



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, January 22, 2024 - 4:00 PM
Creekside
16000 41st Ave N.
Plymouth, MN 55446

Minutes of Work Session Meeting

A Work Session Meeting of the Board of Education of Wayzata Public Schools was held Monday, January 22, 2024, beginning at 4:00 PM in the Creekside 16000 41st Ave N. Plymouth, MN 55446.

- 1. **ROLL CALL/CALL TO ORDER**
- 2. Wayzata Indigenous Advisory Committee Vote of Concurrence (5 minutes)
- 3. **Finance and Operation Reports**
 - A. General Budget Planning Update (15 minutes) 2
- 4. **Teaching and Learning Reports**
 - A. Read Act Update (45 minutes) 12
 - B. Elementary Specialist Schedule (15 minutes) 25
- 5. **Human Resource Services Reports**
 - A. Calendar Planning Update (15 minutes) 41
- 6. **Superintendent's Reports**
 - A. Strategic Road Map/Operational Plan Update (30 minutes) 43
- 7. **ADJOURN**



2024-25 Budget Preparation

January 22, 2024

School Board Work Session

4:00 p.m.

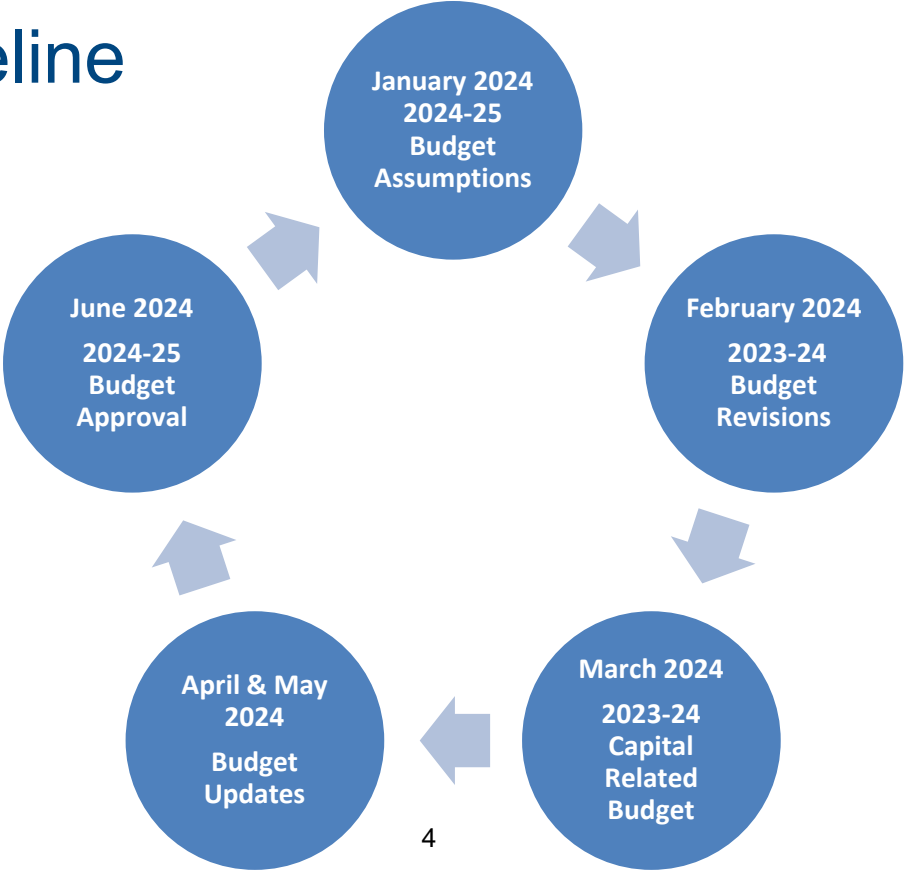
Agenda

2024-25 Timeline

Enrollment

Budget Assumptions

Budget Timeline



Enrollment Projections

Wayzata Public Schools Enrollment Projections

12-19-2023

| Year | K (+Hdcp) | 1st | 2nd | 3rd | 4th | 5th | K-5 | 6th | 7th | 8th | 6-8 | 9th | 10th | 11th | 12th | 9-12 | Total |
|-----------------|--------------|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|-------|--------|
| 24-25 Projected | 923 | 938 | 995 | 1,029 | 941 | 1,031 | 5,857 | 1,006 | 1,017 | 973 | 2,996 | 986 | 981 | 903 | 961 | 3,831 | 12,683 |
| 25-26 Projected | 919 | 950 | 991 | 1,015 | 1,049 | 973 | 5,897 | 1,098 | 1,019 | 1,009 | 3,125 | 979 | 997 | 975 | 892 | 3,843 | 12,864 |
| 26-27 Projected | 913 | 946 | 1,005 | 1,011 | 1,031 | 1,091 | 5,997 | 1,014 | 1,092 | 1,038 | 3,144 | 1,032 | 990 | 991 | 963 | 3,976 | 13,117 |
| 27-28 Projected | 903 | 940 | 1,001 | 1,027 | 1,029 | 1,068 | 5,966 | 1,138 | 1,034 | 1,105 | 3,277 | 1,048 | 1,044 | 984 | 979 | 4,055 | 13,299 |

Enrollment Projections - Elementary

Wayzata Public Schools Elementary School Capacity

| 12/29/2023 | | 2022-23 | | 2023-24 | | 2024-25 | |
|-------------------|--------------------------------------|------------------|---------------|------------------|---------------|----------------------|---------------|
| Elementary School | Capacity not adjusted for class size | Oct 1 Enrollment | % of Capacity | Oct 1 Enrollment | % of Capacity | Projected Enrollment | % of Capacity |
