



Excellence. For each and every student.

**BOARD OF EDUCATION**

Working Meeting - Monday, March 28, 2022 - 4:00 PM  
Wayzata Public Schools District Office  
210 County Road 101 North  
Plymouth, Minnesota 55447

**Minutes of Work Session Meeting**

A Work Session Meeting of the Board of Education of Wayzata Public Schools was held Monday, March 28, 2022, beginning at 4:00 PM in the Wayzata Public Schools District Office  
210 County Road 101 North  
Plymouth, Minnesota 55447.

**1. ROLL CALL/CALL TO ORDER**

**A. Finance and Operations Reports**

- 1. Wayzata Cafes - National School Lunch Program (30 minutes) 2
- 2. General Budget Updates (15 minutes)

**B. Superintendent's Reports**

- 1. COVID Health & Safety Update and Pre-K Considerations (15 minutes) 10
- 2. School District Goals and Priorities (45 minutes) 30

**2. ADJOURN**

# Wayzata Cafés

## National School Lunch Program (NSLP) Discussion

# Current Reality

- Wayzata High School went off the NSLP in 2014-2015 SY.
  - Portion sizes and caloric restriction
  - A la carte restrictions based on Smart Snacks
  - Two year pilot program
- Universal meal waivers were implemented in March 2020
  - Wayzata High School has participated
- High School Students on Free and Reduced did not receive Pandemic Electronic Benefits Transfer (P-EBT) from March 2020-August 2021
- Wayzata Cafés facing budget deficits prior to COVID
- What is our next steps?

# Scenario #1 - Universal Meals for 2022-2023 SY

- Governor Walz has universal meals for all students in his budget package.
  - Unknown federal support.

# Scenario #2 - Meal Price Based on Student Eligibility

- Meals are paid, reduced or free depending on the student's eligibility.

# What if HS joins back on NSLP?

- Meal patterns
  - 2022-2023 and 2023-2024 SY: 80% of grains served must be whole grain-rich
  - Students must take ½ cup fruit or vegetable
  - Caloric maximums have been lifted
  - USDA expects to publish updated standards in Fall 2022
- A la carte regulations (Smart Snacks)
  - Vending machines
  - Fundraisers during the school day
  - Entree exemptions
- Decreased a la carte sales
- Additional Federal or State Support
  - Supply Chain Assistance Funds<sub>5</sub> (Received \$201,476)
  - P-EBT



# What if HS stays off NSLP?

- Budget concerns
  - Operating deficit
  - Not capturing federal and state reimbursement and commodity dollars
    - State and federal lunch reimbursements = \$349,300
    - State and federal breakfast reimbursements = \$23,050
    - Commodity revenue = \$76,925
- Increase pricing
  - Meal prices
  - A la carte prices
- Community Feedback
  - Pros and Cons

# Online Meal Payment Fees

- \$1.95 flat fee for each transaction
  - Food Service (02) fund absorbs cost
  - October 2017-November 2019 = \$25,000 average/month in credit card fees.
  - Approximately \$230,000/year in fees
- Quick survey from surrounding districts
  - Families pays: Orono, Eastern Carver County Schools, Westonka
    - Westonka pays the fee prior to the start of school
  - Food Service pays: Hopkins, ISD196, Anoka-Hennepin, Mounds View
  - Fee is split: Eden Prairie
  - Minnetonka & Osseo/Maple Grove- no response

# Recommendations to School Board

- High School will participate in the National School Lunch Program
- Credit Card Fees
  - Families pay the credit card fees



**School Board Presentation**  
**2021-2022 School Year**  
**COVID-19 Update**

**March 28, 2022**

# **Two Primary Goals for this Year 2021-2022**

1. Ensuring the health and well-being of students and staff.
2. Keeping students in school every day throughout the school year.

# Updated Guidance

## March 17, 2022

<https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html>

“Health officials and individuals should consider current information about COVID-19 hospitalizations in the community, as well as the potential for strain on the local health system and COVID-19 cases in the community, when making decisions about community prevention strategies and individual behaviors. Communities and individuals should also make decisions based on whether they are at high risk for severe disease and take into account inequities in access to prevention strategies.”

“COVID-19 Community Levels can help communities and individuals make decisions based on their local context and their unique needs. Community vaccination coverage and other local information, like early alerts from surveillance, such as through wastewater or the number of emergency department visits for COVID-19, when available, can also inform decision making for health officials and individuals.”

# COVID-19 Community Level Metric

Hennepin  
County = 56

WPS = 58

COVID-19 Community Levels – Use the Highest Level that Applies to Your Community				
New COVID-19 Cases Per 100,000 people in the past 7 days	Indicators	Low	Medium	High
Fewer than 200	New COVID-19 admissions per 100,000 population (7-day total)	<10.0	10.0-19.9	≥20.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	<10.0%	10.0-14.9%	≥15.0%
200 or more	New COVID-19 admissions per 100,000 population (7-day total)	NA	<10.0	≥10.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	NA	<10.0%	≥10.0%

The COVID-19 community level is determined by the higher of the new admissions and inpatient beds metrics, based on the current level of new cases per 100,000 population in the past 7 days

# Hospitalizations in Hennepin County

Hospitalizations in Hennepin County, Minnesota

[Download Image](#)

Data through Mon Mar 21 2022

<b>New admissions of confirmed COVID-19 among county residents (estimated)</b>	47
New admissions of confirmed COVID-19 per 100,000 population (last 7 days)	3.7
% Change in new admissions of confirmed COVID-19 from previous 7 days	-9.90

3.7  
LOW

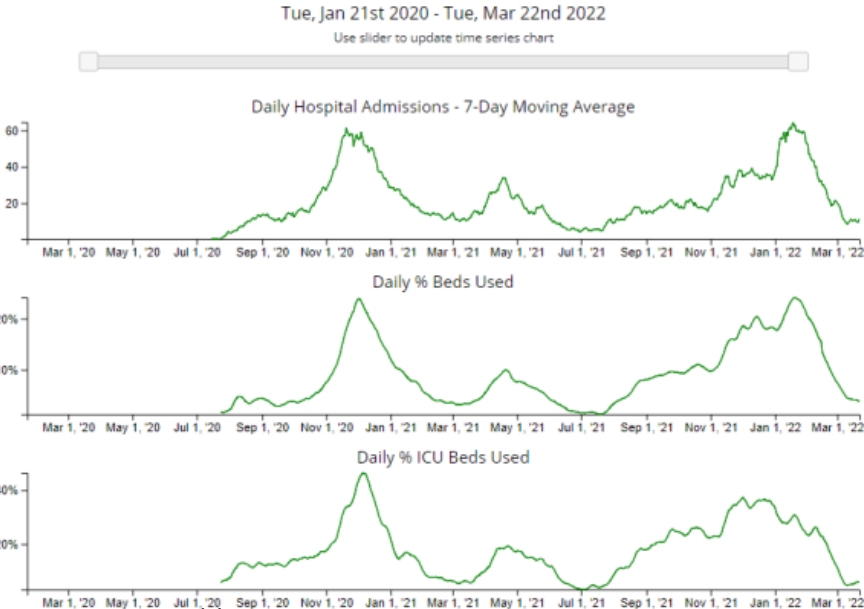


<b>% Staffed inpatient beds in use by patients with confirmed COVID-19</b>	3.8
Absolute change, % staffed inpatient beds in use by patients with confirmed COVID-19 from previous 7 days	-0.3

3.8  
LOW



<b>% Staffed ICU beds in use by patients with confirmed COVID-19</b>	5.9
Absolute change, % staffed ICU beds in use by patients with confirmed COVID-19 from previous 7 days	0.8



**District Student Vaccination Rates**  
**As of March 18, 2022**  
**Number of Students Having Received**  
**at Least One COVID-19 Vaccination Shot**

<b>High School Students</b>	<b>3661</b>	<b>3031</b>	<b>82.79%</b>
<b>Middle School Students</b>	<b>2749</b>	<b>2211</b>	<b>80.43%</b>
<b>Elementary School Students</b>	<b>5473</b>	<b>3874</b>	<b>70.78%</b>
<b>Districtwide K-12</b>	<b>11918</b>	<b>9143</b>	<b>76.72%</b>

