

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Work Session Meeting - June 22, 2015 - 4:05 PM  
District Administration Building

### **AGENDA**

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE** 3
  - A. Q-Comp Presentation *B. Anderson 30 minutes* 4
  - B. MSHSL "Why We Play" Video & Presentation *J. Sherwood 30 Minutes* 21
3. **TEACHING AND LEARNING** 59
  - A. Presentation of the 2016 - 2017 School Calendar *J. Johnson 15 minutes* 60
4. **HUMAN RESOURCES**
5. **FINANCIAL**
6. **BOARD REPORTS**
7. **SCHOOL BOARD** 61
  - A. Consideration of New Elementary School Names *20 minutes* 62
  - B. Superintendent Updates *C. Anderson 20 minutes* 63
8. **ADJOURN**

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **MISSION**

### **Our Core Purpose:**

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

## **VISION**

### **What We Intend to Create and Experience:**

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

### **Exceptional Student Learning, Experiences and Relationships:**

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment.

### **Community Trust, Confidence and Partnership:**

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

### **Operational Excellence:**

- Attraction, development and retention of exemplary, creative and valued employees;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.



**6.22.2015 Work Session  
District Administration Building**

## **ADMINISTRATIVE**

Q-Comp

MSHSL

# Alternative Compensation

6-22-2015

School Board Work Session



Excellence. For each and every student.

# Vision

*Wayzata's primary goal is to increase student learning by providing each teacher with the support and tools to maximize his or her effectiveness as a teacher and encourage professional growth throughout the teacher's career.*



**Excellence. For each and every student.**

# Program Components

- Peer Coaches - Coaching and Evaluating Teachers
- Identified Site Goal and Focused Action Plan
- Academy for Wayzata Educators (AWE)



**Excellence. For each and every student.**

# Peer Coaching and Evaluation



**Excellence. For each and every student.**

# Peer Coach Survey Results

- The peer coaching program supports teacher effectiveness.  
93% Agree or Strongly Agree
- The peer coaching program impacts student achievement.  
89% Agree or Strongly Agree
- My peer coach provides data/evidence that helps me reflect on my teaching practices.  
94% Agree or Strongly Agree



**Excellence. For each and every student.**

# Successful Coaching

“My peer coach has been very thoughtful in giving professional feedback. She always gives a lot of supporting evidence for her evaluations, and they are always very clear. She is also very willing to listen to my ideas and she has helped me to put form and structure to my (sometimes wild) thoughts. Her caring and positive attitude always helps with my willingness to share and dig deeper.”

- Wayzata Teacher



**Excellence. For each and every student.**

# Successful Coaching

“I think the collaborative model is a strength of the peer coaching program. It is peer to peer, and the “team” atmosphere is very strong. I always feel like my professionalism is never in question, and we work together to find ways to improve my teaching, student learning, and the classroom environment.”

- Wayzata Teacher



**Excellence. For each and every student.**

# Successful Coaching

“I feel as if I have grown as a teacher since the program was implemented. I love getting feedback and help to improve my lessons. I don’t feel so alone in my teaching.”

- Wayzata Teacher



**Excellence. For each and every student.**

# Site Goals 2014 -15



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**Excellence. For each and every student.**

# Site Goals 2014 - 15

**Birchview - Reading**

**Gleason Lake - Math**

**Greenwood - Reading**

**Kimberly Lane - Reading**

**Oakwood - Reading**

**Plymouth Creek -**

**Reading**



**Sunset Hill - Reading**

**CMS - Math**

**EMS - Math**

**WMS - Math**

**WHS - Reading**

**ECSE - Early**

**Language Skills**

**Excellence. For each and every student.**

# Academy for Wayzata Educators (AWE)



**Excellence. For each and every student.**

# Academy Evaluation Results

- **100%** of study group and course participants agreed or strongly agreed to “I have learned concepts that will increase my effectiveness as a teacher.”



**Excellence. For each and every student.**

# Academy Evaluation Results

- 99.2% of study group and course participants agreed or strongly agreed to “I have taken information learned and applied it in my work.”

16



**Excellence. For each and every student.**

# Successful Professional Development (AWE)

17 “I LOVED the on-line format. The interviews and videos were inspiring and thought provoking! This course has resonated with me and stays on my mind during lesson planning AND implementation! I am purposeful in my initiating and guiding discussion with students. This course will have a lasting effect on me as an educator as it reiterates my gut feelings about math, literacy, open mindsets, and teaching.”

- Wayzata Teacher



**Excellence. For each and every student.**

# Successful Professional Development (AWE)

“This is the most beneficial AWE class I have experienced. Being given the time and opportunity to work on my own mindful practice has, and will continue to, change me in both my personal and professional life.”

- Wayzata Teacher



**Excellence. For each and every student.**

# Program Review

- Strengths
  - Collaborative Teacher/Peer Coach Relationships
  - Structure and Time for Teacher Reflection
  - Designed Opportunities for Meaningful Conversations Focused Around Student Learning
  - Focus on Personalized Professional Development
  - Participants are inspired to consistently make efforts to improve their instructional practices



**Excellence. For each and every student.**

# Future Considerations

- Inclusion of Measures of Student Achievement
- Compare 2015 results to data from previous school years
- Use district-level report and individual reports to celebrate program successes and define potential areas for improvement



**Excellence. For each and every student.**



# Aligning School Communities

22



# Leaders of Learning

*“Leaders who develop a common language do not settle for a superficial use of key terms. Instead, they drill deeper to ensure there is understanding behind each term.”*

