



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, July 24, 2023 - 4:00 PM
Wayzata City Hall
600 Rice Street
Wayzata, Minnesota 55391

Minutes of Work Session Meeting

A Work Session Meeting of the Board of Education of Wayzata Public Schools was held Monday, July 24, 2023, beginning at 4:00 PM in the Wayzata City Hall
600 Rice Street
Wayzata, Minnesota 55391.

1. ROLL CALL/CALL TO ORDER

A. Introductions

- 1. Introduction of New Administrators (5 minutes)

B. Finance and Operations Reports

- 1. Middle School Attendance Area Discussion & Preliminary Recommendation for 2024-2025 (30 minutes) 2

C. Community Ed Reports

- 1. Community Ed Year in Review 2022-2023 (30 minutes) 4

D. Teaching and Learning Reports

- 1. Read Act Update (30 minutes) 26

E. Superintendent's Reports

- 1. School District/Superintendent School Year in Review (15 minutes) 39

2. ADJOURN



Welcome Center
295 Highway 55 | Medina, MN 55340-9542
763-745-5240 | Fax: 763-745-5096 | www.wayzataschools.org/welcome

To: Chace Anderson, Superintendent
Nathan Flansburg, Associate Superintendent
DeeDee Kahring, Executive Director Finance and Operations

From: Kristin Tollison, Director of Administrative Services

Re: Possible Administrative Change to Middle School Boundaries

Date: Monday, July 24, 2023

Currently

Two elementary schools (Sunset Hill and Plymouth Creek) align to East Middle School

Two elementary schools (Greenwood and Gleason Lake) align to West Middle School

Five elementary schools (North Woods, Kimberly Lane, Meadow Ridge, Birchview, and Oakwood) align to Central Middle School.

This has resulted in the Central Middle School student population becoming over two times larger than either East Middle School or West Middle School. As of July 20, 2023, the school populations are as follows:

Central Middle School	1532
East Middle School	646
West Middle School	706

Kimberly Lane Elementary School to East Middle School

Fall of 2024

Realign the middle school for Kimberly Lane from CMS to EMS for the 24-25 school year.

EMS has a capacity of 918 and a May 1, 2023, enrollment of 650 students with approximately 260 seats available. With the influx of the 5th grade from KL the capacity of EMS should be adequate until about the 2026-27 school year.

Realign the middle school for Oakwood from CMS to WMS.

WMS has a capacity of 873 and a May 1, 2023, enrollment of 692 students with approximately 175 seats available. With the influx of the 5th grade for OW the capacity of WMS should have capacity until about the 2026-2027 school year. Historically, portions of Oakwood attended West Middle School.

Other scenarios considered:

Birchview was also considered to align with West or East due to its proximity, however portions of the Birchview attendance area surround CMS. This could result in walkers having to be bussed.

Moving portions of Kimberly Lane and Oakwood rather than all the neighborhoods was also studied. There were not enough students to create a cohort to move. It resulted in isolating smaller numbers of students.

Suggested procedures:

Allow younger siblings to follow their older siblings to middle school only if that would attend at the same time. We would work with the transportation department to determine a cutoff date for dual bussing and “grandfathering”.

If the combination of the elementary realignment and the middle school alignment created any outliers, they could be reviewed individually.

By making these changes now, staff and administration have time to plan for programmatic, facility, and staffing changes.



FY23 Review for School Board

July 24, 2023

Community Ed Programs



Districtwide Goals

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.

Community Ed Goals

Improve student experience

- Increase connectedness
- Building meaningful and trusting relationships
- Opportunities and connections for individuals and families are enriched through community partnerships

Reduce academic disparities

- Increase early childhood screening participation
- Focus on early childhood transition to kindergarten
- Improve equitable and inclusive programming and systems
- Nurture life-long learning and discovery

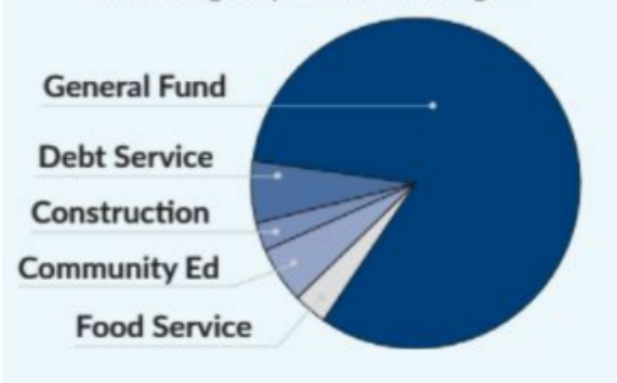
Ensure high quality instructional practices

- Additional staff training and improved onboarding
- Improve staff recruitment and retention

