



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, January 23, 2023 - 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, January 23, 2023, 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**
- 2. **TEACHING & LEARNING REPORTS**
- A. Middle School Program Review Presentation (60 minutes) 2
- 3. **SUPERINTENDENT'S REPORTS**
- A. School District / Superintendent Goals C. Anderson (30 minutes) 27
- 4. **SCHOOL BOARD REPORTS**
- 5. **ADJOURN**



Excellence. For each and every student.

January 2023

Executive Summary

Phase 1 Middle School Program Review



Excellence. For each and every student.




What's next in this 4-Phase Review Process?

In Phase 1 (Envision & Assess) of the review process, nine project teams (involving 70+ staff) began the important work of envisioning what a future middle school model at WPS could look like. Each project team did extensive research and conducted surveys involving staff and parents before formulating their proposed recommendations. This work will serve to inform, guide, and anchor our future work and decision making to ensure a world-class education for each and every learner.

Phase 2 (Plan & Develop) - Stakeholders and staff committees will study proposals and build upon these Phase 1 proposed recommendations to determine what is ultimately best for WPS. Timelines will be driven by various factors such as budget, staffing, facilities and desired student experience.

Phase 3 (Implementation) - Incremental implementation will begin. Timelines will be established based on impact and feasibility.

Phase 4 (Evaluate & Adjust) - Implementation will be monitored for the development of the middle school culture and practices in WPS. Refinements will be made as needed.

		
West Middle School	Central Middle School	East Middle School
149 Barry Avenue North Wayzata, MN 55391	305 Vicksburg Lane North Plymouth, MN 55447	12000 Ridgemount Avenue Plymouth, MN 55441
Building: 168,000 sf Site: 26.12 acres	Building: 308,568 sf Site: 57.84 acres	Building: 151,385 sf Site: 37.75 acres
Enrollment: 686 students* Teachers: 32.56	Enrollment: 1,534 students* Teachers: 72.34	Enrollment: 647 students* Teachers: 31.25

*as of 1/3/2023

For more information, contact Austin Tollerson, Director of Teaching & Learning, Austin.Tollerson@wayzataschools.org, or Dana Kauzlarich Miller, Executive Director of Teaching & Learning, Dana.Miller@wayzataschools.org.

Students in grades 6–8 experience many developmental changes as they transition from childhood into young adulthood. During this time, middle school educators have a unique opportunity to leverage this rapid physical, intellectual, social, and emotional growth of their students to set them up for success for the rest of their life. This includes offering a middle school experience that provides the best student-centered facilities, student supports, and curriculum and instruction specifically designed for the unique needs of early adolescents.

In 2021, Wayzata Public Schools (WPS) commissioned the Teaching & Learning Department to conduct an internal review of the district's middle school program. A Program Review Design Team was formed and followed a similar process to the district's curriculum review process. This work was guided by the district's Strategic Road Map and Equity Commitment. Additionally, the Association for Middle Level Education's book, "This we believe: Implementing Successful Middle Level Schools" served as an anchor resource for the process.

The goal of this process is to create an environment, culture, structure, and learning experiences that develop academic and learning skills of each and every middle school student so they may, "thrive today and excel tomorrow in an ever-changing global society." This important work was grounded on several guiding principles:

The Middle School Review should be:

- a candid self-evaluation, documenting current and positive practices supported by research.
- aspirational and operational, directed toward improving teaching and learning and contributing to the overall quality of the middle school program.
- based upon developmentally responsive and effective educational practices.
- focused on best practices and responsive to the unique learning needs and programming for each and every learner.

This important work should:

- monitor and pursue congruence between the District's Strategic Road Map, Equity Commitment, and the actual practices of the middle school program.
- inform the larger work of the district such as future budget decisions, facility needs, and the utilization of existing resources.
- result in the realization of measurable academic outcomes and an enhanced social/emotional opportunity for the young adolescent learners for many years to come.

The process was designed to assess all aspects of the current middle school program and envision ways the middle school experience might be modified or improved for the district's nearly 2,900 middle school students. This work is vitally important in making the middle school experience the best it can be for WPS students.