**What is the PURPOSE of our Programs?**

# WHY DO I COACH?



## *Growth Plan for Coaches*



# WHY DO I COACH?



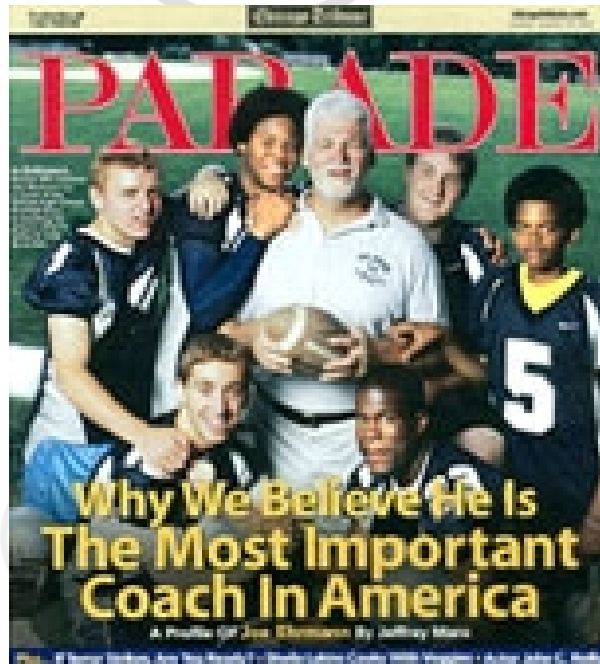
## Season of Life



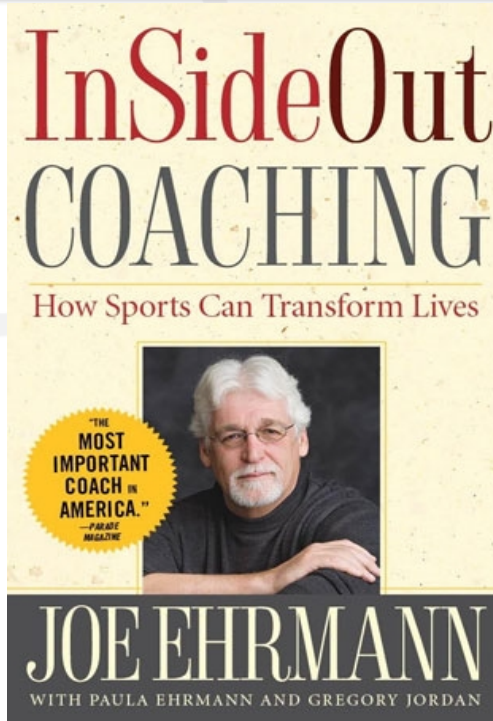
a football star,  
a boy,  
a journey  
to manhood

JEFFREY MARX

WINNER OF THE PULITZER PRIZE



# WHY DO I COACH?



# WHY DO I COACH?



## ***What are we going to do with InsideOut Coaching?***

After reading the book, head coaches complete the Pre-Season Outlook and bring to pre-season meeting – answer 4 questions:

- 1) Coaching is first and foremost about relationships. What are some of the ways you intend to go about strengthening relationships within your program? (coach-student, student-student, coach-parent)
- 2) In becoming a more transformational coach, what will you incorporate into your coaching style/coaching techniques this year that will help toward this end?
- 3) Regarding relationships, what are the strengths and weaknesses you perceive with your team prior to this season?
- 4) How can the AD and the resources of the Activities Office be of help to you this season?



# WHY DO I COACH?



## ***What are we going to do with InSideOut Coaching?***

At head coaches post season meeting we will go over the End of Season Review – answer 4 questions:

- 1) Why do I coach?
- 2) Why do I coach the way I do?
- 3) What does it feel like to be coached by me?
- 4) How do I measure and define success?



# WHY DO I COACH?



## ***What are we going to do with InSideOut Coaching?***

At our Parent/Athlete Pre-Season Meeting – ask 4 questions of the student/athlete:

- 1) Why do I participate?
- 2) Do I encourage the coach to develop my potential?
- 3) How does it feel to coach me?
- 4) How do I define and measure success?



# WHY DO I COACH?

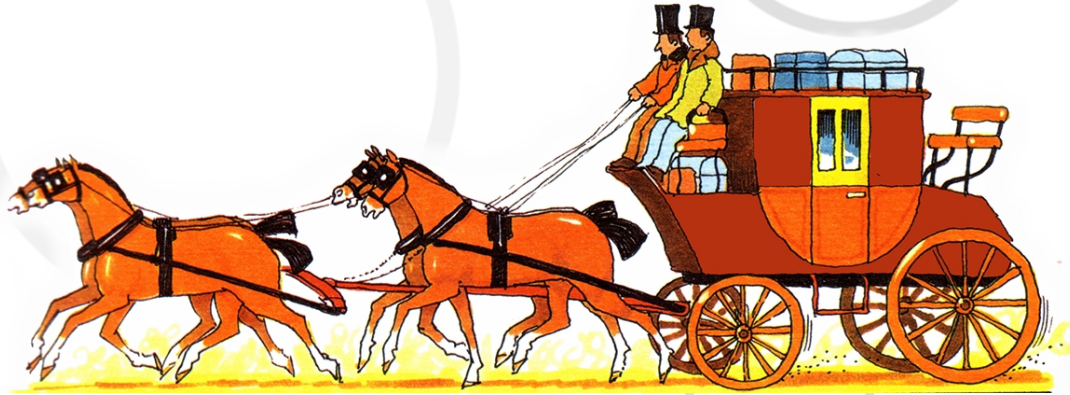


## *What are we going to do with InSideOut Coaching?*

Coaches will get a weekly reminder from me during the school year sharing points in the book.



# WHY DO I COACH?



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Coaches **safely** move **people of importance** from where they are to where they want to or need to go.



# WHY DO I COACH?



## The Coach as Mentor (Transformational)

- About the human development of the student
- Winning is an outcome not a purpose
- A great teacher
- Foster growth and potential
- Worth **not** tied to athletes performance
- Ally



# WHY DO I COACH?



## The Coach as King (Transactional)

- All about me
- Excessive pride and arrogance
- Winning *is* the purpose
- Worth comes from athletes performance
- Egotistical
- Bully



# WHY DO I COACH?

Plot out 2 coaches you had in high school. Use the name of the sport. Place them on the continuum at the varying degrees of how you see those coaches from Mentor to King.