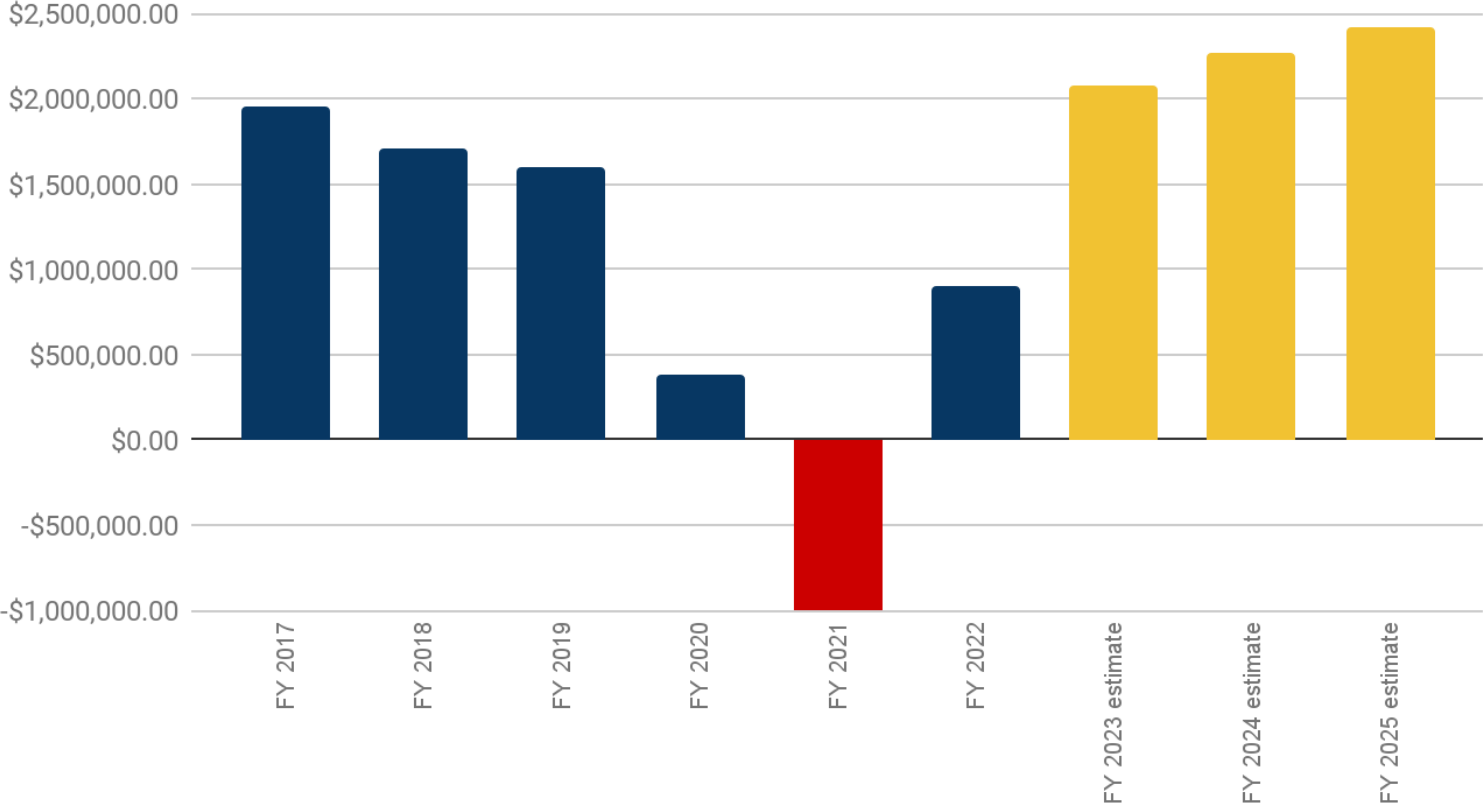
Community Ed Fund

- Fund 04 - separate from the general fund
- 80% of revenue is generated through program fees

01	General Fund	<ul style="list-style-type: none">• General School District Operations• Salaries/Benefits, Supplies, Transportation• Utilities, Equipment, LTFM < \$2.0M
02	Food Service	<ul style="list-style-type: none">• Wayzata Cafes• Salaries/Benefits, Food, Supplies, Equip• Revenue - Primarily from Meal Sales
04	Community Services	<ul style="list-style-type: none">• ECCE, ABE, Wayzata Kids, Youth Classes• Adult Classes, Preschool, Facility Rental• Revenue - Primarily from Fees
06	Construction	<ul style="list-style-type: none">• Major Building Projects• Revenue from sale of bonds• LTFM > \$2.0M
07	Debt Service	<ul style="list-style-type: none">• Account for Principal & Interest• Similar to homeowner's mortgage payments



Community Ed Unrestricted Fund Balance Reserves at Fiscal Year End



Classes for Youth and Adults



2022-23 School Year

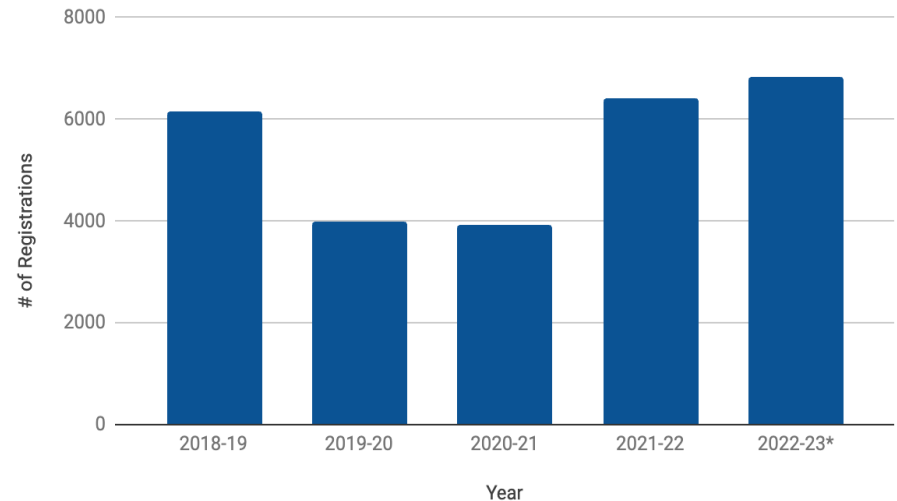
- 417 classes and camps with 3,684 youth registrations
- 365 classes with 2,406 adult registrations
- 228 Adult Basic Education students
- 280 Project SOAR students (adults with disabilities)



Youth Classes and Camps

- Goal is to provide opportunities for youth to explore new interests in a wide variety of areas
- Classes offered after school and weekends during the school year, weeklong camps in summer
- Program continues to grow with high demand
- Increased program options by 32% from last summer
- Added 0.5 FTE in November to help support growing demand
- Scholarships through Community Ed and Interfaith Outreach, Drivers Ed is largest need