| Birchview | 576 | 433 | 75% | 452 | 78% | 467 | 81% |
| Gleason Lake | 720 | 568 | 79% | 589 | 82% | 621 | 86% |
| Greenwood | 837 | 824 | 98% | 810 | 97% | 787 | 94% |
| Kimberly Lane | 720 | 526 | 73% | 531 | 74% | 520 | 72% |
| Meadow Ridge | 889 | 769 | 87% | 755 | 85% | 737 | 73% |
| North Woods | 835 | 775 | 93% | 809 | 97% | 856 | 103% |
| Oakwood | 522 | 418 | 80% | 448 | 86% | 511 | 98% |
| Plymouth Creek | 720 | 588 | 82% | 659 | 92% | 653 | 91% |
| Sunset Hill | 693 | 675 | 97% | 706 | 102% | 745 | 108% |
| Total | 6,512 | 5,576 | 86% | 5,759 | 88% | 5897 | 89% |

Enrollment Projections Secondary

WUPS Secondary 2024-25 Enrollment Projection
Based on Recent Migration

| | 6th | 7th | 8th | 6-8 | 9th | 10th | 11th | 12th | 9-12 | Secondary |
|----------------|-------|-------|-----|-------|-----|------|------|------|-------|-----------|
| Central | 348 | 519 | 515 | 1,381 | | | | | | 1,381 |
| East | 328 | 238 | 219 | 784 | | | | | | 784 |
| West | 331 | 260 | 239 | 830 | | | | | | 830 |
| WHS | | | | | 986 | 981 | 903 | 961 | 3,830 | 3,830 |
| Total | 1,006 | 1,017 | 973 | 2,996 | 986 | 981 | 903 | 961 | 3,830 | 6,826 |

All KL and OW to EMS and WMS

Budget Assumptions - Enrollment

| Grades | FY 2023-24 | FY 2024-25 | FY 2025-26 |
|--------------|---------------|---------------|---------------|
| K-5 | 5,772 | 5,857 | 5,897 |
| 6-8 | 2,931 | 2,996 | 3,125 |
| 9-12+ | 3,705 | 3,831 | 3,843 |
| Total | 12,408 | 12,684 | 12,865 |

Budget Assumptions - Revenue

| Category | FY 2023-24 | FY 2024-25 | FY 2025-26 |
|-----------|------------|------------|------------|
| State Aid | 4.00% | 2.00% | 2.00% |
| Levy | 2.63% | 4.87% | 3.00% |
| Other | 2.00% | 2.00% | 2.00% |
| Federal | 0.00% | 0.00% | 0.00% |

Budget Assumptions - Expenses

| Category | FY 2023-24 | FY 2024-25 | FY 2025-26 |
|--------------------|----------------------------------|----------------------------------|----------------------------------|
| Salaries | Per Contract or Board Parameters | Per Contract or Board Parameters | Per Contract or Board Parameters |
| Health Insurance | 7.00% | 5.00% | 5.00% |
| TRA Rate (July 1) | 8.75% | 8.75% | 8.75% |
| PERA Rate (July 1) | 7.50% | 7.50% | 7.50% |
| Supplies | 3.0-4.0% | 3.00% | 3.00% |
| Fuel/Utilities | 6.00% | 6.0-8.0% | 5.00% |
| Transportation | 15.00% | 10 7.00% | 7.0-10.0% |



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READ Act Update

January 22, 2024

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.