# U.S. COVID-19 Community Levels by County

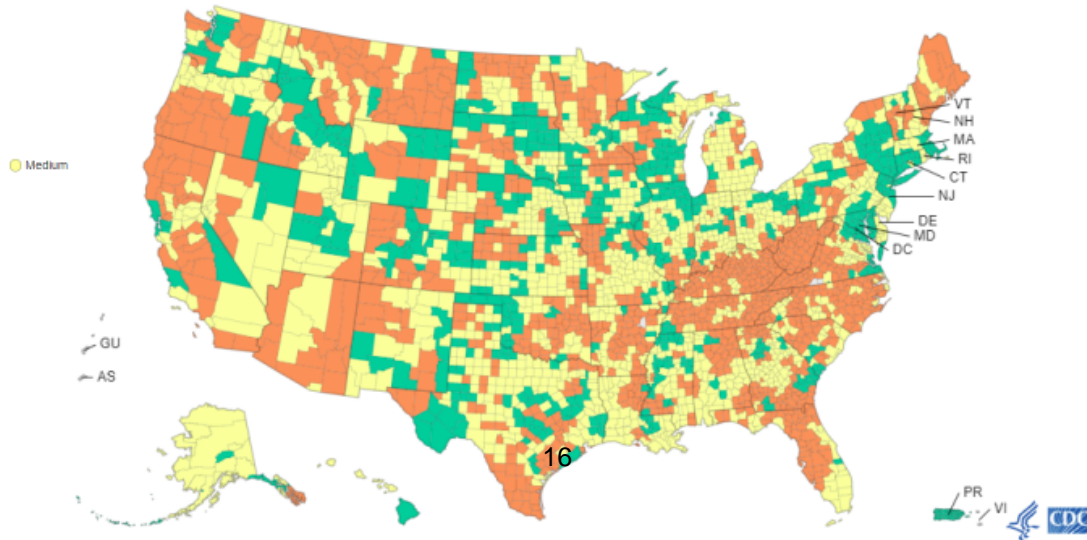
## February 24, 2022

### U.S. COVID-19 Community Levels by County

Data provided by CDC  
Updated: Feb. 24, 2022

Legend

- High
- Medium
- Low



# U.S. COVID-19 Community Levels by County

## March 3, 2022

### U.S. COVID-19 Community Levels by County Map

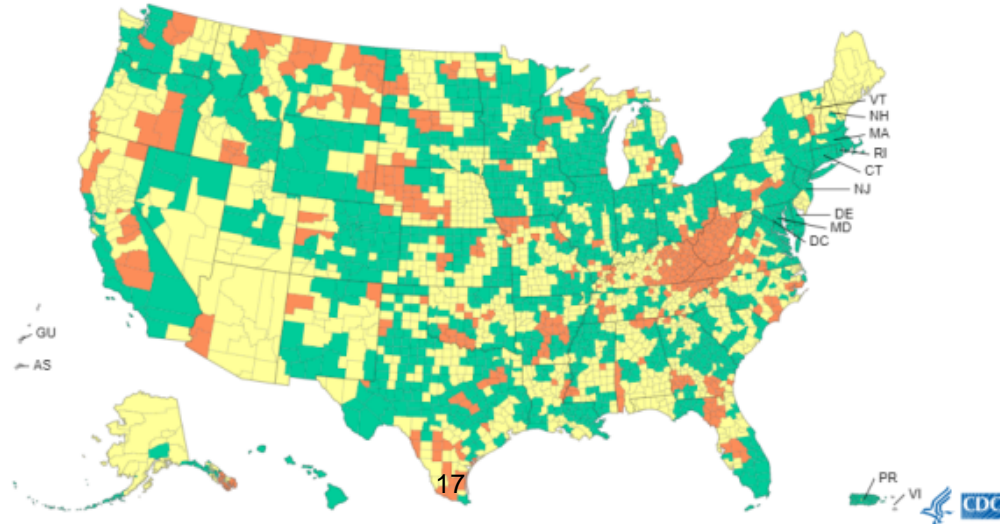
Data provided by CDC

Updated: March 3, 2022

#### Legend

- High
- Medium
- Low

Medium

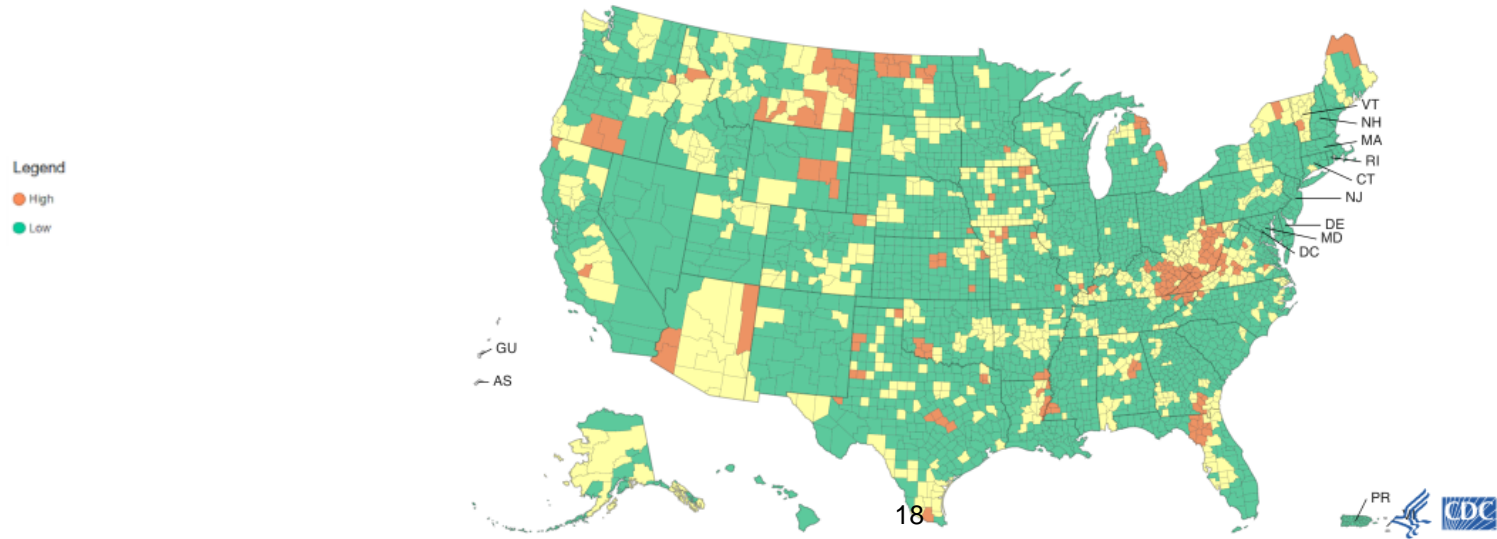


# U.S. COVID-19 Community Levels by County

## March 10, 2022

Maps, charts, and data provided by CDC, updates every Thursday by 8 pm ET

Updated: March 10, 2022



# U.S. COVID-19 Community Levels by County

## March 17, 2022

Maps, charts, and data provided by CDC, updates every Thursday by 8 pm ET

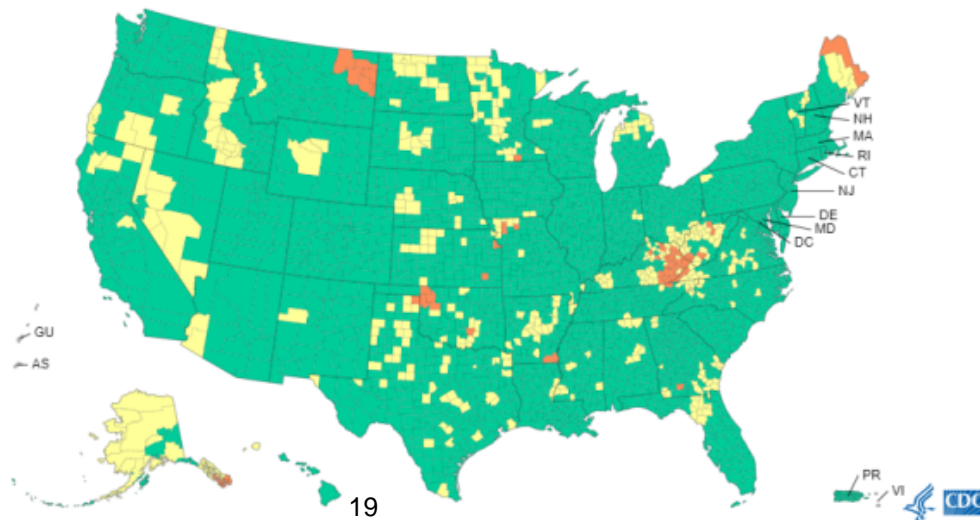
Updated: March 17, 2022

### Legend

High

Low

Medium



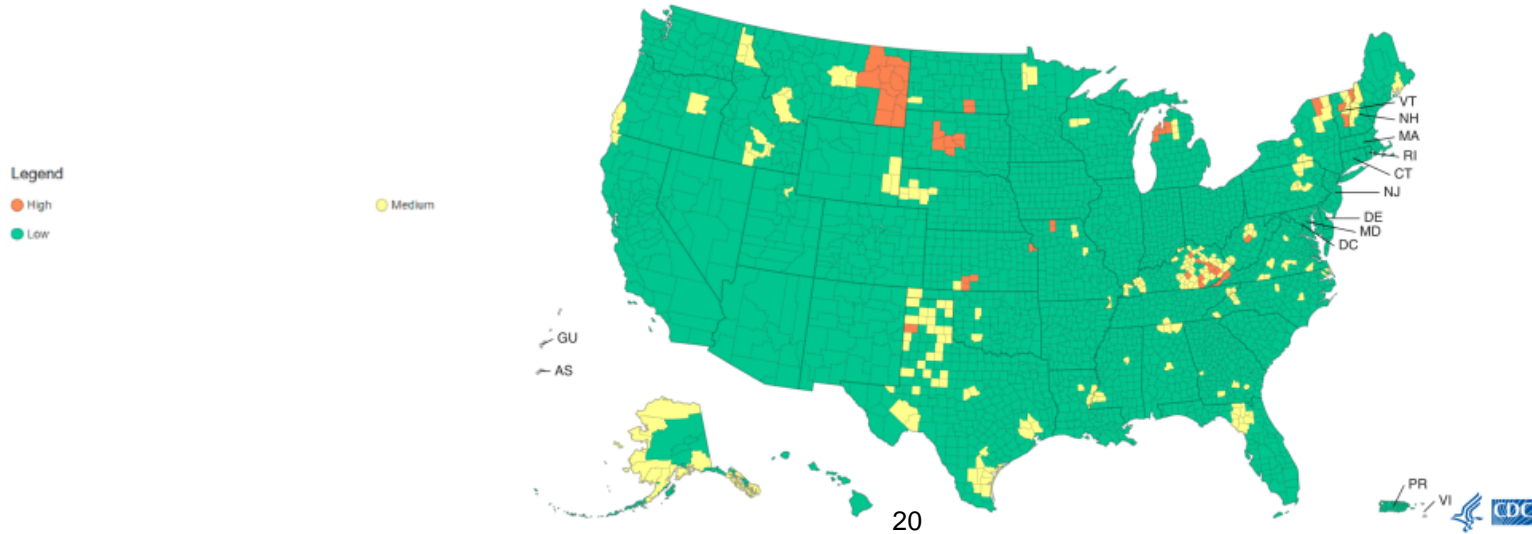
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# U.S. COVID-19 Community Levels by County

## March 24, 2022

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Updated: March 24, 2022

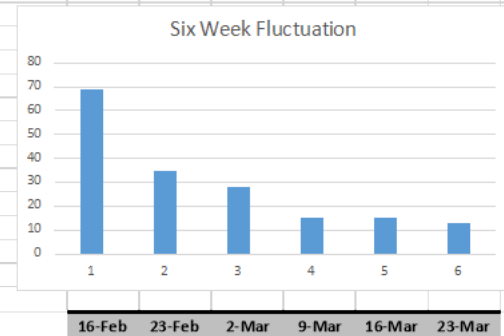


# Wayzata Public Schools-District Dashboard

## Cumulative Total Student/Staff Cases

### 2-16-22 thru 3-23-22

Student and Staff Cases Combined						
(Note: If a building had fewer than 5 cases in any given week, the case count is not itemized in the chart below for privacy reasons.)						
	16-Feb	23-Feb	2-Mar	9-Mar	16-Mar	23-Mar
Early Learning School	5	0	0	0	0	0
Birchview Elementary	0	0	0	0	0	0
Gleason Lake elementary	0	0	0	0	0	0
Greenwood Elementary	7	0	0	0	0	0
Kimberly Lane Elementary	5	7	5	0	5	0
Meadow Ridge Elementary	0	0	0	0	0	0
North Woods Elementary	6	5	0	0	0	0
Oakwood Elementary	7	0	0	0	0	0
Plymouth Creek Elementary	0	0	0	0	0	0
Sunset Hill Elementary	6	0	0	0	0	0
Central Middle School	0	7	0	0	0	0
East Middle School	0	0	0	0	0	0
West Middle School	0	0	0	0	0	0
Wayzata High School	10	0	0	0	0	0
Wayzata Transition	0	0	0	0	0	0
District Offices	2	0	0	0	0	0
<b>Other Cases &lt; 5/Building</b>	<b>21</b>	<b>16</b>	<b>23</b>	<b>15</b>	<b>10</b>	<b>13</b>