Middle School Program Review Design Team Members

Dana Kauzlarich Miller
Executive Director,
Teaching & Learning

Austin Tollerson, Director
Teaching & Learning

Paul Paetzel, Principal
East Middle School

Mike Rice, Associate Principal
East Middle School

Ryan Carlson, Principal
West Middle School

Kaela Loo, Associate Principal
West Middle School

Jim Bollum, Former Associate Principal, West Middle School

Xavier Reed, Principal
Central Middle School

Julie Johnson, Associate Principal, Central Middle School

Rob Rimington, Associate Principal, Central Middle School

Solveig Harriday, Director
Equity and Inclusion

Cory Knudtson, President
Wayzata Education Association

Phase 1: Envision and Assess

Nine project teams were formed to assess current practices in nine focus areas within Wayzata Public Schools' middle schools. Teams were asked to research, engage stakeholders, and envision what the future middle school model at WPS could look like. These are Phase 1 proposed recommendations from each project team:

Courses of Study Team Leads: Ryan Carlson/Julie Johnson	Bring Arts curriculum and offerings into alignment with MDE Arts requirements	Offer at least one stand alone Health class to strengthen our Health curriculum and better meet state standards	Consider a schedule that allows for a wider variety of exploratory or elective opportunities with more course choice in 8th grade			
Grading/Assessment Team Leads: Julie Johnson/Rob Rimington	Continue with A–U grading system and the use of rubrics. Continue with a weighting breakdown of 100% Summative, 0% Formative for grade calculation	Improve ways to provide timely feedback to students	Revisit the practice of quarter-grading at the middle school level	Regular review of WPS grading practices to allow for consistency, communication and clarity amongst all teachers		
Scheduling Team Leads: Ryan Carlson/Julie Johnson	Middle School bell schedules need to be closer in alignment (specifically to include Advisory and Flex Time)	Consider equalizing class lengths for <i>Core</i> and <i>Encore</i> to ease flexibility in scheduling options including elective offerings, flexible learning time, advisory, etc.	Provide common time for collaboration for all teachers and content areas and student support services across grade levels	Formation of a scheduling committee to look at a potential new schedule that would accommodate Project Team recommendations and opportunities for flexibility in MS programming		
Student Support Team Lead: Mike Rice	Attain and maintain a student-to-counselor ratio of 250:1 (ASCA recommendation)	All middle schools should have common and established SEL standards embedded in all curricular areas	Protected time for tiered supports including <i>MyTime</i>	Mental health supports - need to ensure we address growing needs through clearly defined roles (Counselor, Social Worker, Dean)		
Professional Learning Team Lead: Xavier Reed	Strengthen WPS commitment to fostering continuous growth in staff to transform our core values into actions. In an ever-changing society it is essential for all staff to engage in ongoing, embedded, standards-based professional learning to increase our collective efficacy and to ensure learners thrive today and excel tomorrow	Additional monthly PL time should be added to the district calendar to allow for continual PL that grows and develops over the course of the year	Professional learning must be offered to ALL staff who interact with students	Collaboration with Teaching & Learning and building staff when developing professional learning through WPS		
Flexible Learning Time Team Lead: Ryan Carlson	<i>MyTime</i> , or one common name, be used across all 3 middle schools	All <i>Core</i> & <i>Encore</i> teaching staff be involved in teaching <i>MyTime</i>	Offer <i>MyTime</i> daily, ideally for 30-40 minutes	Ongoing PD for <i>MyTime</i> teachers to ensure successful implementation and student support	Use WPS HUB, or common scheduling software, at all 3 schools	
Facilities & Learning Spaces Team Leads: Paul Paetzel/Rob Rimington	Consideration should be given to maintaining similar sized middle schools; continue additional research regarding optimal size for middle schools	Spaces should be flexible and must allow direct supervision of students	Adaptable spaces – to accommodate growth in enrollment	Classrooms should be dedicated to a single staff member, with the flexibility to support a variety of instructional strategies (i.e., movable furniture and walls, flexible technology)	When designing spaces, consider shared spaces with outside user groups and community ed (i.e., secure storage, access to instructional space, school use priorities)	
Out-of-School-Time Programming Team Lead: Cory Knudtson	Improve the process of creating and reviewing new extracurricular activities for students	Improve the way WPS shares information about these extracurricular opportunities with students, parents and school staff	Provide flexibility & opportunities around scheduling and transportation options	Partner with community organizations to expand extracurricular opportunities that appeal to a greater variety of students' interests	When feasible, overnight travel learning experiences can/should be offered as a valuable and enriching part of the middle school experience	Increase 6th grade intramural athletic opportunities
Advisory Time Lead: Paul Paetzel/Rob Rimington	Advisory should meet for a minimum of 20 minutes daily at a consistent time for all 3 grade levels in the building	Based on best practices: 15:1 student/teacher ratio is ideal	All <i>Core</i> & <i>Encore</i> teaching staff be involved in teaching Advisory	Ongoing PD for Advisory teachers to ensure they are well prepared	Establish a 3-year articulated, integrated, schoolwide curriculum that meets the developmental needs of students from 6th through 8th grade	Advisory teachers must establish a commitment to students beyond the advisory class including communicating with other stakeholders throughout the student's middle school experience