# WHY DO I COACH?

List the top 3 values that you would use to define each type of coach.

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**MENTOR**

**Transformational**

**KING**

**Transactional**

**Where would you place yourself as a coach?**

# WHY DO I COACH?



## Why Do You Coach?

WHY prompts us to answer the questions of when and how to use the power of coaching to affect players for their lifetime.



# WHY DO I COACH?



## Personal Reflection

How do you intend to affect your players for a lifetime? Twenty years from now what will they say?



# WHY DO I COACH?



## Write your purpose as coach

With your core values, write your purpose as a coach.



# WHY DO I COACH?



## The Coach as Mentor (Transformational)

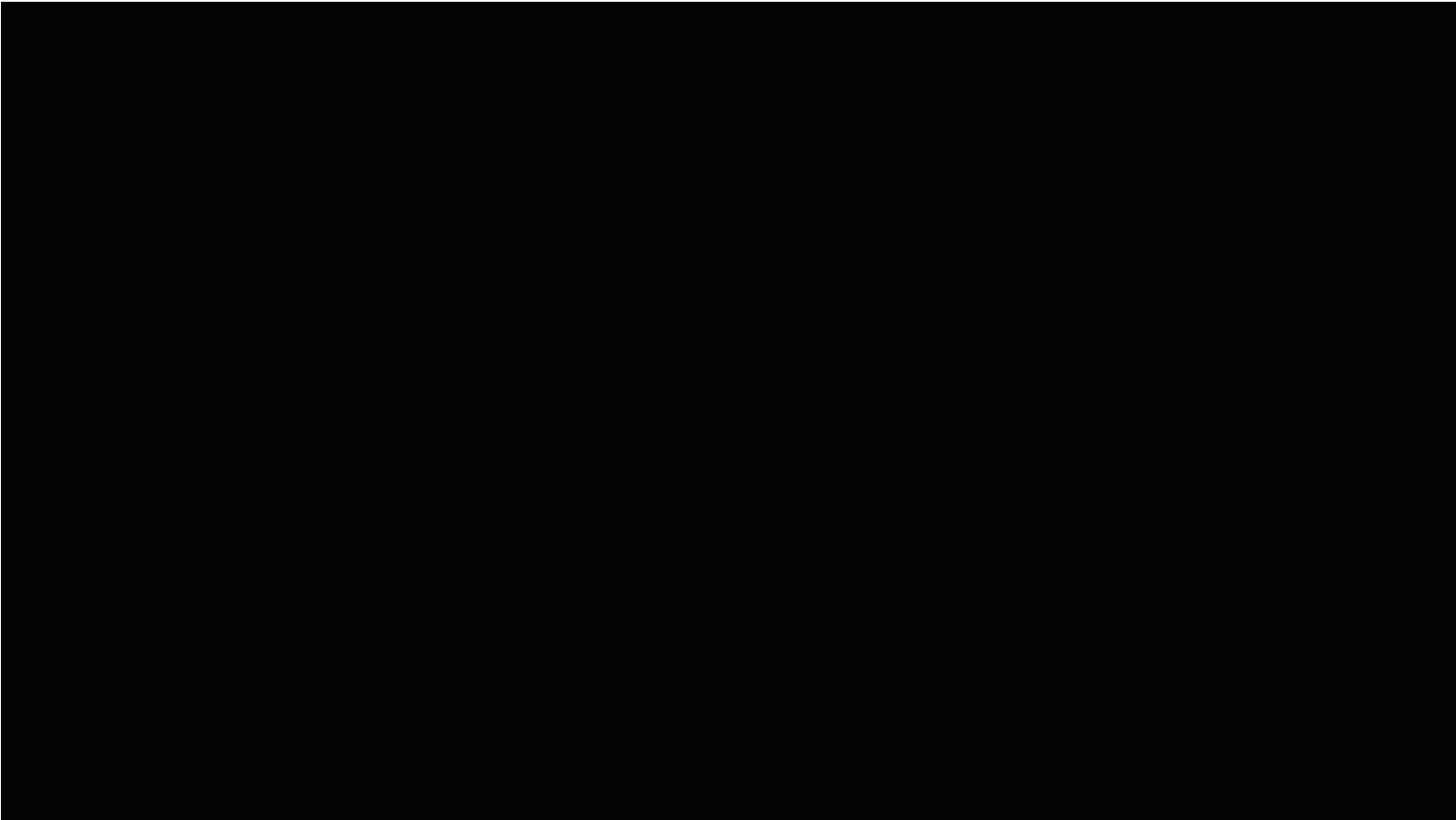
- 1) Let your athletes know you love them.
- 2) Bring Joy to the Athletes and the Game.
- 3) All t-shirt slogans should say ***PLAY HARDER***



# Aligning School Communities around the Purpose of Education-Based Programs.



[www.mshsl.org](http://www.mshsl.org)



# Common Language

Goals and Purpose





**We all set Goals...**



## Definition of Goal

- The result or achievement toward which effort is directed or aimed, a destination.

# GOAL

- **Dribbling Left Handed**
- **New Dismount from the Beam**
- **Winning a State Championship**

# Goal is to Win





**But that's not our Purpose...**



# Definition of Purpose

- The reason for which something exists or is done.