<b>Wayzata Total</b>	<b>69</b>	<b>35</b>	<b>28</b>	<b>15</b>	<b>15</b>	<b>13</b>



# Hennepin County Selected Cities Within and/or Near Wayzata Public Schools 14 Day Running Total—10 Week Trend Line

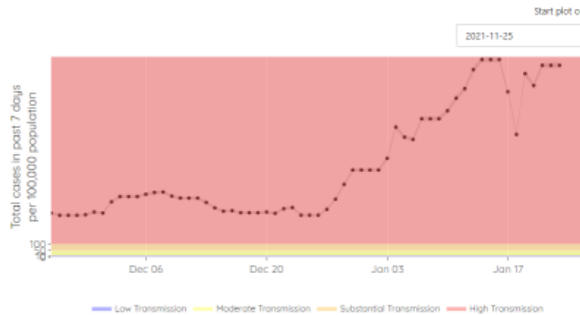
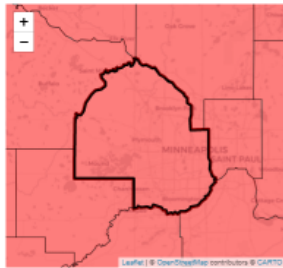
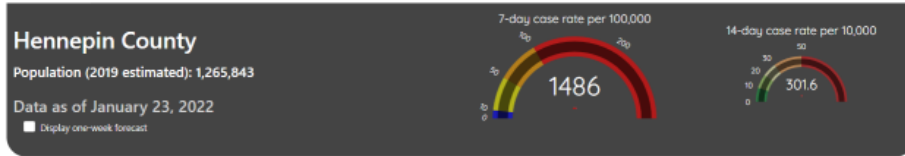
Hennepin County City Level COVID-19 Data (14 Day Running Total)																			
Date:	12/28/2021	1/4/2022	1/11/2022	1/18/2022	1/25/2022	2/1/2022	2/8/2022	2/15/2022	2/22/2022	3/1/2022									
Date Range:	1/10/2022	1/17/2022	1/24/2022	1/31/2022	2/7/2022	2/14/2022	2/21/2022	2/28/2022	3/7/2022	3/15/2022	Trend Line								
Maple Grove	311.20	311.50	196.30	124.80	71.40	47.40	32.20	18.70	13.40	12.20									
Minnetonka	201.50	186.70	201.50	119.10	70.60	47.20	28.20	21.70	18.80	15.40									
Plymouth	209.60	191.20	209.60	130.50	72.40	40.50	22.90	16.80	14.40	10.40									
*Other NW Suburban in Hennepin County	163.60	133.80	163.60	119.20	65.80	38.20	22.40	15.60	12.00	7.10									
**Other W/S Suburban in Hennepin County	162.50	147.20	162.50	119.90	73.50	45.90	30.70	20.00	14.00	9.10									
Average #284 Cities and Local Vicinities	209.7	194.1	186.7	122.7	70.7	43.8	27.3	18.6	14.5	10.8									
Points	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00									
*Other NW Suburban in Hennepin County	Corcoran, Dayton, Greenfield, Hanover, Medicine Lake, Osseo, Rockford, St. Anthony						<table border="1"> <tr><td>High</td><td>100+</td></tr> <tr><td>Substantial</td><td>50-99.99</td></tr> <tr><td>Moderate</td><td>10-49.9</td></tr> <tr><td>Low</td><td>0-9.99</td></tr> </table>		High	100+	Substantial	50-99.99	Moderate	10-49.9	Low	0-9.99			
High	100+																		
Substantial	50-99.99																		
Moderate	10-49.9																		
Low	0-9.99																		
**Other W/S Suburban in Hennepin County	Chanhasen, Deephaven, Excelsior, Greenwood, Independence, Long Lake, Loretto, Maple Plain, Medina, Minnetonka Beach, Minnetrista, Mound, Orono, St. Bonafacius, Shorewood, Spring Park, Tonka Bay, Wayzata, Woodland																		