Youth Camps and Classes # of Registrations by Year



Adult Basic Education (ABE)

- First year with new consortium, Adult Options in Education, with Hopkins, St. Louis Park and Minnetonka schools
- Classes are offered for various levels of ESL and GED, in-person and online
- Seeing an increased number of students participating this year
- 25,522 instructional hours, 50% increase over previous year
- There are waitlists for ESL classes; demand is high from Ukrainian students
- Free childcare and preschool opportunities were provided to 25 children of ABE students



Wayzata Kids Childcare



2022-2023 School Year

- 1,276 K-5 students
- 377,888 individual hours of childcare provided; 10% increase over previous year
- 125 staff

2023 Summer

- 1,007 PreK-5 students
- 115,441 individual hours of childcare provided (so far, for 6 of 10 weeks)
- 145 staff

Wayzata Kids Childcare

- Our popular before- and after-school childcare program operates right in our nine elementary schools.
- Primary goal is a safe, fun space for kids; Secondary goal is an excellent student experience focused on relationship building
- Program Goal: To empower and invest in our site leadership team by providing them with intentional conversations, experiences, and opportunities to become confident decision makers.



Volunteers



Volunteer Club

- 843 high school students registered
- Largest club at WHS
- Contributed over 14,445 hours of service; 30% increase over previous year
- Honored as an Outstanding Community Partner by the Hamel and Corcoran Lions Club

Literacy Volunteers

- 130 Literacy Volunteers serving 200 elementary students
- Provided 2,300 hours of reading support

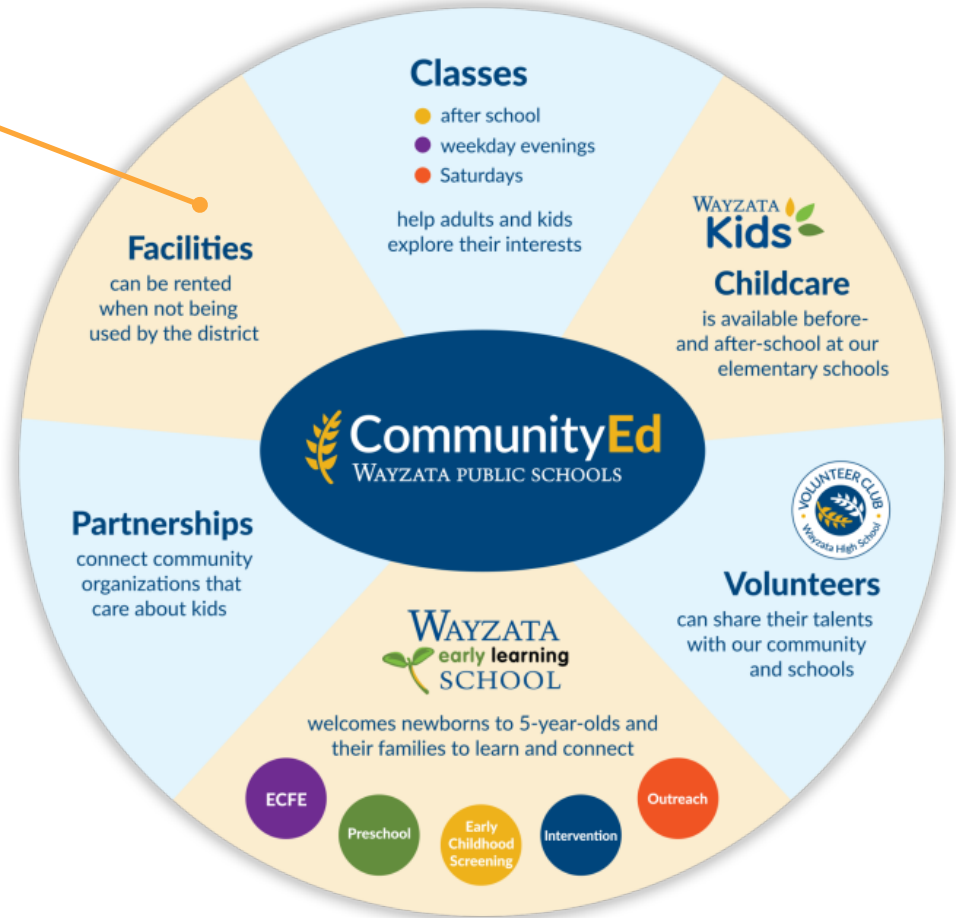
Volunteer Club (formerly Club Y.E.S)



Facility Rentals

115 user groups renting spaces
104,209 hours of facility rental use

- We value the community's investment in our schools and strive to support them in renting district spaces.
- We transitioned new staff into this program with an addition of a 0.5 FTE in November as well as a new Facility Rental Manager in March.
- Our new team is dedicated to exemplary customer service and focused on learning quickly to support our rental customers' unique needs.



WPS Facility Rental Spaces

- 30 Multi Use Grass Fields (Football, Soccer and Lacrosse)
- 24 Gymnasiums
- 24 Baseball/Softball Fields
- 5 Turf Fields
- 3 Auditoriums
- 2 Pools
- 1 Sports Dome
- 1 Ice Arena
- 29 Tennis Courts
- + Cafeterias, Classrooms, Media Centers, and Parking Lots



Partnerships

- Interfaith Outreach
- City of Wayzata
- Partners for Healthy Kids
- Partners for Prevention
- District Liaison
- Parenting with Vision
- Young Scientist Roundtable
- Community Ed Advisory Council
- Rotary Clubs
- Lions Clubs
- Faith Communities
- Relate Counseling