More information about Phase 1 of the WPS Middle School Review Process, including teacher and parent survey data and supporting documents from each Project Team, can be found at www.wayzataschools.org/district/teaching-learning.

In Phase 2 of the review process, stakeholders and staff committees will study and build upon these Phase 1 recommendations to plan and develop what is ultimately best for WPS. Timelines will be driven by various factors such as budget, staffing, facilities and desired student experience.



Middle School Program Review

January 2023

Wayzata Public Schools

Middle School Program Review

Agenda:

- Provide an overview of the Middle School Review Process
- Highlight the grounding work that anchored the review process
- Understand Phase 1 vision and assessments from the Project Teams
- Share next steps in the process (Phases 2-4)

Middle School Program Review

- Fall 2021, request for Middle School Review emerged from a Facilities Committee meeting
- Teaching & Learning asked to lead this comprehensive review
- Paul Paetzel, Principal Wayzata MS East, asked to partner with T&L to facilitate the process
- Grounding principles and a review process developed to focus the work
- Core Design Team established

Middle School Program Review

Phase 1 Core Design Team

Dana Miller - Executive Director of Teaching & Learning

Austin Tollerson - Director of Teaching & Learning

Paul Paetzel - Principal, East Middle School

Mike Rice - Associate Principal, East Middle School

Ryan Carlson - Principal, West Middle School

Kaela Loo - Associate Principal, West Middle School

Jim Bollum - Former Associate Principal, West Middle School

Xavier Reed - Principal, Central Middle School

Julie Johnson - Associate Principal, Central Middle School

Rob Rimington - Associate Principal, Central Middle School

Solveig Harriday - Director of Equity & Inclusion

Cory Knudtson - Wayzata Education Association President

Grounding the Work

The Middle School Review should be:

- a candid self-evaluation, documenting current and positive practices supported by research.
- aspirational and operational, directed toward improving teaching and learning, and contributing to the overall quality of the middle school program.
- based upon developmentally responsive and effective educational practices.
- focused on best practices and responsive to the unique learning needs and programming for each and every⁸ learner.

Grounding the Work- (Continued)

The Middle School Review should:

- monitor and pursue congruence between the district's *Strategic Road Map*, *Equity Commitment*, and actual practices of the middle school program.
- inform the larger work of the district such as future budget decisions, facility needs, and utilization of existing resources.
- result in the realization of measurable academic outcomes and an enhanced social/emotional opportunity for the young adolescent learners for many years to come.

Four Phases of the Process

(Congruent with District Curriculum Review)

Phase 1 (Current Work): Envision and Assess

Review research, analyze current practices, investigate curriculum and facilities, evaluate the student experience, and gather stakeholder feedback around key middle school focus areas.

This is the foundation of our stakeholder voice and research into best practices that should guide current and future middle level projects and decision making.