# Hennepin County and WPS---U of MN Wolfson Model

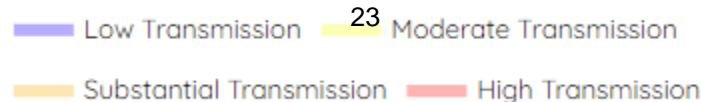
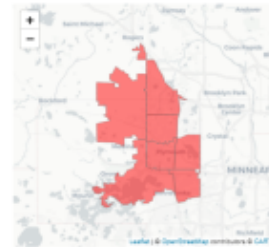
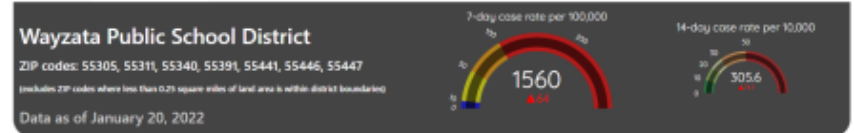
## 7 Day Running Total of Cases per 100,000 Residents

[https://jwolfson.shinyapps.io/school\\_openings/](https://jwolfson.shinyapps.io/school_openings/)

### Hennepin County 1-23-22 (1486)



### WPS School District 1-20-22 (1560)

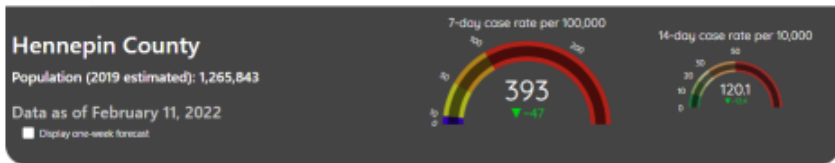


# Hennepin County and WPS---U of MN Wolfson Model

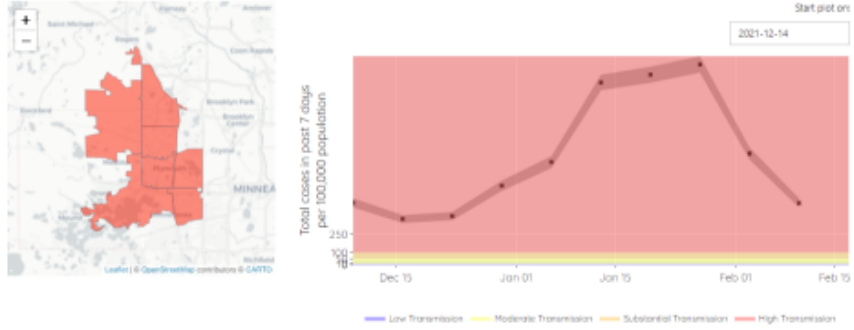
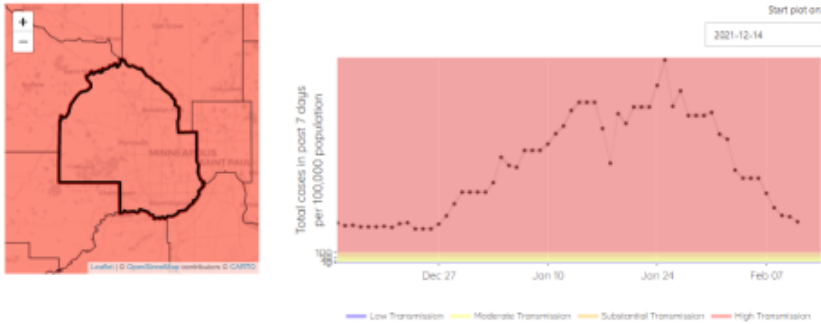
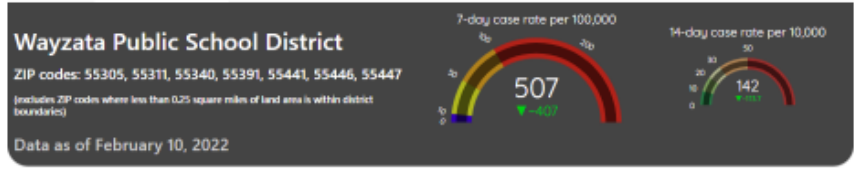
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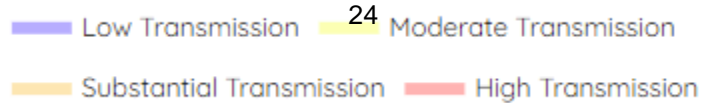
### Hennepin County 2-11-22 (393)



### WPS School District 2-10-22 (507)



For districts containing ZIP codes with  $\leq 5$  cases, vertical bars give the range of 7-day per 100,000 case totals that are consistent with reported case data. Outer shaded region indicates 95% confidence intervals for the (range of) case rates.

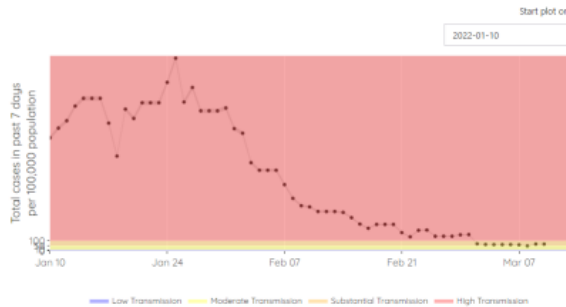
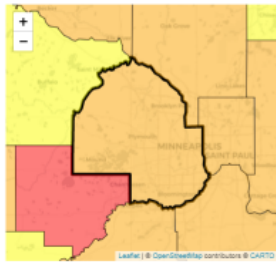
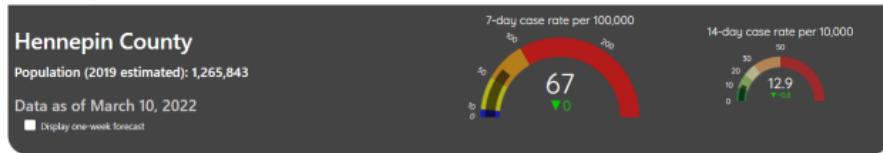


# Hennepin County and WPS---U of MN Wolfson Model

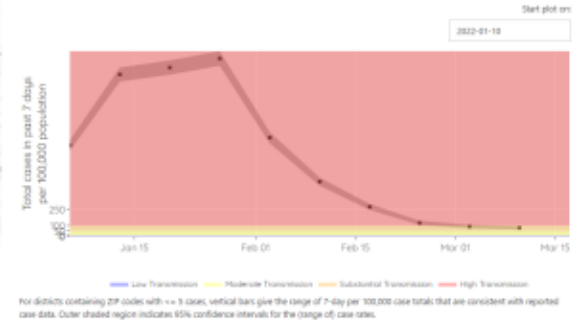
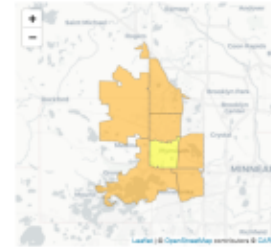
## 7 Day Running Total of Cases per 100,000 Residents