# PURPOSE

- Dribbling Left Handed =  
**Overcoming Adversity**
- New Dismount off of the Beam =  
**Moving Outside of Comfort Zone**
- Winning a Championship =  
**Working Together with Others**



# Purpose



We Prepare, Plan & Play to 'win'  
But the 'win' is not our PURPOSE

Education is our PURPOSE





# Purpose

*I coach and lead to help others be successful; not only in Interscholastic Activities, but more importantly in life.*

*-Jaime Sherwood, Director of Athletics & Activities*

*I lead to serve others and strive to develop positive and trusting relationships with those around me.*

*-Barb Beise, Asst. Director of Athletics & Activities*





# Purpose

*Every athlete will see growth, athletically, emotionally, personally, throughout their high school career.*

*-Elizabeth Hansen Head Coach Girls Swimming & Diving*



# Purpose

*My belief is to assist student-athletes in their personal growth and development. To provide our student-athletes with a learning environment that will promote the value of teamwork, loyalty, and integrity, and the importance of establishing goals and working toward their achievement. Winning and losing become a secondary issue when compared to the manner that student-athletes conduct themselves on and off the field. Through building relationships, training, and games, my goal is to give student-athletes the opportunity to develop into responsible young adults.*

*-Dominic Duenas Head Coach Boys Soccer*



## How Do I Define Success *InSideOut Coaching*

Pages 123-125

*“I can’t say my PURPOSE (WHY) is to help boys become men of empathy and integrity who will lead, be responsible, and change the world for good and then define success by my win-loss record.”*

**-- Joe Ehrmann**



**How do I define success  
in our programs?**



**How will we collectively  
and publicly define success  
as the leaders in our school  
district?**





**WHY WE PLAY** was created by the Minnesota State High School League. For more information and for ongoing support, join the conversation on Twitter.

**WHY WE PLAY @mshsl\_coaches**  
**jredman@mshsl.org**





**6.22.2015 Work Session  
District Administration Building**

# **TEACHING AND LEARNING**

2016-2017 School Calendar

### 2016 - 2017 Calendar

July				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
October				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
January				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
April				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
August				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
November				
1	2	3	4	
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
February				
	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			
May				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
September				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
December				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
March				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
June				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**District Offices Closed:** July 4, September 5, November 24 & 25, December 23 & 26, January 2, January 16  
February 20, May 29

**Key:**  
 Holiday  
 Professional Development, Grading, Teacher Work Day  
 School not in session K-12

**Qtr. 1:** 45 Student Days; 47 Teacher Days  
**Qtr. 2:** 42 Student Days; 44 Teacher Days  
**Qtr. 3:** 42 Student Days; 44 Teacher Days  
**Qtr. 4:** 43 Student Days; 45 Teacher Days

**Student Days - 172 Days:** Sem 1 = 87 Sem 2 = 85  
**Teacher Days - 184 Days:** Sem 1 = 91 Sem 2 = 89  
 Workshop Week = 4



**6.22.2015 Work Session  
District Administration Building**

## **SCHOOL BOARD**

New Elementary School Names

Superintendent Updates

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## BOARD OF EDUCATION

Work Session – June 22, 2015

### Final Four Potential Names for the New Elementary School

**COMMENTS BY: Karen Keffeler and Amy Parnell**

From the 1,300 individual name submissions for the New Elementary School, a list of four names remain:

- Fox Ridge
- Marsh View
- Meadow Hill
- Meadow Ridge

The public was invited to submit their ideas for the name of the new elementary school over a two-week period. Kristin Tollison, Amy Parnell and Karen Keffeler then deleted duplicates, names of known Minnesota schools or community entities and submissions that, while somewhat humorous and creative, were not realistic. The final list was around 100.

The list of 100, with 17 of those being suggested, was brought to the naming committee on May 21. The committee consisted of five parents and five teachers; members of the Core Planning Citizen's Team and the referendum "Vote Yes" group. After some discussion, six names were added to the list of 17.

The group narrowed the field to the final four by focusing on some of the nature features of the area. They started with Fox Creek (fox is native to the area) and then changed it to Fox Ridge. They liked "ridge," as there isn't a -ridge in the current list of school names, and stayed away from -wood as there are two schools with that suffix. With the subdivision next to the new school named Maple Creek Meadows, the Meadow in the name was fitting. Prairie View was in the final six, and because there is an Eden Prairie school of that name, it was taken out of consideration, along with any other name containing "prairie."



**Chace B. Anderson/Superintendent  
2014-2015 Goals  
June 22, 2015 School Board Work Session Update**

**General Guidance: Opportunities for Improvement/Development/Continued Success**

Strategic Roadmap/Scorecard/Dashboard

Create a 1-2 page executive summary that outlines the current status of the school district. Finalize Power Point presentation used recently at the May work session to be used and regularly updated for a “State of the Union” presentation for community groups and at the October school board meeting.

The most recent version of the Power Point used to update PTA and advisory groups from across the school district regarding “the state of the union” is included as an attachment to this report. I attended one PTA meeting at each school this year and also gave this presentation to the Community Education Advisory Council and the Special Education Advisory Council (perhaps others). Perhaps more importantly, attendance at the PTA meetings gave parents the opportunity to ask questions about happenings in the school district and to share other concerns or provide inputs of importance to them.

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Develop appropriate measures that provide the school board with key progress updates aligned with local, State, and Federal guidelines/directives.

The School Board took action at its June 8, 2015 school board meeting to adopt the updated Strategic Road Map (a copy is included with this report). The process of updating the Road Map started on April 22. The school board met in a joint session with the Strategy Leadership Team as well as with an elementary, middle school and high school principal and the Director of Curriculum and Instruction. The session was facilitated by Dr. Jenni Norlin-Weaver. The process included endorsing the current Mission and Core Values, making minor changes to the Vision and creating four new Strategic Directions. At a Leadership Council meeting on June 10, 2015, the Leadership Council began the process of creating actions and activities for each of the four Strategic Directions and some preliminary conversation about measures and metrics. Through the remainder of the summer months, additional detail will be brought to the Directions so as to have a good action plan in place for the start of the 2015-16 school year.

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Referendum Momentum/Attention to Concerns about Future Size of WHS

Keep up the momentum on the referendum projects while maintaining a proactive mindset in anticipating and responding to concerns about the future size of WHS.

