performance Indicators/Documentation	Timeframe

## Leader(s)

--

# ENSURE THE EFFECTIVE AND EFFICIENT USE OF DISTRICT RESOURCES

## Rationale

*The school board and administration will continue to be transparent in sharing information regarding district finances and strategically utilize district resources to support the district mission, vision, and strategic directions where dollars are used in the most impactful way.*

Goal #1	Strategies	Performance indicators/Documentation	Timeframe

## Leader(s)

--

# ALIGN INTERNAL DISTRICT PROCESSES AND PROCEDURES TO IMPROVE COMMUNICATION, DECISION-MAKING, ACCOUNTABILITY, AND COLLABORATION, RESULTING IN OPERATIONAL EXCELLENCE

## Rationale

*Ensuring a common understanding of the happenings within departments will create the conditions where departmental leaders are positioned to help bring out the best in other district leaders, leading to accelerated results.*

Goal #1	Strategies	Performance Indicators/Documentation	Timeframe

## Leader(s)

--

# Examples of Planned DOP Goals

- Literacy
- Building Instructional Leadership Teams (BILT)
- Reducing Disparities in Academic Outcomes
- Building a Continuum of Mental Health Resources
- Create a Strategic Community Engagement and Partnership Plan
- Facilities Review

# Next Steps

## **February Board Work Session**

- DOP Draft Iteration #1
- BILT Update (DOP goal)

## **March Board Work Session**

- DOP Draft Iteration #2
- Mental Health Resources Update (DOP goal)

## **April Board Work Session**

- DOP Draft Iteration #3

## **May Board Work Session**

- Final Board Approval or 24-25 DOP

# Future Work

- The Board will receive regular updates on DOP goals, based on Board approved Strategic Directions
- Approximate annual dates:
  - **January - April** - DOP Drafts for following school year
  - **April or May** - DOP approved by School Board
  - **September - June** - regular updates at work sessions on DOP goals by Superintendent/SLT members

# Questions?