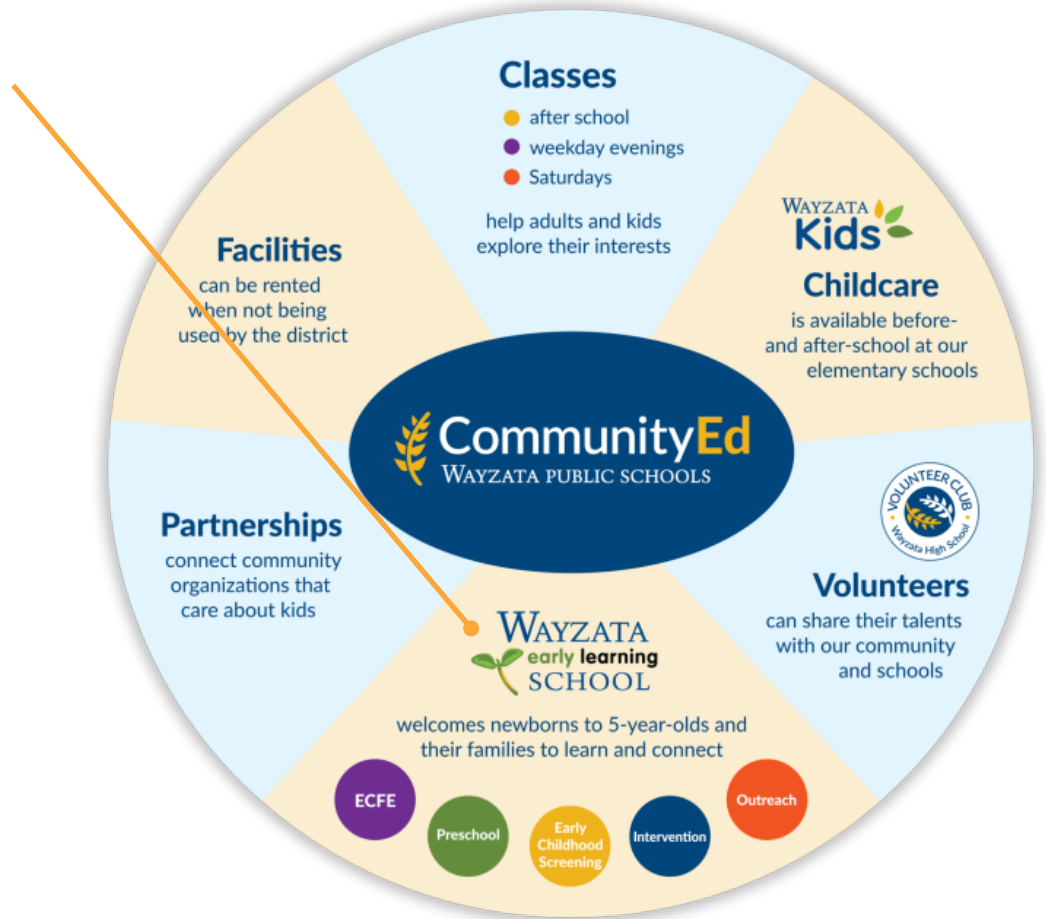
Early Learning School

- This year marked a year of many new things for our early learning programming.
- We implemented a new leadership structure with the goal of supporting alignment and collaboration across our Community Ed and Special Education staff and programs as well as with our elementary schools.
- A new position was created, Director of Early Learning, with Michele Bedor filling the role.

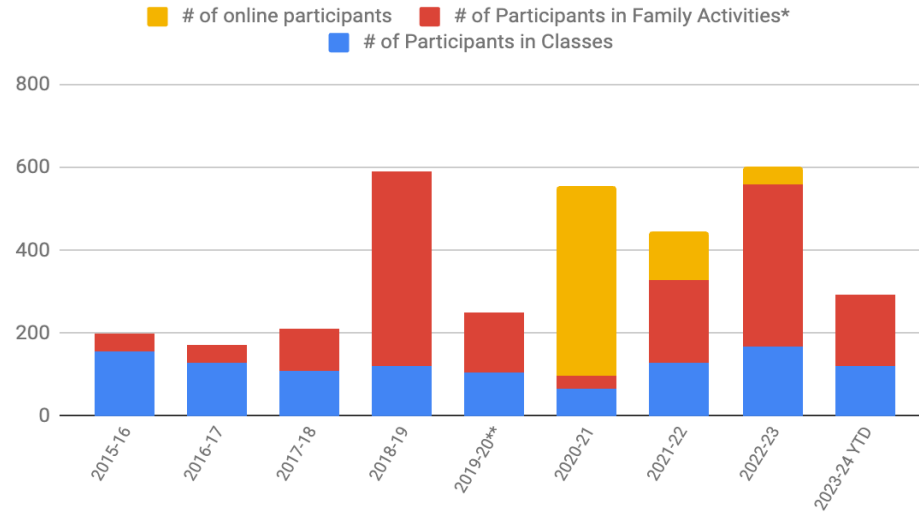


Early Learning School

- 498 Students in Part-day Preschool for ages 2-5 at 3 locations
- 191 Students in Full-day Preschool for ages 4-5 at 9 locations
- 147 families attending ECFE weekly classes
- 1,030 children screened
- Outreach staff provided classes at parks, neighborhood apartment complexes, and library, plus held events, provided 1:1 support and school navigation and early childhood screening in the community