Ground-breaking ceremonies occurred for the new elementary school and the additions to the high school on May 19. During the course of this school year, a great deal of work was completed in final design of the construction projects, preparation and execution of the bidding process, acceptance of all bids, all with relatively minimal disruption or unanticipated distractions or challenges. The high school administrative staff members, along with the leadership of the High School Principal on Special Assignment, have been engaged in conversations about realignment of the student services teams. Specifically, aligning administrators, counselors, social workers, and newly added deans to a cohort group determined by alpha assignment, will provide a stronger feel of a “team approach” to meeting the needs of each and every high school student. Partial implementation of this will occur as early as the fall of 2015. This is on-going work and conversations will continue during the coming school year.

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Continue Creative Decision Making and Drive Towards a More Strategic Visionary Leadership

Model: Continue to hone reliance on your own convictions/sound judgment and migration from a roughly 40/60 (strategic/operational) mix to a targeted 60/40 mix by the end of the 2014-2015.

I continue to work on this and desire spending a greater amount of time on strategic matters. I believe the retooling of the District’s Road Map will help me and the other staff to stay focused on the priorities. I think it is somewhat difficult to assign a certain percentage of strategic vs. standard work. Sometimes the urgent standard operational work can present itself in a high priority manner. Such work is oftentimes all-consuming and can serve as a major distraction to the more strategically-focused work of the school district. This year seemed to have a disproportionate amount of work that would fit this definition. Regardless, I will continue to seek to strengthen my role in establishing and realizing a strong vision for the school district as I work in cooperation with our leadership team, the school board, our staff members, and the community at large.

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**Goals:**

After a fair amount of discussion by the Board about your 2014-2015 goals, we agreed that, based on your experiences this past year and your excellent judgment and thoughtfulness about the District and what it will take to make the District the best it can be, we would like you to develop two goals that satisfy the below descriptions:

- Develop a goal directly related to Teaching and Learning that you embrace and that demonstrates creativity, vision, and innovative thinking, and provides a solid platform for you to launch the District ahead as a leader in public education.

- Develop another goal that is focused on demonstrating how and ensuring that each and every student “feels included” and that “no student gets lost.”

Please be sure that your two goals link to our District’s Strategic Roadmap, and that the goals are “SMART.” We would like to see your two goals, plus any other goal(s) you would like to submit, by August 1, 2014, so we can discuss them with you and finalize them to take effect on September 1, 2014.

**Goal #1**  
**WAYZATA PUBLIC SCHOOLS CURRICULUM SYSTEM**

Board Guidance and Direction: Develop a goal directly related to Teaching and Learning that you embrace and that demonstrates creativity, vision, and innovative thinking, and provides a solid platform for you to launch the District ahead as a leader in public education.

**Goal #1:**

By no later than June 30, 2015, define the Wayzata Public Schools Curriculum System and determine necessary redesign of curriculum review, design, and implementation and further define District protocol for program evaluation.

I would like to recommend that this continue as an on-going goal into the 2015-2016 school year. I will plan to work in cooperation with members of the Teaching and Learning Team and other school district staff as appropriate to further this goal. It remains an important objective to ensure that our curriculum system is well-tuned and responsive to changing times.

One of the activities I engaged with was reading the book: Curriculum Leadership: Strategies for Development and Implementation, 3<sup>rd</sup> Ed. Glatthorn, Boschee, Whitehead, and Boschee (2012). It is a graduate level textbook that outlines methods for the role of curriculum leadership. I found it to be a good guide and will possibly prove useful as we move forward in the further refinement of our curriculum review and improvement process.

During the 2014-15 school year, I engaged more deeply with principals through attendance at many of the elementary, middle school, and high school principal meetings. As noted above, I think this goal is an important one and one that might be better channeled into the leadership functions of the Teaching and Learning and/or Curriculum and Instruction departments. We have a curriculum system in place but it has been awhile since focused energy has been brought forth with the intent of improving the current system. It seems timely to do so now to ensure that the current model is serving our needs well. While I think continuing toward the intent of this goal is worthwhile, a modified approach may be considered for the coming school year.

**Goal #2**  
**STUDENT SUPPORT SERVICES AND PERSONALIZATION**

Board Guidance and Direction: Develop a goal that is focused on demonstrating how and ensuring that each and every student “feels included” and that “no student gets lost.”

**Goal #2:**

By no later than June 30, 2015, define the current reality and determine necessary redesign of the school district’s student support service systems. Consider and determine possible resources needed for implementation and establish an implementation timeline.

I would like to recommend that this continue as an on-going goal into the 2015-2016 school year. I will plan to work in cooperation with members of the Teaching and Learning Team, principals and other staff to further develop and define the school district’s student services programming. This will continue to be a worthwhile goal to pursue. Although a comprehensive review was not conducted, some examples of improvements/work done in this area during the 2014-2015 school year include:

1. The Principal on Special Assignment at Wayzata High School has created a plan for a reorganized student services model at the high school that includes the clustering of students across all four grade levels by alpha where administrators, counselors, social workers, and deans are all aligned to work with a specified group of students to help ensure their academic success. This will also provide students with continuity of support staff personnel over their duration at WHS. This plan will begin to be implemented with the start of the 2015-16 school year and will continue to evolve into future school years.
2. The social workers at Wayzata High School and a district administrator from the Special Services department developed a “Wellness Tipline” where concerns of students can be brought to the attention of student services team members at WHS through anonymous tips from fellow students and or adults. A total of 39 inputs were submitted during the course of the school year. The first year of this project is considered a success by those who were involved with it. A similar program was implemented at West Middle School.
3. A draft staffing allocation spreadsheet has been developed during the school year for future use in matching intervention staff to the school buildings where they are needed. While we have a process in place to allocate resources and given the fact that targeted categorical dollars coming to our school district are trending downward, it will be increasingly important for us to have the most effective method to ensure that our students with academic and social-emotional needs can have those needs fulfilled. Further refinement of this process is necessary but good progress was made on this during the school year.