These proposals do not represent a district commitment to any specific programming. There is much work to be done and timelines are dependent on the realities of budget, facilities, staffing, etc.

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Overview: Phases 2 and 3

(Congruent with District Curriculum Review)

Phase 2 - Plan & Develop

Stakeholders and staff committees study proposals and determine what ultimately is best for Wayzata Public Schools based on various factors such as budget, staffing, facilities, and the desired student experience. Thoughtful and diligent planning for implementation.

Phase 3 - Implement

Systemic, incremental implementation begins. Timelines are established for implementing specific recommendations based on impact and feasibility.

Overview: Phase 4

(Congruent with District Curriculum Review)



Phase 4 - Evaluate & Adjust

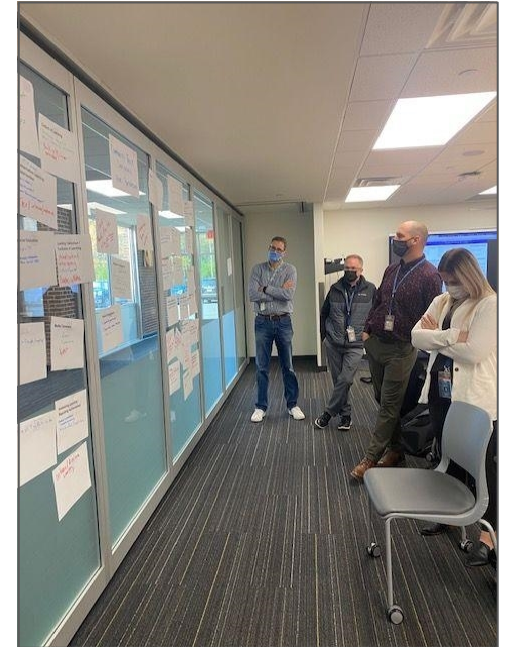
Implementation is monitored and feedback gathered for the development of the middle school culture and practices in Wayzata Public Schools. Refinements are made as needed. May loop back to earlier phases as needed.

Phase 1 - Envision & Assess Established Nine Focus Areas

- Core Design Team grounded the work in the WPS **Strategic Road Map**, **Equity Commitment**, and best practices in national middle school research, specifically “***This We Believe: Implementing Successful Middle Level Schools***” from AMLE (Association for Middle Level Education)
- Core Design Team identified nine core focus areas; kicked off the review to all middle school staff Spring of 2022



Design Team at Work



9 Project Teams - 9 Focus Areas

- Courses of Study
- Advisory Time
- Flexible Learning Time
- Scheduling
- Grading & Assessment
- Professional Learning
- Student Supports
- Out-of-School-Time Programming
- Facilities & Learning Spaces



Phase 1 - Envision & Assess

- Nine Project Teams: (70+ staff from all departments/programs involved)
- Project teams did extensive research in each area and conducted surveys involving staff and parents and students; worked throughout the summer to develop their proposed recommendations
- Goal was to consider all aspects of the current middle school program, identifying best practice and ways the middle school experience might be modified or improved for each of the district's nearly 2,900 middle school students.

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(MS Program Review Webpage) - *link coming*



Courses of Study

Team Leads: Ryan Carlson & Julie Johnson



- Bring Arts curriculum and offerings into alignment with MDE Arts requirements.
- Offer at least one stand alone Health class to strengthen WPS middle school Health curriculum, to better meet state standards, and to be responsive to post-pandemic student needs.
- Consider a schedule that allows for wider variety of exploratory or elective opportunities with more course choice in 8th grade.

Advisory Time

Team Leads: Paul Paetzel & Rob Rimington

- Advisory should meet daily at a consistent time for a minimum of 20 minutes for all 3 grade levels in the building.
- Based on best practices: 15:1 student/teacher ratio is ideal.
- All licensed teaching staff should be involved in teaching Advisory.
- Ongoing PD for Advisory teachers.
- Establish a 3-year articulated, integrated, schoolwide curriculum that meets the developmental needs of students from 6th through 8th grade.
- Advisory teachers must establish a commitment to students beyond the Advisory class including communicating with other stakeholders throughout the student's middle school experience.

