



Excellence. For each and every student.

**BOARD OF EDUCATION**

Regular Meeting - Monday, November 18, 2019 - 4:00 PM  
Wayzata City Hall  
210 County Road 101 North  
PO BOX 660  
Wayzata, MINNESOTA 55391

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**Minutes of Work Session Meeting**

A Work Session Meeting of the Board of Education of Wayzata Public Schools was held Monday, November 18, 2019, beginning at 4:00 PM in the Wayzata City Hall  
210 County Road 101 North  
PO BOX 660  
Wayzata, MINNESOTA 55391.

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
3. **TEACHING AND LEARNING**
  - A. Reimagine Minnesota *J. Johnson S. Harriday 30 minutes*

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# Achievement and Integration Plan

Executive Summary

May 2019

## PROGRAM INFORMATION

### Minnesota Achievement and Integration program:

The purpose of the *Achievement and Integration for Minnesota* program is to (1) pursue racial and economic integration, (2) increase student achievement, (3) create equitable educational opportunities, and (4) reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

**Program Participation:** Minnesota Department of Education determines which districts participate by comparing adjoining districts' percentage of enrolled protected class students. Districts that are *racially isolated* or have a *racially identifiable school* are required to be in the Achievement and Integration program.

**Program Funding:** Achievement Aid is available to fund activities to support the purpose of the program. Funding is provided by the State of Minnesota in the form of aid and by local tax payments through a levy.

## CUSTOMER INTIMACY MODEL

The value discipline of "Customer Intimacy" forms the foundation of our achievement and integration plan. Customer intimacy is an approach to creating personalized experiences, opportunities and solutions through a focus on the needs and aspirations of those who we serve – our students and families.

## WAYZATA PROGRAM GOALS

1. **Readiness:** All children are ready for school.
2. **Achievement:** All third-graders will be at or above proficiency in reading, math, writing and speaking

3. **Achievement:** Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.
4. **Achievement:** All students graduate from high school career and college ready.
5. **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
6. **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

## STRATEGIES

1. **Strategy #1: School Readiness** – We will support K – 12 transition opportunities and experiences so that students are better prepared for the next level of learning.
2. **Strategies #2: Student Support, Opportunities and Experiences** – We will provide a continuum of support, learning opportunities and experiences for students so that they are better prepared to take full advantage of our learning program.
3. **Strategy #3: Family Engagement** – We will provide opportunities, experiences and resources so that parents can be more engaged in their child's learning.

4. **Strategy 4: Professional Development** – We will provide professional development in cultural awareness and culturally responsive teaching strategies so that staff are prepared to meet student learning and social and emotional needs.

**DATE:** November 18, 2019

**FROM:** Jill Johnson, Executive Director of Teaching and Learning

**RE:** Re-Imagine Minnesota – Wayzata Implementation Update

## MINNESOTA'S ACHIEVEMENT AND INTEGRATION PROGRAM

The purpose of the Achievement and Integration (A&I) for Minnesota program is to –

- pursue racial and economic integration,
- increase student achievement,
- create equitable educational opportunities, and
- reduce academic disparities

based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

## WPS PLAN UPDATE

- **Equity Facilitator – Position created Fall 2019**

**Job Description:** Provide direction, guidance, and leadership to employees as it relates to racial equity and culturally responsive teaching. The Equity Facilitator will support teachers to achieve systemic racial equity; develop and provide professional development relevant to racial equity; facilitate a team to implement actions to meet outcomes of the Strategic Plan; and guide staff in implementing best and promising practices for establishing and maintaining a culture of support and respect for all staff and students.

## **Priorities for 2019 – 2020**

- **Professional Development** Facilitator - Develop and implement the following professional learning experiences for leadership council, peer coaches and teachers.
  - Session 1: Cultural Competency/Behaviors Vocabulary
  - Session 2: Cultural Behaviors Continuum
  - Session 3: Cultural Behaviors – Link to Classrooms
  - Session 4: Cultural Competence in our Framing
- **Facilitator of District Affinity Group** – The Purpose of the Affinity group is to empower students and staff of color in engaging others to address equity issues in Wayzata while also being a safe place to be heard.
- **Consultation** – Provide individual or small group consultation to teachers, principals and other staff.
- **Networking** – Represent the school district in metro-wide meetings