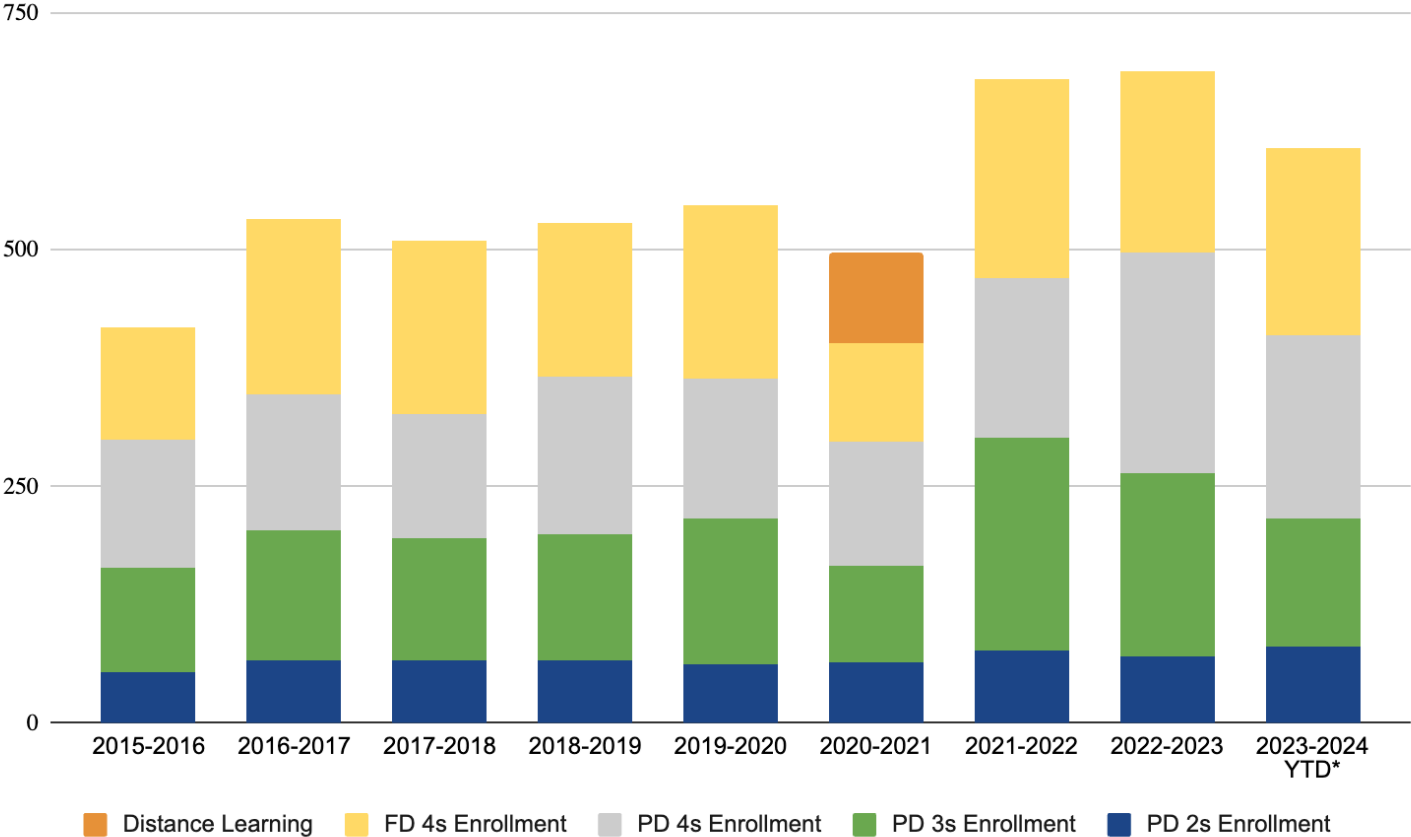
ECFE Enrollment



Full-day Preschool Enrollment

School Year	17-18	18-19	19-20	20-21	21-22	22-23	23-24
# of school sites	9	8	9	8	10	9	9
# of classrooms	9	8	9	8	11	10	10
# of spots available	190	170	190	170	226	198	198
# enrolled	190	160	186	103	209	191	198

Preschool Enrollment by School Year



Early Learning School Highlights

- Early Learning School buildings instructional leadership team (BILT)
- Revised our scholarship process to make it much easier for families to complete.
- We studied, collected data and created a plan to complete the onboarding of all of our staff in the Classroom Engagement Model for next year.
- Goal for 22-23 was increased connectedness and belonging across all our early learning programs and school sites. We focused on teaming and collaboration implementing the following:
 - Weekly teacher check ins by leadership team
 - Staff professional development days themed around connectedness. Intentional activities offered focused on sharing information and building relationships.
 - Revised 23-24 calendar to align all early childhood programs and the district.
- Received a Partners for Healthy Kids grant to study and make changes to our early childhood screening program and processes. New *Connect at 3* initiative launched in July in alignment with the Successful Learner Equation, which focuses on supporting ready families and ready schools.





Thank you!



Read Act Update- July 2023

Dana Kauzlarich Miller, Executive Director of T&L

Austin Tollerson, Director of T&L

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

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

Literacy and the READ Act

Wayzata action plans:

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

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

“To suggest that the quality of teaching could be improved is not to say that teaching is of poor quality, but a reflection of the complexity of the work. In other words, **you don’t have to be bad to get better!**”

-Candi B. McKay

What is the READ Act?

Minnesota Reading to Ensure Academic Development Act
“READ Act”- Passed and signed into law by Governor Walz on
May 24, 2023.

Goal of Legislation is to have **every Minnesota child reading at or above grade level every year**, beginning in Kindergarten and to support Multilingual learners and students receiving special education services in achieving their individualized reading goals.

What does the READ Act mean for Wayzata?

Wayzata is well aligned with requirements of the READ Act and is poised for continued outstanding Literacy programming.