Flexible Learning Time

Team Lead: Ryan Carlson

- *MyTime*, or one common name, be used across all 3 middle schools.
- All *Core & Encore* teaching staff be involved in teaching *MyTime*.
- Offer *MyTime* daily, ideally for 30-40 minutes.
- Ongoing teacher PD for *MyTime* teachers to ensure successful implementation and student support.
- Use *WPS HUB*, or common scheduling software, at all 3 schools.

Scheduling

Team Leads: Ryan Carlson & Julie Johnson

- Middle School bell schedules need to be closer in alignment (specifically to include Advisory and Flex Time).
- Provide common time for collaboration for all teachers and content areas and student support services across grade levels.
- Consider equalizing class lengths for *Core* and *Encore* to ease flexibility in scheduling options including elective offerings, flexible learning time, advisory, etc.
- Formation of a scheduling committee to look at a potential new schedule that would accommodate Project Team proposals and opportunities for flexibility in MS programming.

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Grading / Assessment

Team Leads: Julie Johnson & Rob Rimington

- Continue with A-U grading system and the use of rubrics. Continue with a weighting breakdown of 100% Summative, 0% Formative for grade calculation.
- Improve ways to provide timely feedback to students.
- Revisit the practice of quarter-grading at the middle level.
- Regular review of WPS grading practices to allow for consistency, communication, and clarity amongst all teachers.

Professional Learning

Team Lead: Xavier Reed

- Strengthen the WPS commitment to fostering continuous growth in staff to transform our core values into actions. In an ever-changing society it is essential for all staff to engage in ongoing, embedded, standards-based professional learning to increase our collective efficacy and to ensure learners thrive today and excel tomorrow.
- Additional monthly PL time should be added to the district calendar to allow for continual PL that grows and develops over the course of the year.
- Professional learning must be offered to ALL staff who interact with students.
- Collaboration with Teaching & Learning and building staff when developing professional learning through WPS.₂₁

Student Support

Team Lead: Mike Rice

- Attain and maintain a student to counselor ratio of 250:1 (American School Counselor Association, ASCA, recommendation).
- All middle schools should have common and established SEL standards embedded in all curricular areas.
- Protected time for tiered supports including *MyTime*.
- Mental health supports - need to ensure we address growing needs through clearly defined roles (Counselor, Social Worker, Dean).

Out-of-School-Time Programming

Team Lead: Cory Knudtson

- Improve the process of creating and reviewing new extracurricular activities for students and work toward consistency across all buildings.
- Improve the way WPS shares information about these extracurricular opportunities with students, parents and school staff.
- Provide flexibility & opportunities around scheduling and transportation options.
- Partner with community organizations to expand extracurricular opportunities that appeal to a greater variety of students' interests.
- When feasible, overnight travel learning experiences can/should be offered as a valuable and enriching part of the middle school experience.
- Increase 6th grade intramural athletic opportunities.

Facilities & Learning Spaces

Team Leads: Paul Paetzel & Rob Rimington

- Consideration should be given to maintaining similar sized middle schools; continue additional research regarding optimal size for middle schools.
- Spaces should be flexible and must allow direct supervision of students.
- Adaptable spaces - to accommodate growth in enrollment.
- Classrooms should be dedicated to a single staff member, with the flexibility to support a variety of instructional strategies (i.e., movable furniture and walls, flexible technology).
- When designing spaces, consider shared spaces with outside user groups and Community Ed (secure storage, access to instructional space, school use priorities).

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Next Steps

- Phase 1 proposals serve to inform and anchor future work for how WPS middle schools may *ensure a world-class education for each and every learner*.
- Stakeholder teams will continue to Phase 2, moving forward on specific recommendations based on district needs and priorities such as student programming, budget, enrollment, facilities, and the middle school student experience.

Full Review Documents and Project Team Reports:
(MS Program Review Webpage) - *link₂₅ coming*

Questions?