CULTURAL COMPETENCE	PERSONALIZED EDUCATION	CULTURAL INCLUSIVITY	RECRUITMENT & RETENTION	STUDENT VOICE	ADULT BEHAVIORS	COMMUNITY BRIDGES	SHARED UNDERSTANDING
Develop, sustain and evaluate cultural competence for teachers	Prioritize and ensure personalized education with emphasis on acceleration vs. intervention	Develop and implement culturally inclusive standards, curriculum, and comprehensive system of assessment	Develop and build systemic strategies for recruiting and retaining staff of color	Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment	Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support	Build bridges between schools and community	Create and sustain consistent shared understanding of equity and high level of skill application for leaders
✱ Train the trainer for leading differentiated PD around cultural competence and unconscious bias (or commit to a consultant)	Provide teachers with PD and support around heterogeneous grouping, enrichment for all students, and in-class interventions	Provide new teachers the opportunity to practice viewing lessons and curriculum through a culturally responsive lens (through new teacher academy)	✱ Continue and expand affinity group work; daytime meetings once per term to allow for staff of color mentoring and focused PD	Maintain secondary Dare 2 Be Real and expand to elementary	✱ Video for district kick-off that highlights the importance of Each & Every from the voices of our students of color; includes ongoing conversation prompts to be discussed at sites	IOCP: continue and expand collaborations	✱ Hire a district equity coordinator; establish district equity committee and site equity teams
✱ Those trained in Culturally and Linguistically Responsive teaching (including PD TOSA) do coaching observations for staff	Students feel like they have choice (not limited to one particular path)	Provide support for every teacher to implement activities or lessons that reflect the race and ethnicity of all of their students and greater society	✱ Create district language about our equity beliefs that can address the question: "How come they get...?"	Maintain and expand Civil Rights Research Experience	✱ Training for peer coaches and administrators to facilitate courageous conversations with staff	Examine structures so we can build in flexibility when inviting community into schools (such as child care at events, daytime vs. evening events, etc.)	✱ Principals share their sites' equity journey; use this to collaborate with the equity committee and teams to create plans for continuing differentiated equity work at their sites
Provide all staff with strategies and best practices regardless of their cultural competence or position	Remove structural barriers to upper level courses that are not necessary for success with the content (this may require additional PD for teachers of those courses)	Culturally infused curriculum that directly reflects our student body; incorporate absent narratives into new and existing courses	Include teachers of color on the hiring committees	Maintain and expand MyWaySHIFT as a way to use Human-Centered Design in planning lessons for all students	Encourage and practice hard conversations about race; this includes training for staff in how to participate in and lead such conversations	Examine structures so we can build in more flexibility for staff to do culturally competent outreach	✱ Review and align Reimagine MN with school District Road Map; use this to create a District Strategic Equity Road Map
Establish a minimum of PD required for all staff in cultural competence so we have a shared understanding, language and expectations	Re-evaluate qualifications (standardized tests) for Gifted & Talented and interventions	Training and support for teachers around assessment beyond paper/standardized tests	Interview all applicants of color; seek to hire more than one teacher of color at a site	Increase student voice in classroom through course offerings and PD for teachers (classroom discussion, student-led projects, etc.)	Video or literature for all new staff to watch after they are hired, including reflection questions; follow up in PD meetings or new teacher academy	Cultural liaisons at all buildings (linked to site demographics) to help create inclusive practices that bridge parents and school (communications home, parent voice, etc.)	Define a common language for our district equity work
✱ Include questions linked to our equity plan in the hiring process	Teachers of color mentors for students of color (provide release time or compensation for staff)	Create more ways for all students to participate more easily in sports, clubs, etc. (fees, transportation, scheduling, etc.)	Develop grow your own program: introductory courses at the high school, incentives for students to return to Wayzata, and partner with area universities	Examine and adjust policies/programs that unintentionally lead to discipline gaps along racial lines	Conduct an equity audit that helps determine structures and adult behaviors that create disproportionality; create a system for sharing this information with staff	Workshops for community members to expand their own cultural competence in addition to site-level international nights	Embed focus on equity into existing work (such as new curriculum, behavior intervention programs, etc.)

4. **FINANCE AND BUSINESS**
  - A. Audit Report *45 minutes*
  - B. Facilities Update *J. Westrum 20 minutes*
5. **HUMAN RESOURCES**
6. **SCHOOL BOARD**
7. **ADJOURN**