- Infrastructure: People and Systems
- Training and Professional Learning
- Collaboration of T&L, Equity and Inclusion, Student Support Services, Technology Services, Community Education
- Embedded in current work (CEL, BILT, PLCs, MTSS, Literacy Coaches)

Literacy and the READ Act

Source: MSBA

July 1, 2023	New purchases of literacy curriculum/intervention materials must be evidence-based per MS 120B.1118 as of this date
June 30, 2024	District must submit annual report of summary screener results to MDE
July 15, 2024	School district must post literacy plan on website and submit to MDE
July 1, 2025	School district must provide training on evidence-based training to all reading intervention teachers, literacy specialists, and other teachers and staff identified under MS 120B.12, sub. 1(b) by this date
August 30, 2025	Literacy Specialist: not required to complete approved training before August 30, 2025
August 30, 2025	School district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead (may contract with another school board or cooperative unit)
2025-2026 School Year	intervention programs must be taught by intervention teacher or special education teacher who has successfully completed evidence-based reading instruction approved by MDE
2026-2027 School Year	School district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills
July 1, 2027	School district must provide training on evidence-based training to other teachers in the school district by this date

Literacy and the READ Act

Wayzata action plans:

July 1, 2023

New purchases of literacy curriculum/intervention materials must be evidence-based per MS 120B.1118 as of this date

It has been and is our practice in curriculum adoption and implementation to review research and effective practices.

State will approve at least 5 Reading Curricula, supporting materials and intervention materials by January 2024.

Wayzata's Aligned Materials:

- CCC
- SIPPS
- Orton-Gillingham
- Benchmark Phonics Intervention (BPI) and Benchmark Steps to Advance(STA)
- Additional decodable texts for K-1 classrooms and intervention

Literacy and the READ Act

Wayzata action plans:

June 30, 2024

District must submit annual report of summary screener results to MDE

We regularly refine our screening processes.

- Screening results are submitted annually to MDE.
 - Screen twice annually for K-3
 - Include foundational reading skills and characteristics of dyslexia (phonemic awareness, phonics, decoding, fluency, oral language)
 - Must use an MDE approved screening tool
 - Wayzata's current screening tool, FastBridge, is approved
- First data submission of the required universal screening is June 15, 2025.

Literacy and the READ Act

Wayzata action plans:

July 15, 2024

School district must post literacy plan on website and submit to MDE

We regularly review and adjust our Literacy Plan in response to student outcomes.

- READ Act Literacy Plan and data submission process will replace RWBTG.
- Current Literacy Plan is posted on our website and is being updated.
- New Literacy Plan template: March 1, 2024.
- MDE will provide data submission process for plans aligning with READ Act.
 - NEW: District Literacy Plan must address children reading at or above grade level **K-5** and support multilingual learners and students receiving special education services in achieving their individualized reading goals.
- First submission using new Literacy Plan template: June 15, 2024.

Literacy and the READ Act

Wayzata action plans:

July 1, 2025

School district must provide training on evidence-based training to all reading intervention teachers, literacy specialists, and other teachers and staff identified under MS 120B.12, sub. 1(b) by this date

Wayzata has invested in on-going, job-embedded training in evidence-based instruction.

- MDE and CAREI will provide approved list of evidence-based trainings by August 15, 2023. (Orton-Gillingham expected to be approved.)
- Literacy Specialists, Special Educators, Literacy Coaches, and Kindergarten Teachers are being trained in Orton-Gillingham.
- Special Education Teachers will receive training and have access to ongoing coaching and support throughout installation and implementation of Benchmark.

Literacy and the READ Act

Wayzata action plans:

August 30, 2025	Literacy Specialist: not required to complete approved training before August 30, 2025
August 30, 2025	School district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead (may contract with another school board or cooperative unit)

Wayzata has high quality literacy leaders who are invested in building capacity across the system.

- Orton-Gillingham Level 4 Instructor, Certified Structured Literacy Dyslexia Interventionist to partner with staff and families
- Instructional Coordinators are LETRS trained.
- Literacy Leads in place - awaiting further guidance from MDE
- New Literacy Coaches and Literacy Leadership Teams
- Additional related, impactful training

Literacy and the READ Act

Wayzata action plans:

2025-2026 School Year	intervention programs must be taught by intervention teacher or special education teacher who has successfully completed evidence-based reading instruction approved by MDE
2026-2027 School Year	School district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills
July 1, 2027	School district must provide training on evidence-based training to other teachers in the school district by this date

Our continuous improvement approach has us well positioned to address the requirements of the READ Act.

- Throughout CCC implementation, all teachers have been trained in foundational reading skills and evidence-based reading instruction.
- The PLC process supports ongoing learning in the area of reading.
- Reading Leadership team regularly reviews our instructional approaches.
- Literacy Coaches add a substantial layer of support for professional learning.
- MTSS, CEL, BILT systems support this work.

Literacy and the READ Act

Wayzata action plans:

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

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



2022-2023 School Year in Review & Preliminary Overview of Work Anticipated for 2023-2024

Chace B. Anderson, Superintendent
7-24-23

1. **Communication with Legislators during 2023 Minnesota Legislative Session and Local Congressman**
 - During the 2023 legislative session, I spent more time engaging with legislators through written communication, personal visits, and phone calls than in any of my previous years working in Wayzata.
 - Participant with other area superintendents in meeting with Congressman Dean Phillips.
2. **Cost Containment and Budget Preparation for 2023-2024**
 - Due to the lingering financial impact upon the district resulting from the pandemic, it was necessary to do cost-containment for the 2022-2023 school year. Further reductions have been made for the 2023-2024 school year. It is anticipated that a smaller third round of cost-containment measures will be implemented for the 2024-2025 school year. It is hoped that financial sustainability and stability will be in place by the 2025-2026 school year for several years into the future. Two key goals of the cost-containment measures have been to 1) create and have the school board approve a balanced budget prior to the statutory deadline of June 30, and 2) prepare budgets and determine cost-containment needs that will ensure the school district meets its policy target of maintaining a 5-7% general fund balance; with a preference for keeping the fund balance above 7% when possible.
3. **Working with a Consultant, School Board and Staff to Revise/Update Strategic Road Map**
 - The original strategic road map was approved in 2011. It was updated and approved by the school board with revisions in 2015 and 2019. It is currently being reviewed again with the assistance of a consultant who is working with the school board and members of the leadership team.
4. **Center for Educational Leadership and Building Instructional Leadership Teams**
 - Dr. Nathan Flansburg has been instrumental in providing leadership to this endeavor. This work supports the district's four strategic directions; particularly 1) Achievement and 2) Each and Every. Dr. Flansburg provided a number of updates on this during the 2022-2023 school year. This is being implemented with the intent of strengthening classroom instruction, principal-teacher engagement about teaching and learning, and, most importantly, raising student achievement and closing learning gaps.
5. **Striving for Excellence in each key Departmental Area in Strategic and Standard Work**
 - Teaching and Learning (Dana Miller)
 - Human Resources (Stacie Vos)
 - Finance and Business (DeeDee Kahring)
 - Technology (Wade Phillips)
 - Equity and Inclusion (Solveig Harriday)
 - Special Services (Ginny Nyhus)
 - Community Ed (Jenni Ebert)
 - Communications (Amy Parnell)