[https://jwolfson.shinyapps.io/school\\_openings/](https://jwolfson.shinyapps.io/school_openings/)

### Hennepin County 3-10-22 (67)



### WPS School District 3-10-22 (80)



25

Low Transmission Moderate Transmission  
 Substantial Transmission High Transmission

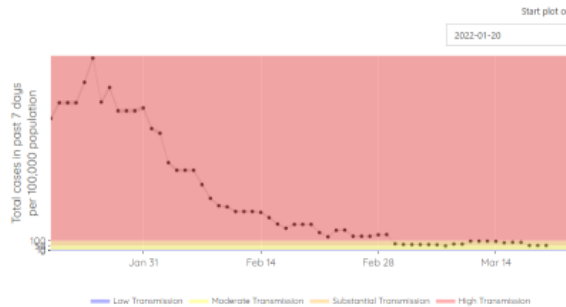
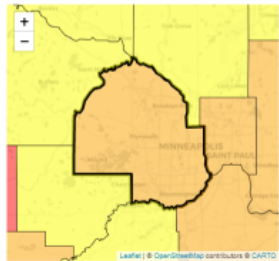
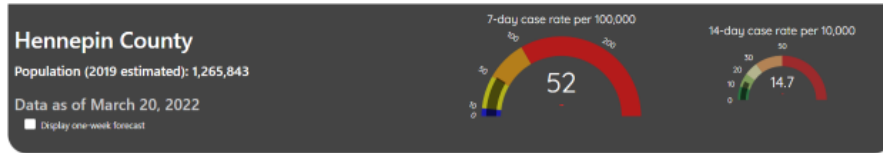


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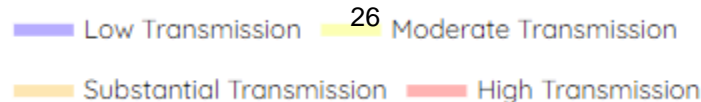
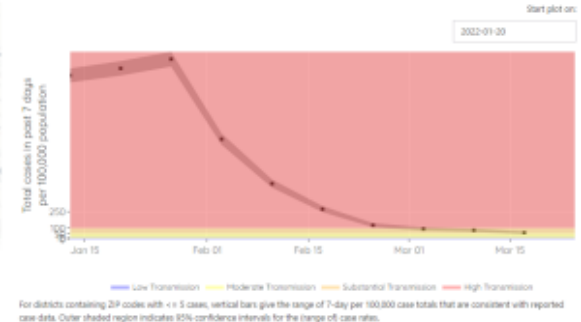
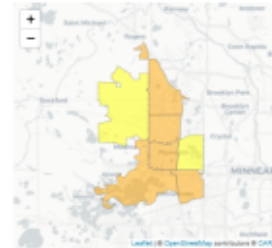
## 7 Day Running Total of Cases per 100,000 Residents

[https://jwolfson.shinyapps.io/school\\_openings/](https://jwolfson.shinyapps.io/school_openings/)

### Hennepin County 3-20-22 (52)



### WPS School District 3-17-22 (58)



# New CDC Guidance on School Bus Masking

## February 25, 2022

Effective February 25, 2022, CDC is exercising its enforcement discretion to not require that people wear masks on buses or vans operated by public or private school systems, including early care and education/child care programs. **CDC is making this change to align with updated guidance that no longer recommends universal indoor mask wearing in K-12 schools and early education settings in areas with a low or medium COVID-19 Community Level.** School systems at their discretion may choose to require that people wear masks on buses or vans.

# Superintendent Pre-K Recommendation

## **THE FOLLOWING WAS SHARED AT THE MARCH 14 SCHOOL BOARD WORK SESSION:**

- If more guidance doesn't come from the CDC in the near future, the district administration will consider current local conditions and determine when the time is right to make the move to "recommended" masking for Pre-K students.

## **Superintendent's Recommendation:**

- The superintendent and associate superintendent have engaged in dialogue with Jenni Ebert (Director of Community Education) and Jody Remsing (Director of Special Services) in determining how to best move forward for the district's early childhood students.
- Local conditions continue to see substantial improvements. As shown in this presentation, Hennepin County case numbers as well as cases in our school buildings have dropped very low and have remained low for many weeks.
- It is recommended that the district move away from "required masking" to "recommended masking" for Pre-K children and staff effective on Monday, April 11. This would be consistent with many neighboring school districts in having their Pre-K through Grade 12 students all aligned with "recommended masking" vs. "required masking."

**Thank you.**

# **Wayzata Public Schools**

March 28, 2022

## **School Board Work Session Update**

2021-2022 School District Goals and Priorities Update

Dr. Chace B. Anderson, Superintendent

Dr. Nathan Flansburg, Associate Superintendent

Dr. Stacey Lackner, Director of Research & Evaluation

# Four Goal Areas for 2021-2022

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. Initiate Work with the Center for Educational Leadership (Focus on High Quality Instruction)
  - University of Washington/University of Minnesota Partnership
  - Principal Supervisor Academy
  - Instructional Leadership Academy

# Operational Focus Areas

## 2021-2022


1. Preparation of 2022-2023 School District Budget
2. Continued Management of COVID-19 Challenges
3. Aligning the Work of Leadership Team Members
  - Associate Superintendent
  - Executive Director of Teaching and Learning
  - Executive Director of Finance and Operations
  - Director of Athletics and Activities
  - Directors of Teaching and Learning
  - Leadership Council
  - School Principals
4. All other Standard Work

# 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 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.		<b>Achievement:</b> <b>Collaboration:</b> <b>Community:</b> <b>Equity:</b> <b>Integrity:</b> <b>Respect:</b>	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
<b>By Realizing our Vision, We Achieve Our Mission</b> 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:		<b>Through Focus on Priorities and Strategy Execution, We Achieve Excellence and Realize Our Vision</b>	
<b>Exceptional Student Learning, Experiences and Relationships:</b> <ul style="list-style-type: none"> <li>High achievement by each and every student;</li> <li>Content-rich, rigorous and personalized education;</li> <li>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.</li> </ul>		<ol style="list-style-type: none"> <li>1. <b>Achievement:</b> By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, and mathematics.</li> <li>2. <b>Each and Every:</b> Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.</li> <li>3. <b>Personalization:</b> 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.</li> <li>4. <b>Health and Well-Being:</b> All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued.</li> </ol>	
<b>Community Trust, Confidence and Partnership:</b> <ul style="list-style-type: none"> <li>Comprehensive learning opportunities meeting diverse learner needs and community aspirations;</li> <li>Culture of continuous improvement and responsive innovation;</li> <li>Committed to being the first choice for students and families;</li> <li>Maintaining the highest levels of satisfaction and pride by staff, parents and community.</li> </ul>		<b>Approved by WPS School Board: July 8, 2019</b>	
<b>Operational Excellence:</b> <ul style="list-style-type: none"> <li>Attraction, development and retention of exemplary, creative and engaged employees;</li> <li>Accountability by all staff and clarity in all operations to maximize individual and collective performance;</li> <li>Effective and efficient use of time, human, financial and physical resources;</li> <li>High performing district governance, management and partnerships.</li> </ul>			

# 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.

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

# The Discipline of Market Leaders

## Treacy & Wiersema (1995)

### Product Leadership

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

- Exceptional Student Learning, Experiences & Relationships

### Customer Intimacy

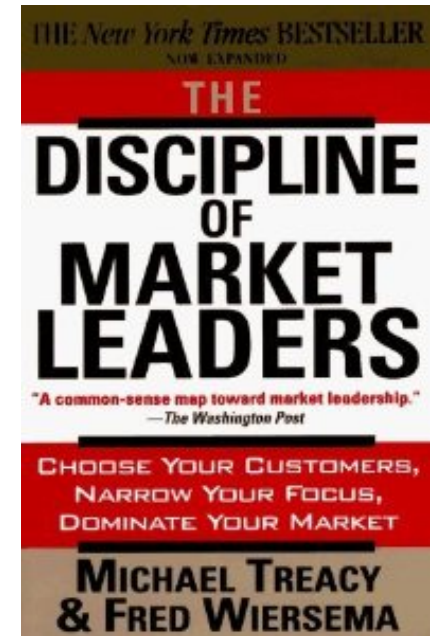
(WPS Customers/Constituents)

- Community Trust, Confidence and Partnership

### Operational Excellence

(WPS Operations)

- Operational Excellence (Balance of Efficiency/Effectiveness)



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

# 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

# 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

# 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

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

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

**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.

# Goal Area #1---2021-2022

## 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. Preparing students to be successful in the 21<sup>st</sup> Century by ensuring readiness for post-secondary experiences and work with future employers. This is in alignment with our Mission Statement:

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.