Our Commitment to the READ Act and our students:

Leadership

- Monitoring and acting on information since the READ Act's introduction into legislation and prior, daily work.
- Connected to Literacy Leaders across the state through professional learning organizations.
- Attending meetings with MDE, CAREI, MACL, publishers, teams.
- Leadership Teams
 - TL Directors
 - Instructional Coordinators
 - Literacy Coaches
 - Literacy Specialists
 - Peer Coaches

Our Commitment to the READ Act and our students: *Professional Learning*

- Support common knowledge building for all K-5 teachers, TL Team, Specialized Services, Principal Leadership, in all reading domains through CORE Professional Learning Required by MDE.
- Continue training teachers in Orton-Gillingham methodology to maximize practical application of Structured Literacy practices in foundational skills.
 - Literacy Specialists, Special Education Teachers, Literacy Coaches, Literacy Specialists, and Kindergarten teachers currently trained

Our Commitment to the READ Act and our students: *Professional Learning*

CORE Professional Learning Plan:

- Early March: TL, SS, WEA Leadership begin Training
- Wayzata Phase I Timeline: March 24-Nov 8
- Each teacher determines their schedule for completion within the timeline
- Designated Professional Development Days with 48 hours*
 - March 29, April 8 - 8 hours (4 hours each day)
 - June 7 - 8 hours
 - Week of August 19: New Teachers, Summer Start Option
 - August 26, August 29 - 16 hours (8 hours each day)
 - September 23 - 8 hours
 - November 8 - 8 hours

16

*Additional Option: AWE 12 hours, paid



Our Commitment to the READ Act and our students: *Curriculum*

Literacy Curricula that best met the criteria from the CAREI Rubric were identified as approved. **All submitted curricula** [including CCC] went through a two-step review process. The first review was by the publisher to verify that the curriculum **met the definition of evidence-based curriculum per the Minnesota READ Act, excluded “three-cueing system”, and met a list of non-negotiables that can be reviewed on the [Minnesota READ Act webpage](#).**

Non-negotiables:

1. Instruction is systematic and explicit.
2. Materials are culturally and linguistically responsive.
3. Materials support Multilingual Learners and Students Receiving Special Education Services.
4. Theoretical model that supports Structured Literacy is Clear.
5. Materials Systematically Build Knowledge.

Our Commitment to the READ Act and our students: *Curriculum*

In Summary:

CCC Curriculum (2nd Edition) met the requirements of Phase 1 review and moved on to Phase 2 for further review.

Meaning, it met the **non-negotiables and does not use the three cueing system** and was one of 24 curriculums (of 42) moved to full review.

Our Commitment to the READ Act and our students: *Curriculum*

Current MDE Curriculum Approved for Reimbursement

Comprehensive Curricula

- EL Education Open Up, copyright 2017

Foundational Curricula*

- Magnetic Reading K-2, Curriculum Associates, copyright 2023
- UFLI Foundations- K-2, copyright 2022
- University of MN Functional Phonics K-5, copyright August 2023

Knowledge Building Curricula*

- Wit & Wisdom-Great Minds, copyright 2023

* Foundational Curricula must be used in combination with a Knowledge Building Curricula

MDE Curriculum Eligible for Reconsideration

Comprehensive and Knowledge Building Programs reviewed through MDE's second step:

- Amplify Core Knowledge Language Arts (CKLA), Amplify, 2022
- ARC Core, American Reading Company, 2017 Edition, 2022 and 2023 Print Run
- Benchmark Advance, Benchmark Education Company LLC, 2022
- Collaborative Literacy (second edition), Center for the Collaborative Classroom, 2021/2023
- Imagine Learning EL Education, Imagine Learning LLC, 2019
- myView Literacy, Savvas Learning Company LLC, 2025
- Open Court Reading, McGraw Hill, 2023
- The Superkids Reading Program, Zaner-Bloser, 2017
- Into Reading, Houghton Mifflin Harcourt (HMH), 2020
- Wonders, McGraw Hill LLC, 2023