6. Administrator Hiring for 2022-2023

A number of administrative positions were hired for the 2022-2023 school year. Openings arise for a number of reasons including retirements, staff members aspiring to and moving into advancement positions within and outside of the district, career changes and/or relocations. The following were added to the team for the school year most recently completed.

- Director of Curriculum and Instruction: Abhi Brar
- Director of Curriculum and Instruction: Austin Tollerson
- Director of Finance: Scott LaSage
- Accounting Supervisor: David Draskovich (Advanced from within district.)
- Accountant: Jack Stearns
- Director of Early Learning: Michele Bedor
- Associate Principal at West Middle School: Kaela Loo
- Director of Special Services: Ginny Nyhus
- Special Services Program Supervisor: Allana Walsh
- Health Services Supervisor: Jean Parsons (Advanced from within district.)

7. Administrator Hiring for 2023-2024

- Principal at East Middle School: Meg Bennett
- Supervisor of Special Services (WHS): Sara Stack

8. Continued Involvement with PTA/PTO and District Liaison

- Attend meetings and share information and hear key insights from district parents and staff through attendance and participation at PTA/PTO and District Liaison meetings. There will be a busy schedule of these meetings early in the year to communicate about the technology levy scheduled for the November election. Other district updates will be provided as well.

9. Attend Advisory Committee Meetings-Strategic Partner Groups

- I am in regular attendance at our Citizen’s Finance Advisory Council (CFAC) as well as occasional attendance at Community Ed Advisory Council (CEAC) and Special Education Advisory Council (SEAC) meetings. Further, I regularly attend meetings convened by strategic partner groups, i.e., Caring for Kids (CfK), Partners for Healthy Kids (PHK), etc., and I am a member and regular attendee at the Wayzata Rotary. I am also a regular attendee of District 287 meetings with other member district superintendents. When I am unable to attend these meetings, Dr. Flansburg often attends in my absence. I regularly attend the monthly meetings of the Association of Metro School Districts (AMSD).

10. Continued Involvement with and Attendance at Wayzata Education Fund (WEF) Meetings

- In lieu of the annual “Drive for Excellence” event, WEF is planning a spring Gala in February 2024. Over the years, I have been heavily involved with securing sponsorships from district vendors, etc. The WEF funds grants submitted by teachers from any grade level and all departments. I believe they have donated more than \$400,000 to the school district during their twenty-year run.

11. Continued Involvement with City Governments (Plymouth, Wayzata, Medina, Corcoran, Etc.)

- I engage as needed with members of City Governments for the cities that are within the footprint of the Wayzata Public Schools, more regularly with Plymouth and Wayzata.

12. COVID-19 Pandemic

- Things are approaching normal regarding concerns about physical illness from COVID, which we are all very pleased about! Navigating the pandemic was an added stress load for everyone and certainly impacted student, family and staff members’ health and well-being. It is an on-going effort to gain a comfort level with the new reality of post-COVID. While many have been striving to “get back to normal,” it is my belief that COVID established an entirely new trajectory as to how school districts, and probably nearly every type of enterprise, will move forward into the future. It has been very challenging, to say the least.

- There is significant lingering financial impact upon the district from the pandemic and a need for on-going efforts to regain operational excellence and forward momentum through reestablishing efficient and effective communication and strengthening relationships among and between staff.

13. Facilities and Construction Projects

Transition Program

- Vacated District Office Building to make room for increasing enrollment in the Transition program.

LTFM Projects at Elementary Schools, Middle Schools and High School

- Several Long Term Facilities Maintenance (LTFM) Projects underway around the district.

District/Other

- Relocated staff housed at the District Administration Building to Creekside and Welcome Center.
- School Board authorized the Executive Director of Finance and Operations and the Superintendent to move forward with the development and execution of a purchase agreement for a facility for future use as a district administration building large enough to house the majority of the district's leadership team. The inefficiencies of not having the leadership team co-located has and will continue to impact the team's effectiveness and quality of communications. At some point during the 2023-2024 school year, it is hoped and anticipated that a facility will be secured that will allow this to happen.

14. Engagement with WPS School Board-Attendance at Board and Committee Meetings

- Attendance and engagement with school board meetings, work sessions and committees.
- Considering some realignment with committee assignments for the associate superintendent and superintendent.

15. University/College Visits (Tentatively Scheduled, September 2023)

- During the past 15 years, I have visited 75-80 universities from across the nation to establish relationships with admissions directors and regional recruiters. On such visits, I have been able to take tours and learn more about the programs offered at each college/university. It is also a great opportunity to encourage recruiters to come and visit Wayzata High School and to recruit/accept our students for admission.
 - University of North Carolina
 - Duke University
 - Wake Forest University
 - Clemson University
 - University of South Carolina
 - University of Virginia

On the Radar for 2023-2024...