SPECIAL THANKS:

- Project teams members
- Middle level leadership/ core review team
- Dr. Stacey Lackner, Research and Eval
- Parents, Teachers, and Students who participated in surveys
- Lori Goeman, Communications





School District Update

School Board Work Session: January 23, 2023

- Chace B. Anderson Superintendent
- Nathan Flansburg Associate Superintendent
- Dana Miller Executive Director of Teaching & Learning

Strategic Road Map

First Road Map developed **2011**

Revised in **2015** and again in **2019**

Due to be reviewed again in **2023**

Wayzata Public Schools Strategic Road Map
"Excellence. For Each and Every Student."

Mission	Our Core Purpose	Core Values	Drivers of Our Words and Actions
<p>The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.</p>		<p>Achievement: Collaboration: Community: Equity: Integrity: Respect:</p>	<p>Challenging oneself and others for excellence in all we do Working together to maximize opportunities and eliminate barriers to learning for all Maintaining a sense of belonging to and responsibility for the broader community Meeting the specific needs of all students Doing the right thing in the right way at the right time, even when no one is aware Valuing others for their diverse talents, backgrounds, cultures and viewpoints</p>
Vision	What We Intend to Create and Experience	Strategic Directions (2019-2022)	Focused Allocation of Resources
<p><i>By Realizing our Vision, We Achieve Our Mission</i></p> <p>The Vision of Wayzata Public Schools is to be a model of excellence where students of all ages discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:</p> <p>Exceptional Student Learning, Experiences and Relationships:</p> <ul style="list-style-type: none"> High achievement by each and every student; Content-rich, rigorous and personalized education; Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make. <p>Community Trust, Confidence and Partnership:</p> <ul style="list-style-type: none"> Comprehensive learning opportunities meeting diverse learner needs and community aspirations; Culture of continuous improvement and responsive innovation; Committed to being the first choice for students and families; Maintaining the highest levels of satisfaction and pride by staff, parents and community. <p>Operational Excellence:</p> <ul style="list-style-type: none"> Attraction, development and retention of exemplary, creative and engaged employees; Accountability by all staff and clarity in all operations to maximize individual and collective performance; Effective and efficient use of time, human, financial and physical resources; High performing district governance, management and partnerships. 		<p>Through Focus on Priorities and Strategic Execution, We Achieve Excellence and Realize Our Vision</p> <ol style="list-style-type: none"> 1. Achievement: By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, and mathematics. 2. Each and Every: Students achievement will not be predictable by any demographic characteristics, i.e. race, socioeconomic status, gender, or disability. 3. Personalization: All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success. 4. Health and Well-Being: All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued. 	

Approved by WPS School Board: July 8, 2019

Mission

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**

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
- **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

- Unanimously approved by School Board on 4-12-21
- Serves as an amplification of our Core Values
- Reinforces the Mission, Vision and Strategic Directions to help us reach our highest of aspirations of “Excellence for Each and Every Student”

Wayzata Public Schools Equity Commitment

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



We commit to:

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

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

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

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

<ul style="list-style-type: none"> • age • beliefs/religion • class • disability/special needs • ethnicity • family status 	<ul style="list-style-type: none"> • gender • gender expression/identity • height/weight • home language • immigration status • issues specific to women/girls 	<ul style="list-style-type: none"> • mental health • national origin • poverty • race • sexual orientation
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Our mission is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

Approved by WPS School Board April 12, 2021

Equity: Meeting the specific needs of all students

Learner-Driven Questions for All

1. How am I creating and building on meaningful relationships with learners?
2. What assumptions do I have about learners that could be misperceptions?
3. How can learners use their strengths and insights as a foundation for learning?
4. How will I encourage, empower, and ensure that every learner incorporates their voice in the learning process?

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Student Experience that Leads to Student Achievement

- Collaborations with Teaching and Learning
- Emphasis on classroom community development
- Continued collaboration and consultation with all departments and staff

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.