### **Additional General Thoughts:**

It was another excellent year for Wayzata Public Schools. Our students continued to do well in their academics and their co-curricular activities. Our staff continued to work effectively with students and their families. In addition to the more formal goals outlined above, here are a few of the other things that I was involved with during the school year. The list is not intended to be a comprehensive list of all activities but a sampling.

- Attendance at school board meetings, school board work sessions, Citizen's Finance Advisory Committee, Legislative Action Committee, Stakeholders Advisory Committee, Strategy Leadership Team, Leadership Council, Policy Committee, Teaching and Learning Committee, Finance Committee, Facility Committee, District 287, Hennepin County Commissioners and others.
- Updating the school district's Strategic Road Map with continuing work to develop actions and metrics for the four new strategic directions.
- Regular attendance at AMSD, Twin West Chamber, and Wayzata Rotary meetings.
- Rezoning of the school district's elementary and middle school attendance areas.
- Preliminary work on consideration of school start times with on-going work for this in the near future.
- Ground-breaking for a new elementary school and our high school addition.
- Planning for facility improvements at our three middle schools as well as at our elementary schools.
- Reorganization of the West Metro Education Program (WMEP) including the conveyance of the two magnet schools to independent school districts.
- Interviews for the WMEP Executive Director Position.
- Deep involvement and regular attendance of monthly meetings for the Wayzata Public Schools Education Foundation. My involvement has included working closely with the Foundation board and other staff/board members to help secure more than \$30,000 in sponsorships and donations for the 2014 event and offering insights and assistance to the Foundation Board regarding distribution of their grants to teachers.
- Worked with building principals on enhancing school culture through seeking to positively channel student behavior.
- Worked in close cooperation with other teammates and spent a good deal of time at one of our elementary schools working with staff members in dealing with some very challenging emotional circumstances.
- Assisted with the hiring of a new elementary principal and a new ECSE Program Supervisor and will soon be involved in the hiring of a new middle school associate principal.
- Assisted high school administrators and others in dealing with challenging co-curricular situations.
- Attended many athletic events and other student activities.
- Finally, all of the standard work associated with being the Wayzata Public Schools Superintendent!

I greatly enjoy my work for the school district and appreciate having the opportunity to serve the school board and the community in this capacity. Thank you.

# Wayzata Public Schools

**May 19, 2015**

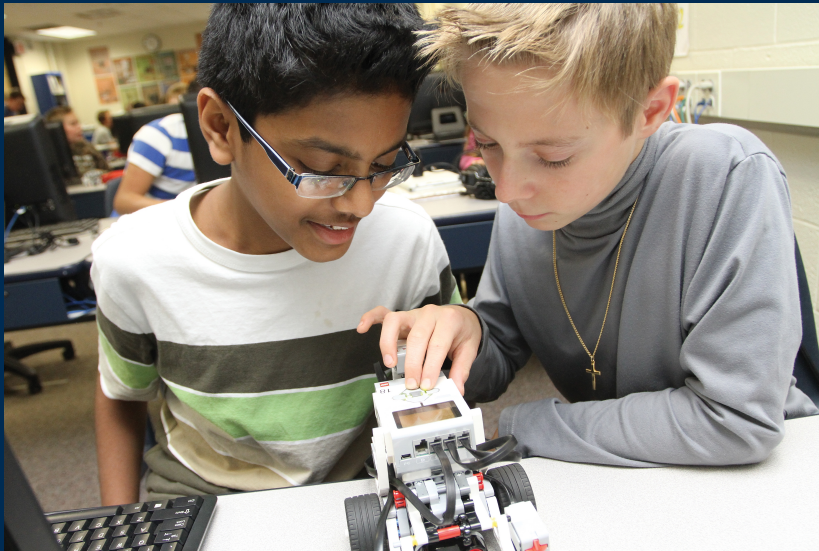
**Central Middle School PTA  
School District Updates**

88



**Excellence. For each and every student.**

# Excellence. For each and every student.



69



**Excellence. For each and every student.**

# WE are Wayzata Schools

## Welcoming our Students

### Total Enrollment – October 1, 2014

	<u>2014</u>	<u>Avg.</u>	<u>2013</u>
<u>Avg.</u>			
■ Elementary	4,729	4,789	798
■ Middle school	860	2,552	2,581
■ High school	827	3,305	826
■ Total	819	10,646	816



**Excellence. For each and every student.**

# WE are Wayzata Schools

## Business and Finance

### Operational Excellence

- Finance Triple AAA Bond Rating
- Maintenance Excellence in Cleanliness and Safety
- Food Service Culinary Express (High School Pilot)
- Transportation On-Time and Customer Satisfaction



**Excellence. For each and every student.**

# WE are Wayzata Schools

## 2015 Legislature

### Legislative Session – Legislative Action Committee

- Funding Session - 2 year State budget created
- School District is in the early stages of 2015-16 budget creation
- \$120 Million General Operating Budget
- Anticipating 3% inflation/Unsure about any new revenues