# Top Ten Destinations for 2021 WHS Graduates



# Class of 2021 Top Destinations

The top 10 (11) colleges and universities chosen by 2021 Wayzata graduates were:

- |  |  |
|--|--|
| 1. University of MN, Twin Cities (150)   | 7. North Hennepin Community College (19)     |
| 2. University of WI-Madison (36)         | 8. Arizona State University (16)             |
| 3. Iowa State University (26)            | 9. Indiana University (14)                   |
| 4. University of Minnesota - Duluth (24) | 9. Minnesota State University - Mankato (14) |
| 5. University of St. Thomas (22)         | 10. University of Iowa (13)                  |
| 6. North Dakota State University (20)    |  |

<b>Total Top 10</b>	=	<b>354/776</b>	<b>(45.6%)</b>
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<b>Attending School Elsewhere</b>	=	<b>422/776</b>	<b>(54.4%)</b>
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<b>Total College Bound Students</b>	=	<b>776/866</b>	<b>(89.6%)</b>
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# Class of 2021 Destinations

## The Top Ten Wayzata Graduate Destination Colleges and Universities and their Focus on Diversity, Equity and Inclusion

1. University of MN, Twin Cities (150)

<https://diversity.umn.edu/>

2. University of WI-Madison (36)

<https://diversity.wisc.edu/>

3. Iowa State University (26)

<https://www.diversity.iastate.edu/>

4. University of Minnesota - Duluth (24)

<https://diversity.d.umn.edu/>

5. University of St. Thomas (22)

<https://www.stthomas.edu/about/diversity-equity-inclusion/>

6. North Dakota State University (20)

[https://www.ndsu.edu/gradschool/about/diversity\\_and\\_inclusion](https://www.ndsu.edu/gradschool/about/diversity_and_inclusion)

7. North Hennepin Community College (19)

<https://www.nhcc.edu/about-nhcc/diversity-equity-and-inclusion>

8. Arizona State University (16)

<https://inclusion.asu.edu/>

9. Indiana University (14)

<https://diversity.iu.edu/>

9. Minnesota State University - Mankato (14)

<https://mankato.mnsu.edu/university-life/diversity-and-inclusion/>

10. University of Iowa (13)

<https://diversity.uiowa.edu/>

# Fortune 500 Companies in Minnesota

Company	2021 Fortune 500 Ranking	Revenue
United Health Group	5	\$ 257,100,000,000.00
Target Corp.	30	\$ 93,560,000,000.00
Best Buy Co. Inc.	66	\$ 47,260,000,000.00
3M	96	\$ 32,100,000,000.00
CHS	103	\$ 28,400,000,000.00
U.S. Bancorp	113	\$ 25,200,000,000.00
General Mills	169	\$ 17,600,000,000.00
C.H. Robinson Worldwide	191	\$ 16,200,000,000.00
Land O'Lakes	219	\$ 13,900,000,000.00
Ecolab	237	\$ 12,700,000,000.00
Ameriprise Financial	253	\$ 11,900,000,000.00
Xcel Energy	272	\$ 11,500,000,000.00
Hormel Foods	317	\$ 9,600,000,000.00
Thrivent Financial	369	\$ 8,150,000,000.00
Polaris	407	\$ 7,100,000,000.00
Securian Financial Group	421	\$ 6,870,000,000.00
Fastenal	479	\$ 5,647,000,000.00
Patterson Cos. Inc.	491	\$ 5,490,000,000.00

# Fortune 500 Companies in Minnesota and their Focus on DEI

## 1. United Health Group

<https://careers.unitedhealthgroup.com/culture/inclusion-and-diversity/>

## 2. Target Corp

<https://corporate.target.com/sustainability-esg/diversity-equity-inclusion#:~:text=Across%20Target%2C%20we%20embrace%20diversity,drive%20positive%20impact%20on%20society.>

## 3. Best Buy Company Inc.

<https://corporate.bestbuy.com/diversity-and-inclusion/>

## 4. 3M

[https://www.3m.com/3M/en\\_US/careers-us/working-at-3m/diversity-and-inclusion/](https://www.3m.com/3M/en_US/careers-us/working-at-3m/diversity-and-inclusion/)

## 5. CHS

<https://jobs.chsinc.com/inclusion-diversity>

## 6. US Bancorp

<https://www.usbank.com/diversity/index.html>

## 7. General Mills

<https://www.generalmills.com/en/Responsibility/Global%20Inclusion>

## 8. C.H. Robinson Worldwide

<https://www.chrobinson.com/en-us/about-us/corporate-responsibility/diversity/>

## 9. Land O'Lakes

<https://careers.landolakesinc.com/us/en/culture>

# Fortune 500 Companies in Minnesota and their Focus on DEI

10. EcoLab

<https://www.ecolab.com/corporate-responsibility/social/diversity-equity-and-inclusion>

11. Ameriprise Financial

<https://www.ameriprise.com/careers/corporate/supportive-workplace/diversity>

12. Xcel Energy

[https://jobs.xcelenergy.com/content/Diversity-and-Inclusion/?locale=en\\_US](https://jobs.xcelenergy.com/content/Diversity-and-Inclusion/?locale=en_US)

13. Hormel Foods

<https://www.hormelfoods.com/about/diversity-and-inclusion/>

14. Thrivent Financial

<https://www.thrivent.com/connect-with-us/join-our-team/diversity-and-inclusion.html>

15. Securian Financial

<https://www.securian.com/about-us/diversity-inclusion.html>

# **Goal Area #2---2021-2022**

## **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.

# Goal Area #2---2021-2022

## Reduce the Opportunity/Achievement Gap

Dr. Stacey Lackner, Director of Research & Evaluation

### Levels of Data



#### **SATELLITE DATA**

SBAC or FSA,  
graduation rates,  
course completion,  
reading & math  
proficiency, attendance



#### **MAP DATA**

Student and family  
surveys, common  
assessments, Fountas  
& Pinnell



#### **STREET DATA**

Student interviews,  
analysis of student  
work, home visits,  
focus group

# Goal Area #2---2021-2022

## Reduce the Opportunity/Achievement Gap

Dr. Stacey Lackner, Director of Research & Evaluation

### **Satellite Data**

#### State Accountability Assessments

- MCA/MTAS
- ACCESS for ELLS

#### College and Career Readiness Assessments

- ACT Plus Writing
- PreACT
- PreACT 8/9

# Goal Area #2---2021-2022

## Reduce the Opportunity/Achievement Gap

Dr. Stacey Lackner, Director of Research & Evaluation

### **MCA/MTAS**

- Measure the degree to which schools are teaching the MN Academic Standards
  - Reading: grades 3-8 & 10
  - Math: grades 3-8 & 11
  - Science: grades 5, 8, & High School
- No COVID-19 administration exceptions in 2022
- ESSA/North Star Accountability System: Two-Year Calculation
  - MDE will be using a two-year calculation instead of three, using 2019 and 2022 results. Data from 2019 will be weighted more heavily.
- Testing dates: March 23<sup>rd</sup> – May 13<sup>th</sup>

# Goal Area #2---2021-2022

## Reduce the Opportunity/Achievement Gap

Dr. Stacey Lackner, Director of Research & Evaluation

### **ACCESS for ELLs**

- Measures English Language Proficiency
- All English Learners (EL) grades K-12
- Students must score proficient to exit EL services
- No COVID-19 administration exceptions in 2022
- Testing Dates: January 31<sup>st</sup> – March 25<sup>th</sup>

# Goal Area #2---2021-2022

## Reduce the Opportunity/Achievement Gap

Dr. Stacey Lackner, Director of Research & Evaluation

### **ACT Assessments**

- Measure high school student performance on ACT College and Career Readiness Standards
- ACT Plus Writing: grade 11
- PreACT: grade 10
- PreACT 8/9: grade 9
- Tests Administered: March 8th

# Goal Area #2---2021-2022

## Reduce the Opportunity/Achievement Gap

Dr. Stacey Lackner, Director of Research & Evaluation

### Map Data

- Elementary English Language Arts Assessments
  - Grades K-2
- FastBridge aReading and aMath Assessments
  - Grades 2-5
- NWEA MAP Assessments
  - Grades 6-8

# **Goal Area #3---2021-2022**

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

No Report on this Goal for this Meeting

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.