* There were also 9 “Foundational Programs” identified eligible for reconsideration

| Comprehensive Program | Global | Global Red Flags | PA | PA Red Flags | PM | PM Red Flags | Fluency | Fluency Red Flags | Comp | Comp Red Flags | Vocab | Vocab Red Flags | Writing | Writing Red Flags | Assessment | Assessment Red Flags |
|-----------------------|--------|------------------|-----|--------------|-----|--------------|---------|-------------------|------|----------------|-------|-----------------|---------|-------------------|------------|----------------------|
| EL Education | | | | | | | | | | | | | | | | |
| Open Up | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | |
| *Wit and Wisdom | ● | | N/A | N/A | N/A | N/A | N/A | N/A | ● | | ● | | ● | | ● | |
| CKLA | ● | | ● | | ● | | ● | ● | ● | ● | ● | | ● | | ● | ● |
| ARC | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | ● | ● | ● | ● | ● |
| Benchmark | ● | | ● | | ● | ● | ● | | ● | ● | ● | | ● | | ● | |
| Collaborative | ● | ● | ● | | ● | ● | ● | | ● | ● | ● | | ● | | ● | |
| Imagine EL | ● | | ● | | ● | ● | ● | | ● | ● | ● | | ● | | ● | |
| myView | ● | ● | ● | ● | ● | ● | ● | | ● | ● | ● | | ● | ● | ● | ● |
| Open Court | ● | ● | ● | | ● | ● | ● | | ● | ● | ● | | ● | | ● | |
| Superkids | ● | ● | ● | | ● | ● | ● | | ● | ● | ● | ● | ● | ● | ● | |
| Into Reading | ● | | ● | ● | ● | ● | ● | | ● | ● | ● | | ● | ● | ● | ● |
| Wonders | ● | | ● | ● | ● | ● | ● | | ● | ● | ● | | ● | | ● | |



● Meets ● Partially Meets ● Does not Meet — cancels domain with red flags

80%-100% Meets, 60%-79% partially meets, below 60% does not meet.

Reconsideration Process

Beginning January 24, 2024 through February 29, 2024, publishers may submit additional evidence to support that their program is an evidence-based K-5 English Language Arts curriculum.

| Action | Date / Time (CT) |
|--|--|
| CAREI email Publishers with notification of review results | January 10, 2024 |
| MDE posts list of curricula approved for reimbursement | January 10, 2024 |
| Process and instructions for reconsideration for publishers posted to MDE and CAREI websites | January 10, 2024 |
| Publishers submission window for reconsideration | January 24- February 29, 2024 |
| MDE and CAREI shares reconsideration results with Publisher | Within 60 days of submission |
| Any curricula meeting reconsideration requirements will be added to approved list | 60 days after publisher submits for reconsideration |
| Literacy Curricula Informational Webinars | January 16 – 12:30-1:30 and January 23 – 12:30-1:30 |

Our Commitment to the READ Act and our students: *Evidence-based Practices*

Curriculum vs. Instructional Practices

- “No single curriculum, no matter how high quality, and no single approach, no matter how comprehensive, can meet all the unique needs of a school system.” - [EdReports](#), August 2023
- Collective Efficacy, Culturally Responsive Teaching, Engagement Strategies, Basic Needs
- PLCs, Unit Guide work, grade level standards and success criteria
- O-G Training and focus on Kindergarten learners
- Tier 2 Literacy Toolkit (Responsive Instructional Strategies)

Click on the buttons to go directly to the section for each literacy domain. Also see: [Overview of Tier 2 Supports](#)



Our Commitment to the READ Act and our students:

- Wayzata School District is well-positioned to satisfy the READ Act requirements and Teaching and Learning is continuing to be well-connected to the work.
- WPS has strong literacy foundations with layered support, evidence-based practices, and highly trained and experienced staff.
- All K-5 teachers, elementary principals, TL team will begin mandated professional learning, CORE training, this spring/summer and completed in the next year.
- Districts are NOT required to use an approved curriculum unless accessing READ Act funds for purchasing. CCC, Edition 1, was purchased well before eligibility for funds.
- CCC meets the non-negotiable criteria in the READ Act and is up for reconsideration.
- If CCC 2nd Edition is approved, the timeline aligns with our regular curriculum cycle.

“No single curriculum, no matter how high quality, and no single approach, no matter how comprehensive, can meet all the unique needs of a school system.” - [EdReports](#), August 2023



Elementary Schedule/Specialist Change Proposal

**Teaching and Learning Board Committee Meeting
January 17, 2024**

Why are we making this proposal?