- Likely some form of continuation of nearly everything on the list above!
- Plan the next round of cost-containment measures necessary to complete a balanced budget for school board approval for the 2024-2025 school year.
- Complete the process of updating the strategic road map by late summer/early fall.
- Continue work on CEL/BILT development.
- Implementation of a number of new legislative requirements.
- School Board Election (November).
- Seeking a renewal of one of the two district technology levies (November).
- Implement elementary attendance area changed for 2023-2024 (New Corcoran addresses to Oakwood and new Medina addresses to Gleason Lake.)
- Finalize and work toward bringing some relief to Central Middle School through making some through middle school attendance area administrative modifications, effective for the 2024-2025 school year.
- Certainly, there will be many other projects related to standard and strategic work in the school district.



School District Update

School Board Work Session: July 24, 2023

- Chace B. Anderson Superintendent
- Nathan Flansburg Associate Superintendent

Strategic Road Map

First Road Map developed 2011

Revised in 2015 and again in 2019

Currently under review and will be updated 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 style="text-align: center;">By Realizing our Vision, We Achieve Our Mission</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 style="text-align: center;">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

Strategic Directions

Achievement: By the end of third grade, all students will achieve at or beyond grade level expectations for reading, writing, and mathematics.

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.

Each and Every: Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.

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

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.

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

Mechanisms that help us achieve our goals: Site Growth Plans

- Site growth 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

Mechanisms that help us achieve our goals: 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 BILT Leadership Institute in August

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)

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?

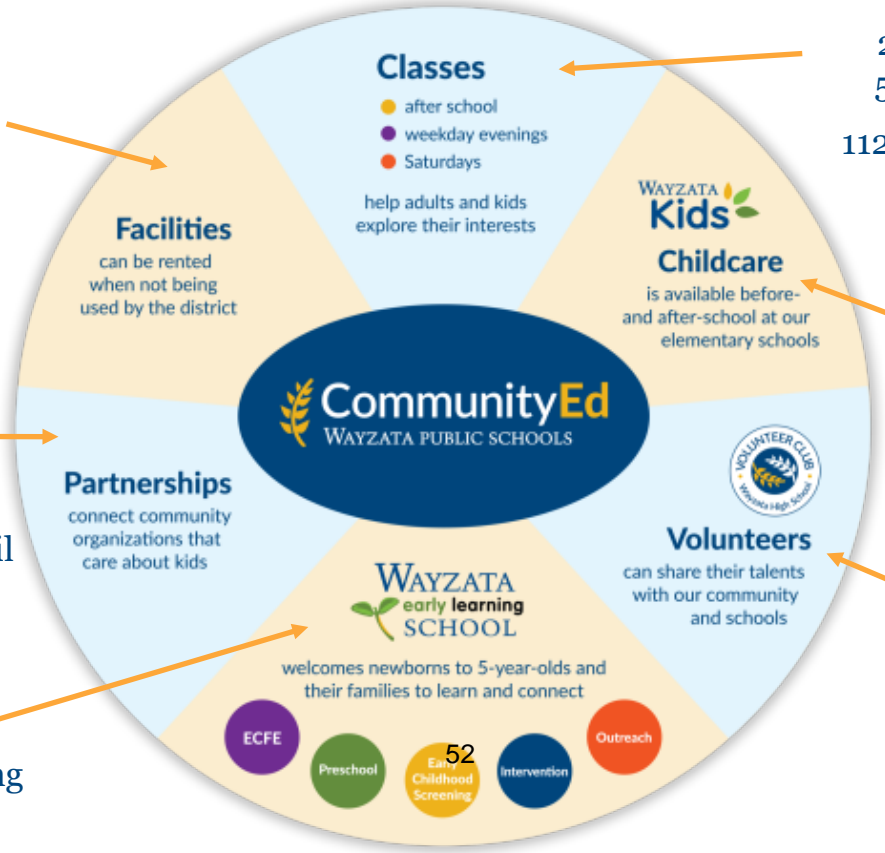
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Student Experience that Leads to Student Achievement

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

Community Ed Department

Jenni Ebert - Director of Community Ed



250 adult classes; 2,634 enrolled
535 youth classes; 6,310 enrolled

112 Adult Basic Education students
in 5 ESL and GED classes

1,533 K-5 school year
980 K-5 summer program

Volunteer Club:
1,094 WHS students,
serving 11,171 hours

District Volunteers: 288 adults

93 user groups renting spaces
70,000 hours of facility use

Great Expectations
Partners for Healthy Kids
Partners for Prevention
District Liaison
Parenting with Vision
Young Scientist Roundtable
Community Ed Advisory Council

653 preschoolers
154 in ECFE
1,000+ early childhood screening
250 families through outreach

FY24 Budget All Funds

	2021-22 Actual Amounts	2022-23 Revised Budget	2023-24 Prelim Budget
Revenues			
General Fund	\$ 192,099,826	\$ 194,296,587	\$ 205,629,864
Food Service	\$ 9,596,362	\$ 7,750,008	\$ 8,951,975
Community Service	\$ 13,082,017	\$ 12,753,686	\$ 13,208,842
Debt Service	\$ 152,935,240	\$ 16,517,548	\$ 15,977,503
Total Revenue All Funds Excluding Construction	\$ 367,713,445	\$ 231,317,829	\$ 243,768,184
Expenditures			
General Fund	\$ 183,883,706	\$ 200,863,549	\$ 202,694,900
Food Service	\$ 8,097,957	\$ 7,481,562	\$ 8,751,357
Community Service	\$ 11,135,104	\$ 12,118,460	\$ 13,171,130
Debt Service	\$ 152,655,559	\$ 15,678,975	\$ 16,530,175
Total Expenditures All Funds Excluding Construction	\$ 355,772,326	\$ 236,142,546	\$ 241,147,562

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**Keep technology strong
in our schools**

Delivering on the District's Vision-2022-2023

Summary...

- 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
- Achieving Operational Excellence in all that we do

Thank you!

Questions/Comments