Districtwide Priority Goals 2022-2023

Improving student experiences, learning and equity

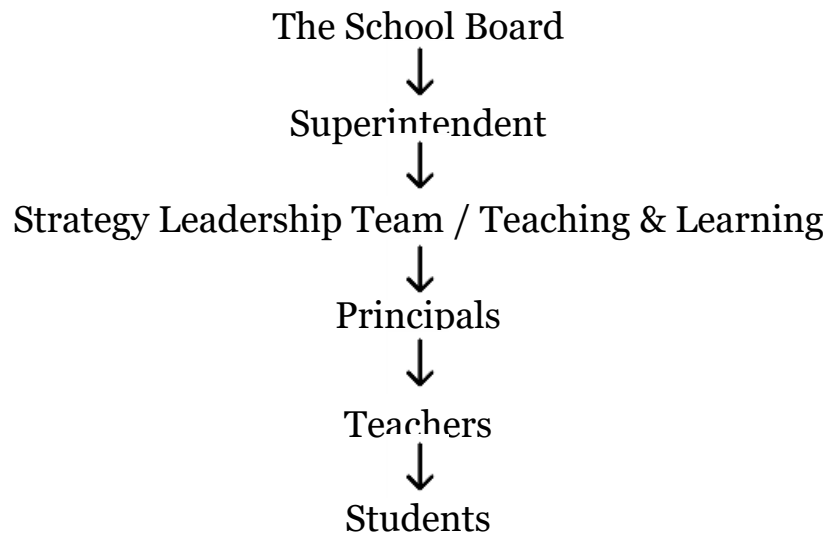
- **Focus on the student experience**
 - Creating positive, meaningful, and healthy experiences for each and every one of our students.
- **Focus on reducing academic disparities**
 - Student achievement will not be predictable by any demographic classification, i.e., race, socioeconomic status, gender, or disability
 - Established Building Instructional Leadership Teams (BILT) at all sites to focus on increased partnership and collaboration in identifying areas for systemic instructional improvement.
- **Focus on high quality instructional practices**
 - Continue with principal and district leadership attending the Principal Support Academy and Instructional Leadership Academy.
 - Solution Tree PLC PD – Principals and leadership team members

Mechanisms that help us achieve our goals

- Through-line of Instructional Leadership
- Site Growth Plans
- Building Instructional Leadership Teams
- Professional Learning Communities
- Professional Learning

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.

Mechanisms that help us achieve our goals

Site Growth Plans

- Site growth plans (formerly school improvement plans) are based on our district-wide priority goals and directly support our district equity work
- Emphasis on academic achievement through high quality instructional practices
- Emphasis on the daily student experience
 - Strategic Direction: Health & Well-Being

Building Instructional Leadership Teams

Building Instructional Leadership Teams at all 15 sites (including ELS and Transition)

- New to all sites in 22-23
- Instructional in focus
- Development of teacher leaders who help guide the work of PLCs
- District and Building alignment
- Site visits 3x per year
- Tied to Professional Learning and the Leadership Institute (formerly the data retreat)

BILT Site Visits

3x per year

- Goal Setting (September/October)
- Mid-Year Check-in (January/February)
- End of Year Data Review (May) - leads into the work at the August Leadership Institute
- Continuous Cycle of Improvement

Mid-Year Guiding Questions

Addressing disparities in the daily experience of students and the disparities which exist between groups of students in their academic performance
This is our equity work!

- 3 question focus
 - How are your students doing?
 - How do you know?
 - What are your PLC's next steps based on this information?

Mid-Year Guiding Questions

Adapt/Adopt/Abandon - Instruction

- What instructional strategies do you need to make adaptations to?
- What instructional strategies do you want to adopt permanently?
- What instructional strategies do you feel your team needs to abandon?

Mid-Year Guiding Questions

Adapt/Adopt/Abandon - Student Experience

- What specific student experience strategies does your team want to adapt?
- What student experience strategies does your team want to adopt?
- What student experience strategies does your team want to abandon?