**Excellence. For each and every student.**

# **WE are Wayzata Schools**

## **Facilities & Construction**

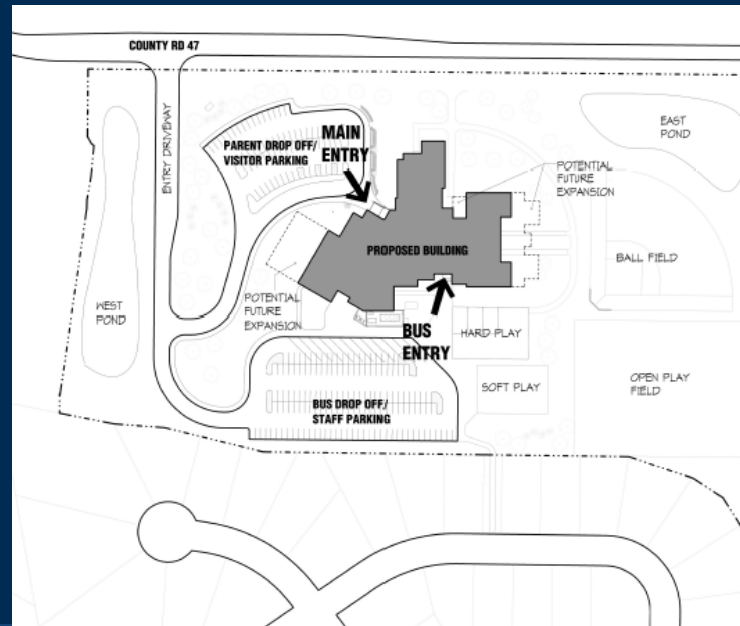
- New Elementary School
- Wayzata High School Addition
- Middle School Secured Entrances
- Other Alternative Facilities Projects & General Facility Maintenance



**Excellence. For each and every student.**

# WE are Wayzata Schools

## Elementary School Design



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## Elementary School Design



75



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## Elementary School Design



76



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**Excellence. For each and every student.**

# WE are Wayzata Schools

78



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# WE are Wayzata Schools

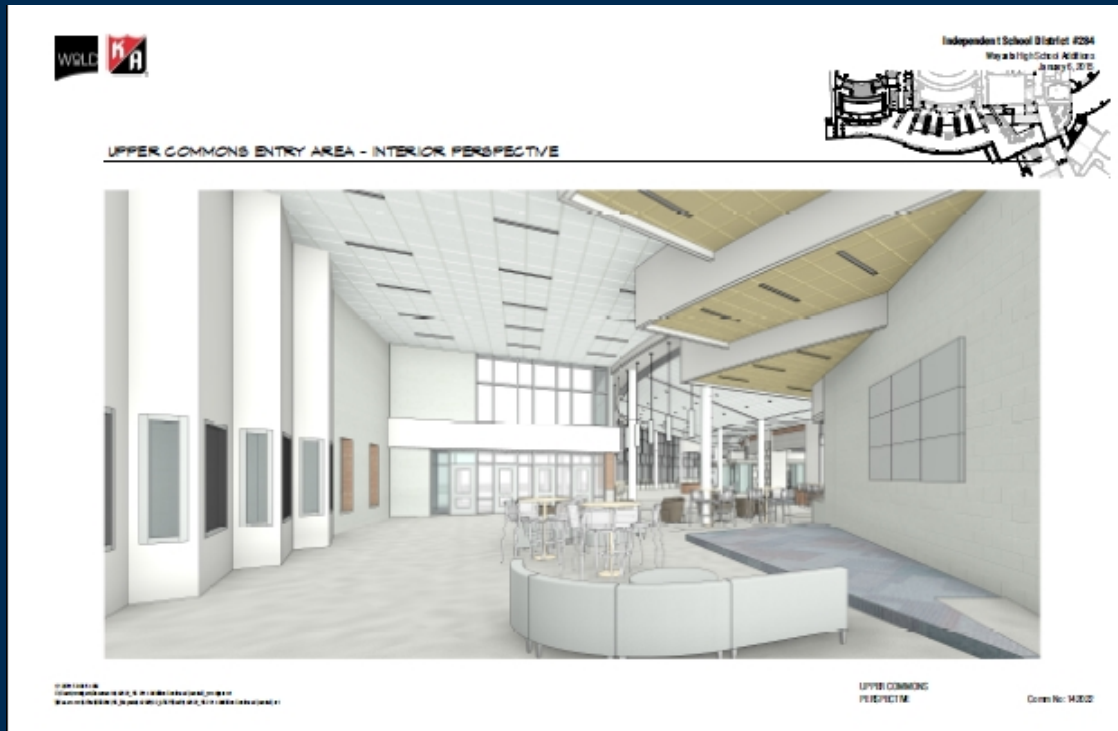
79



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# WE are Wayzata Schools

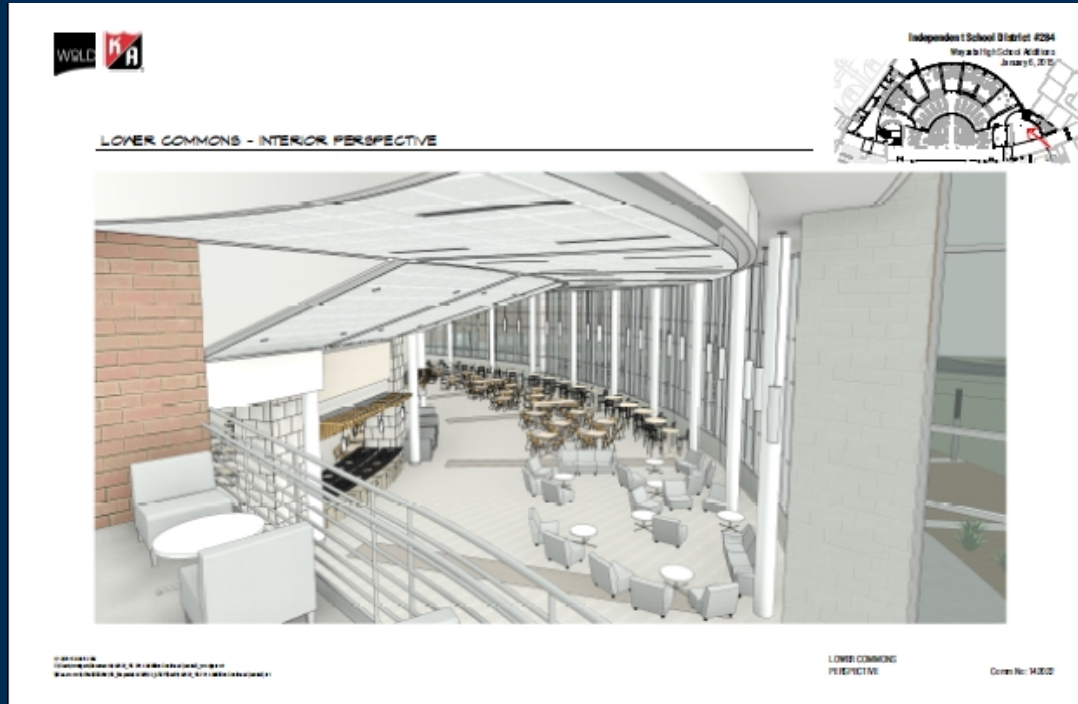
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# WE are Wayzata Schools

## Teaching & Learning

MyWay: A Student Centered Vision for Learning

Three Objectives...