# **Goal Area #4---2021-2022**

## **Initiate Work with the Center for Educational Leadership**

**Dr. Nathan Flansburg, Associate Superintendent**

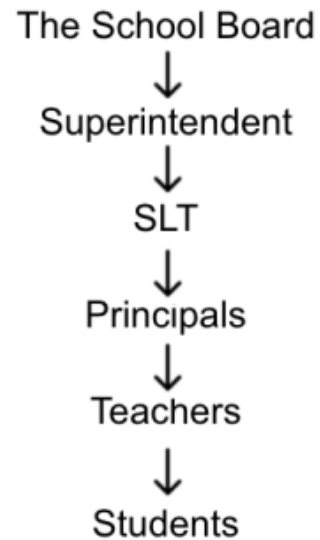
**(University of Washington/University of Minnesota Partnership)**

# **Goal Area #4---2021-2022**

## **Initiate Work with the Center for Educational Leadership**

### **Who must do what?**

**To improve instruction it takes all of us engaging in the work of alignment.**



**This is called the through line of instructional leadership.**

# **Goal Area #4---2021-2022**

## **Initiate Work with the Center for Educational Leadership**

### **Our Compelling “Why”**

Data shows us we have achievement gaps, and it is our obligation to respond to this information in a way to help us close these gaps on behalf of our students and families.

# University of Washington Center for Educational Leadership

*University of Minnesota*

## Principal Support Academy

*Principal Supervisors Developing Principals  
as Equity-Driven Instructional Leaders*

CENTER for  
 EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION



**University of Washington**  
**Center for Educational Leadership**  
(in partnership with the University of Minnesota)

**Principal Supervisor Academy**

We 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. We want to see principal performance improve at scale but find it challenging to lead for it. The Principal Supervisor Academy gives our principals leadership strategies that are centered on supporting instructional leadership growth.

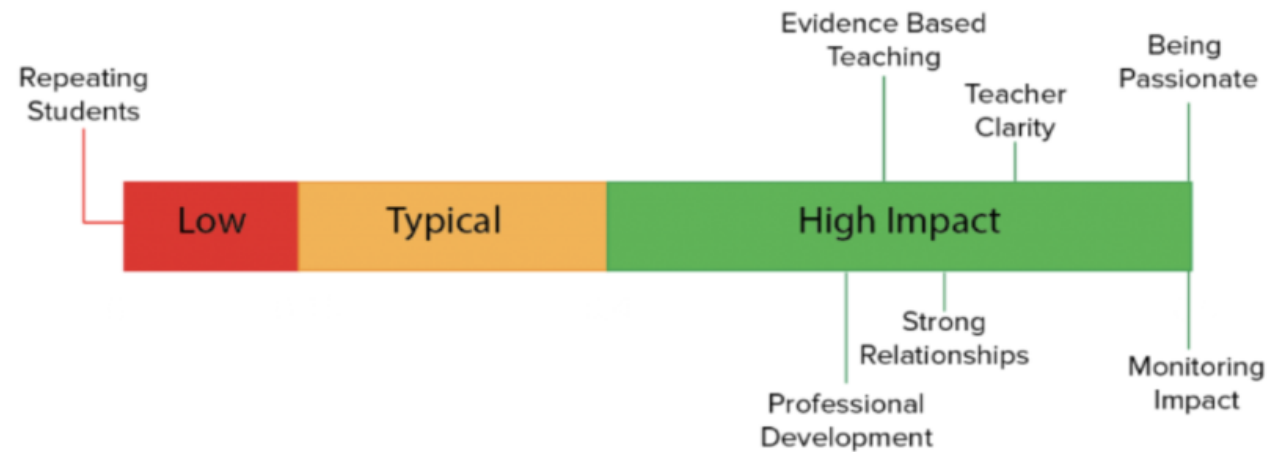
**University of Washington**  
**Center for Educational Leadership**  
(in partnership with the University of Minnesota)

**What Drives Principals' Contributions?**

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

# University of Washington Center for Educational Leadership

## What impacts learning?



When asked what impacts learning the most, Professor John Hattie said that teachers were the primary factor influencing student achievement. Hattie expanded, arguing that student engagement is a positive result of teacher effectiveness.

# University of Washington

## Center for Educational Leadership

### High Impact

The top range of factors, which greatly accelerated learning were contributed by the teacher themselves, or by teaching/instruction strategies. These included:

- Teacher Attribute Strategies
- Emphasizing Learning Intentions and Strategies
- Emphasizing Feedback

# University of Washington Center for Educational Leadership

## Why?

Teaching quality is the #1 impact on student learning.

Principal quality is the #2 impact on student learning.

↑ Effective principal supervisors  
↓ leads to...

↑ Effective principal leadership  
↓ leads to...

↑ Effective teaching  
↓ leads to...