Professional Learning Communities

One Way we Achieve our Goals: Professional Learning Communities (PLCs)

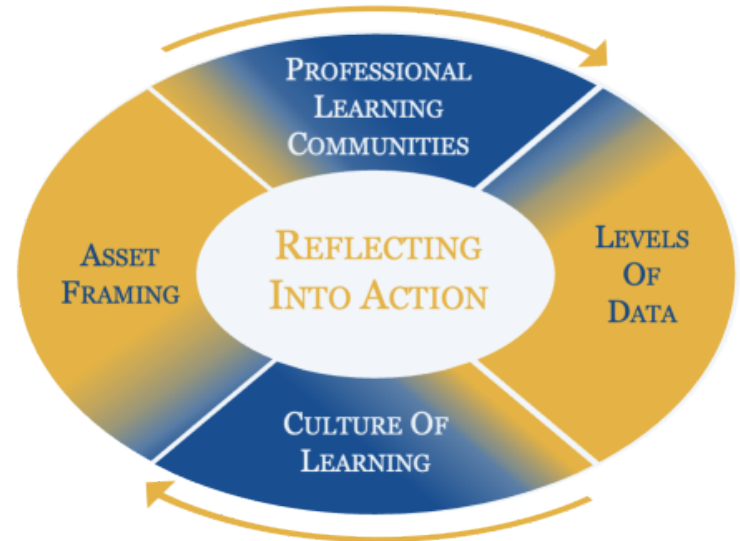
- Every grade level or department across all sites
- The work that happens in PLCs supports the building-wide growth plan and the district-wide priority goals
- Focus on instructional practices (learning), collaboration (alignment), and student achievement (results)

Professional Learning and Development

Professional Learning

- Center for Educational Leadership
 - Principal Support Academy
 - Instructional Leadership Academy
- Solution Tree PLC Institute
- District Leadership Institutes (June & August)

“Excellence. For Each and Every Student.”



Strengthening Instruction for Enhanced Learning



University of Minnesota Principal Support Academy

What is the Instructional Leadership Academy (ILA?)

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 schools leaders' skills in observation, analysis and collaborative conversation.
- Develop school leaders' skill in providing professional learning and targeted feedback for teacher growth.

Strengthening Pre-K through Grade 3 Literacy

Maximizing Literacy Instruction/Student Learning During School Hours

- Early Childhood Success Learner Equation:
 Pre-Kindergarten Learning-Literacy
- Kindergarten Learning-Literacy
- First Grade Learning-Literacy
- Second Grade Learning-Literacy
- Third Grade Learning-Literacy

Strengthening Out of School Time

Reinforcing Literacy Instruction/Student Learning During Out of School Time

- Before and After School Learning-Literacy Reinforcement
- Extended School Year (ESY) Learning-Literacy Reinforcement
(Special Services)
- Summer School Learning-Literacy Reinforcement

Personalization

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.

- Relationship Building
- MnTSS Work
- Culture of Learning

Health and Well-Being

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.

- Health Services
- Student Health and Wellbeing – Focus on embedding into curriculum
- Student Engagement
- My Time / Our Time / WIN (What I Need)

Delivering on the District's Vision

Operational Excellence (Efficient and Effective)

- Prepare a Balanced Budget and Determine Cost Containment Measures for Fiscal Year 2023-2024
- Engagement with Legislators During the Current Session
- School Safety and Security
- School Facilities Responsive to Enrollment Growth, our Academic Program and Administrative Space Needs
- Review and Updating of Strategic Road Map
- Others Related to Achieving Operational Excellence in all we do

Elevating and Simplifying Our Focus

Mike Schmoker:

Elevating the Essentials to Radically Improve Student Learning

- We know what a sound, coherent curriculum is. Let's build one for every course we teach, with common assessments, and then actually monitor to ensure that it's being taught.
- We know, now more than ever, that structurally sound lessons will literally multiply the number of students who will be ready for college, careers, and citizenship.

Elevating and Simplifying Our Focus

Mike Schmoker:

Elevating the Essentials to Radically Improve Student Learning

- We know that students desperately need to do lots of meaningful reading and writing, and that this does not necessitate inordinate amounts of paper grading.
- We know that the implementation relies on our commitment to monitor that implementation and encourage teachers to work in teams to help each other to refine and improve on their design and execution. If they do, each of the above will improve dramatically and inexorably. It's that simple.

Thank you!

Questions/Comments