1. Exceptional Relationships

2. Exceptional Learning

3. Exceptional Experience



**Excellence. For each and every student.**

# Teaching & Learning

## MCA Scores

State Accountability Tests-Proficiency in Reading Grades 3-8 and Grade 10						1 Year
	2009-10	2010-11	2011-12	*2012-13	2013-14	Change
Grades 3-8 and 10	90.10%	90.00%	91.00%	78.20%	80.50%	2.30%
State Accountability Tests-Proficiency in Math Grades 3-8 and Grade 11						1 Year
	2009-10	*2010-11	2011-12	2012-13	2013-14	Change
Grades 3-8 and 11	84.00%	76.80%	84.00%	81.50%	82.00%	0.50%
State Accountability Tests-Proficiency in Science Grades 5-8 and Grade 10 (Biology)						1 Year
	2009-10	2010-11	*2011-12	2012-13	2013-14	Change
Grades 5-8 and 10-Bio	69.90%	70.90%	75.50%	76.00%	77.70%	1.70%



**Excellence. For each and every student.**

# Teaching & Learning

## ACT Scores

5 Year ACT College Readiness Benchmarks and Comparisons						
	B'Mark	2010	2011	2012	2013	2014
English	18	25.3	25.9	25.0	25.7	25.7
Mathematics	22	25.4	26.3	25.5	25.8	26.2
Reading	21	25.6	25.3	25.1	26.1	25.9
Science	24	25.1	25.2	25.2	25.5	26.0
<b>Composite</b>	N/A	25.5	25.8	25.3	25.9	26.1



**Excellence. For each and every student.**

# WE are Wayzata Schools

## Human Resources

- Excellence in Recruitment and Hiring (127 New Staff)
- Excellence in Orientation/On-Boarding
- Excellence in Professional Development

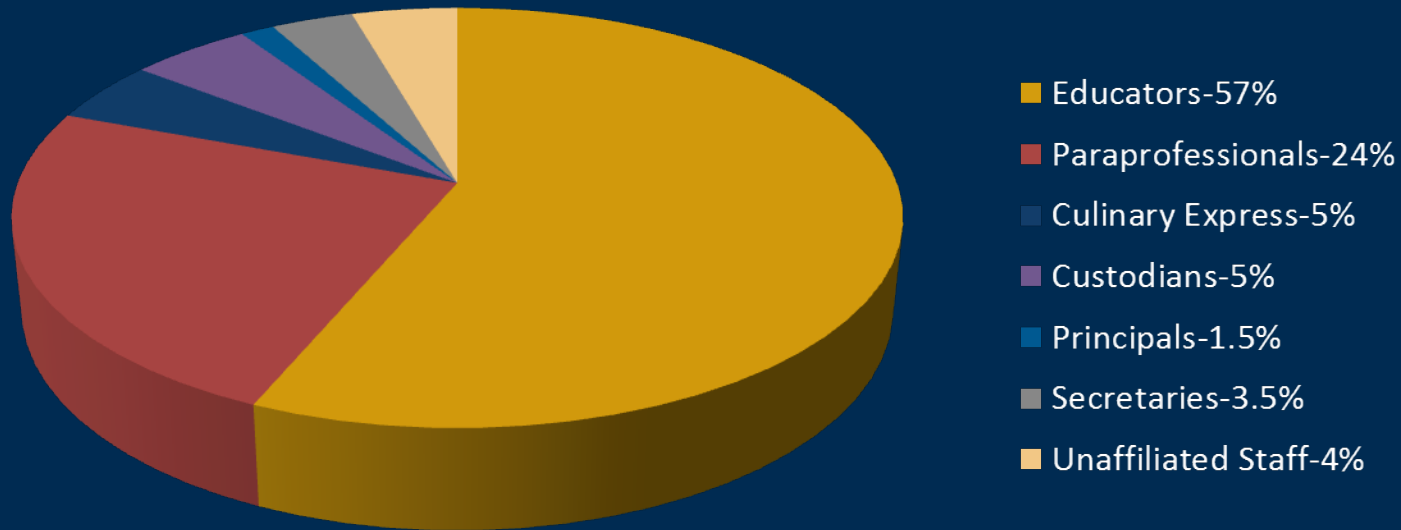
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**Excellence. For each and every student.**

# WE are Wayzata Schools

## 1,488 Talented Staff



98



**Excellence. For each and every student.**

# WE are Wayzata Schools

## Community Education Services

### Three Key Areas of Intentional Focus...

- Early Education
- Out of School Time for Children and Youth
- Adult Learning



**Excellence. For each and every student.**

# WE are Wayzata Schools

## Special Services

- Special Education K-12 & Transition Services
- Early Childhood Special Education (ECSE) Birth-K
- Title Services
- English Learner Program (EL) and Translation Services
- District Health Services and Pre-school Screening
- Section 504
- Homebound Education



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## On-Going Areas of Interest

- Facilities & Construction
- School Start Times
- School Attendance Areas
- Implementation of Mission and Vision

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Thank you!

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