↑ leads to...  
↓ **Student success for all!**

# University of Washington Center for Educational Leadership

RESEARCH REPORT

## How Principals Affect Students and Schools

*A Systematic Synthesis of Two Decades of Research*

*Jason A. Grissom*  
VANDERBILT UNIVERSITY

*Anna J. Egalite*  
NORTH CAROLINA STATE  
UNIVERSITY

*Constance A. Lindsay*  
UNIVERSITY OF NORTH  
CAROLINA AT CHAPEL HILL

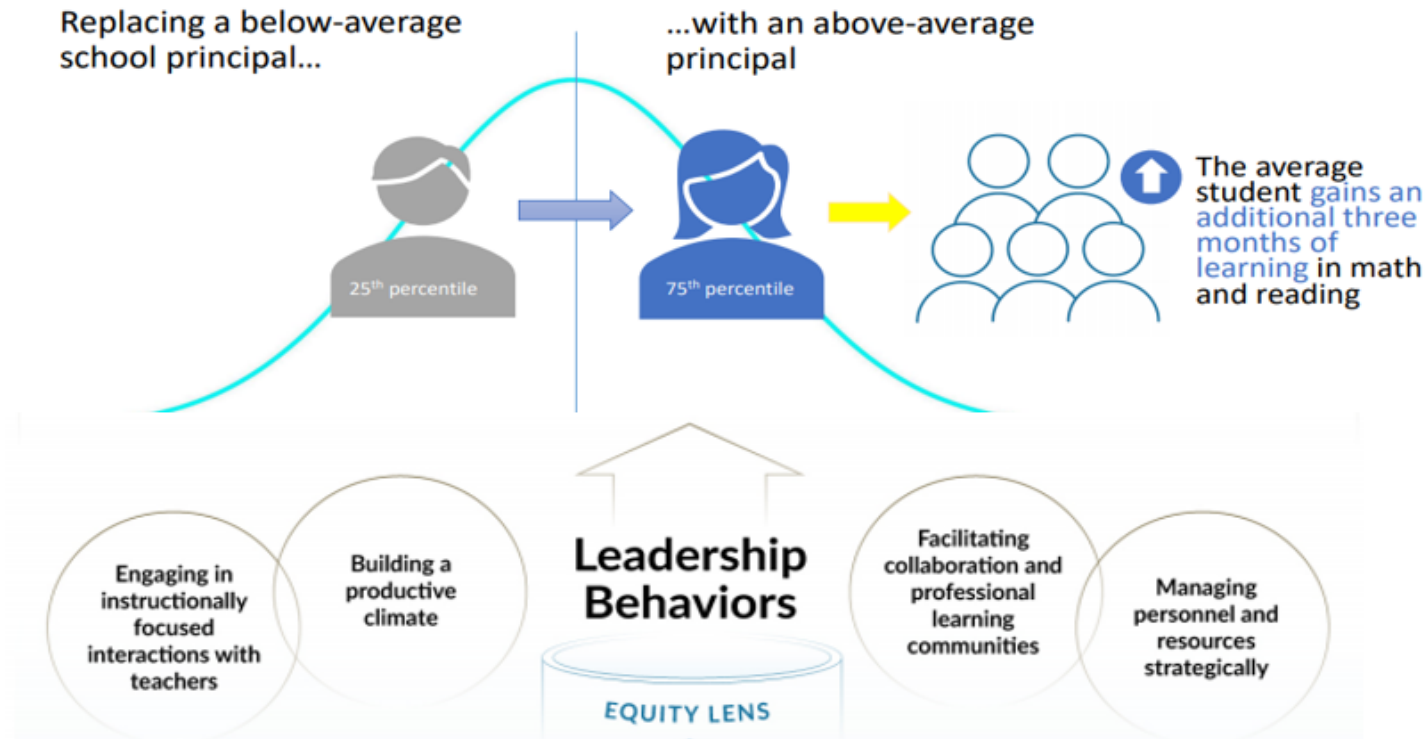
*February 2021*

Commissioned by

Wallace 

# University of Washington Center for Educational Leadership

## Unpacking the Wallace Research



# University of Washington

## Center for Educational Leadership

### The Principal Effect

Studies demonstrate that schools with more effective principals have:

- Lower student absenteeism and chronic absenteeism.
- Improved teacher reports of their working conditions.
- Higher teacher job satisfaction.
- Reduced teacher turnover, particularly of effective teachers.



# University of Washington Center for Educational Leadership



## The Professional Learning Challenge

# University of Washington Center for Educational Leadership

## Leader Practice Impacts Schools

- When students are not happy and proud they are not being provided the experiences they need.
- Creating a school where students experience teaching and learning in powerful ways is sophisticated work.
- To improve at sophisticated and complex work requires a culture of public practice and analysis.
- Adults in school will only engage in public practice when the conditions are right.
- Leaders set these conditions and reciprocal accountability is key.
- Leaders cannot lead what they are not willing to learn.



**University of Washington  
Center for Educational Leadership**

Leaders cannot lead what they do not know  
or are not willing to learn.

*Expertise Matters*

# University of Washington Center for Educational Leadership

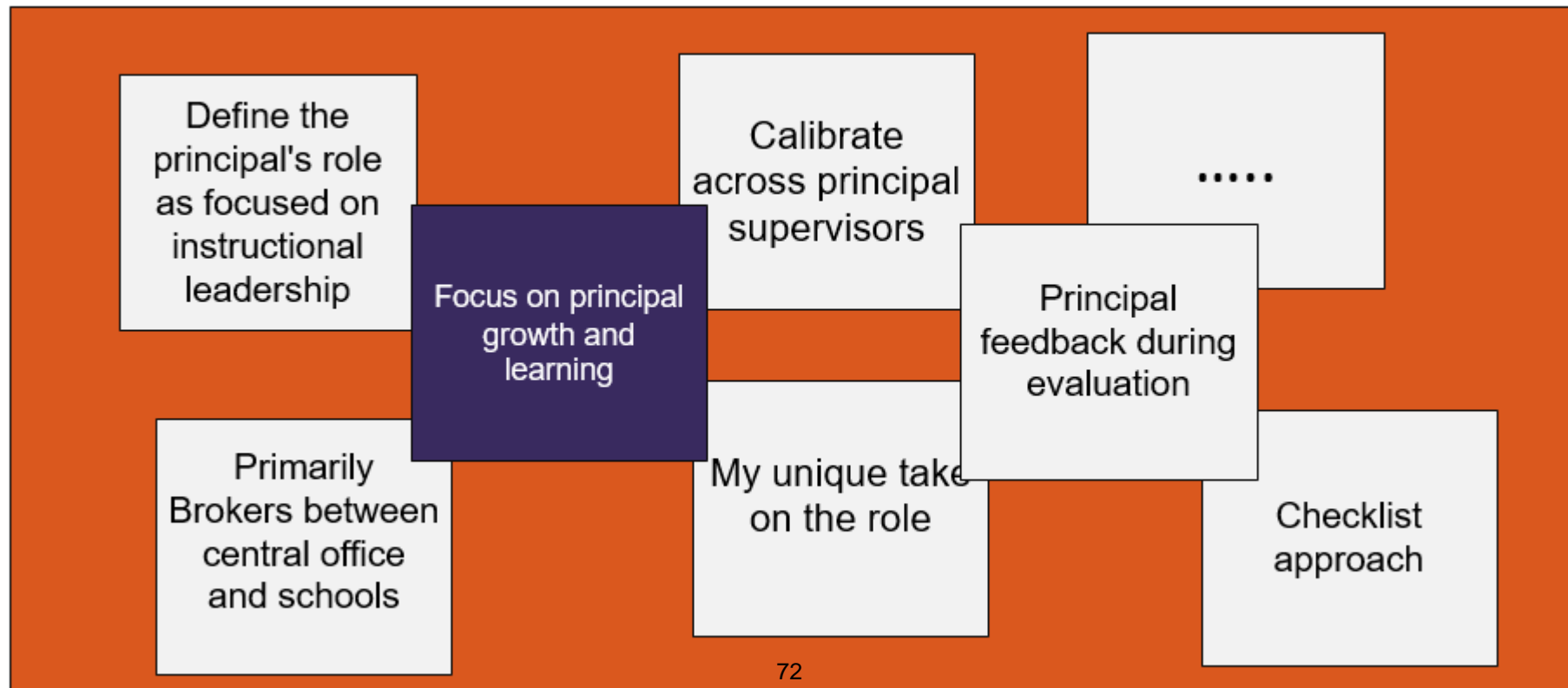
## Why is this work important?

Principal supervisors need to change the way they have historically worked.

OLD METHODS	NEW METHODS
<ul style="list-style-type: none"><li>• Stop by for school celebrations</li></ul>	<ul style="list-style-type: none"><li>• Calibrated class walkthroughs.</li></ul>
<ul style="list-style-type: none"><li>• Work in silos</li></ul>	<ul style="list-style-type: none"><li>• Coordinated supports across teams</li></ul>
<ul style="list-style-type: none"><li>• Top down decisions</li></ul>	<ul style="list-style-type: none"><li>• Bottom up student-centered decisions</li></ul>
<ul style="list-style-type: none"><li>• Compliance-driven for curriculum implementation</li></ul>	<ul style="list-style-type: none"><li>• School learning walks to calibrate understanding</li></ul>
<ul style="list-style-type: none"><li>• Principal feedback during evaluation</li></ul>	<ul style="list-style-type: none"><li>• Frequent coaching sessions with focused feedback</li></ul>
<ul style="list-style-type: none"><li>• Read over state test score results</li></ul>	<ul style="list-style-type: none"><li>• Weekly data dives of every school</li></ul>
<ul style="list-style-type: none"><li>• My unique take on the role</li></ul>	<ul style="list-style-type: none"><li>• CCSSO standards/4D/PSF</li></ul>

# University of Washington Center for Educational Leadership

## Shared Vision for Principal Supervisor Role



# **University of Washington Center for Educational Leadership (in partnership with the University of Minnesota)**

## **Instructional Leadership Academy**

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

# University of Washington Center for Educational Leadership

## Instructional Leadership Academy

The Instructional Leadership Academy (ILA) is a year-long, job-embedded, research-based program for principal professional learning that supports the development of equity-driven instructional leaders.

We will do this by developing specific habits of thinking, actions and dispositions:

- Develop school leaders' ability to calibrate and create a shared understanding of the current state of student experience and learning in relation to a vision.
  - Deepen school leaders' skills in observation, analysis and collaborative conversation.
  - Develop school leaders' skill in providing professional learning and targeted feedback for teacher growth.
-

Literacy



Math



School Climate and  
Mental Health



MnMTSS

# Student Success

Data and Assessment Literacy

Evidence-Based Practices

**Thank you.**

**Questions/Feedback**