- Follow state standard expectations
- Create a consistent experience for students regardless of building size
- Keep full time teachers in our buildings
- This may allow more teachers to have common prep times
- Simplify the scheduling process

This recommendation will modify the elementary schedule to ensure compliance with the Minnesota statute, which mandates that students must be offered three (3) of the five (5) arts areas in each grade level during elementary school (K-5). These arts areas include dance, media arts, music, theater, and visual arts.

Allowing elementary buildings to determine if they will run a 3-day, 4-day, or 5-day specialist cycle. This flexibility will enable buildings to retain full-time specialist positions and ensure a similar amount of time is spent in each specialist area.

Current Examples of Specialist Schedules

| | weeks 1-7 | weeks 8-14 | weeks 15-21 | weeks 22-28 | weeks 29-35 |
|----|---------------------------|------------|-------------|-------------|-------------|
| k1 | art, music, pe, tech tech | | | | Page |
| k3 | | | | Kobelinski | |
| k2 | | | Doehr | | |
| k4 | | Sackett | | | |
| k5 | Hoglund | | | | |

See pink/green example of rotation below

This could be a workable solution...Spanish takes one section of K for 35 days (7 digital weeks). PE, Music, Tech, and Art specialists continue their rotation of our original schedule with the other 4 sections of K. After seven weeks, rotate a new section over to spanish for 7 weeks. Repeat this process so that each section gets ~7 digital weeks (~35 digital days) of Spanish by the end of the year. The original plan for 4 overage in Tech and 2 overage in PE remains.

*Downside - Each K class doesn't receive art, music, tech, PE for 35 day chunk at some point in the year.

Current Examples of Specialist Schedules

| | Day 1 | | | | | | Day 2 | | | | | | Day 3 | | | | | | Day 4 | | | | | | Day 5 | | | | | | | |
|-------|-------------------|----------------|---------------|-------------|-----------------|-----------------------|-------------------|----------------|---------------|-------------|-----------------|-----------------------|-------------------|----------------|---------------|-------------|-----------------|-----------------------|-------------------|----------------|---------------|-------------|-----------------|-----------------------|-------------------|----------------|---------------|-------------|-----------------|-----------------------|---------------|-------|
| | Media (Lindquist) | Music (Dennis) | PE (Reynolds) | Art (Klotz) | Spanish (Lewis) | Technology (Brannick) | Media (Lindquist) | Music (Dennis) | PE (Reynolds) | Art (Klotz) | Spanish (Lewis) | Technology (Brannick) | Media (Lindquist) | Music (Dennis) | PE (Reynolds) | Art (Klotz) | Spanish (Lewis) | Technology (Brannick) | Media (Lindquist) | Music (Dennis) | PE (Reynolds) | Art (Klotz) | Spanish (Lewis) | Technology (Brannick) | Media (Lindquist) | Music (Dennis) | PE (Reynolds) | Art (Klotz) | Spanish (Lewis) | Technology (Brannick) | | |
| 8:45 | | 2A | 2B | 2C | | | 2C | | PREP | 2B | | 2A | | 2B | 2C | 2A | | | | 2C | 2A | | | 2B | | | 2A | 2B | | 2C | WIN | Lunch |
| 9:15 | | 2B | 2A | 2C | | | | 2C | 2B | | 2A | | | 2C | 2B | 2A | | | | 2B | 1A | 2A | | 2C | | | 2A | 2B | | 2C | 8:30 - 9:00 | |
| 9:45 | 1B | PREP | 1C/1D | 1A | | | 1A | 1C | 1B | | 1D | | | 1A | 1C | | | | | 1A | 1C | | 1B | | | 1D | 1A | | 1C | 9:00 - 9:45 3rd | | |
| 10:15 | 1D | 1C | 1B | 1A | | | 1C | 1A | 1B | | 1D | | | 1D | 1A | | | | | 1D | 1A | | 1B | | | 1B | 1D | | 1C | 9:45-10:30 4th | | |
| 10:45 | | 3B | 3C | 3A | | | 3C | PREP | 3B | | 3A | | | 3A | PREP | 3C | | | | 3A | PREP | 1B | | 3B | | 3B | PREP | 1B | 3C | 10:30-11:15 5th | | |
| 11:15 | Travel | 3C | 3B | 3A | | | Travel | 3C | 3B | | 3A | | Travel | 3B | 3A | 3C | | | | Travel | 3C | 3A | | 3B | | Travel | 3A | 3B | 3C | 11:00-12:00 2nd | 10:40 K/PreK | |
| 11:45 | | Lunch | Lunch | Lunch | | | | Lunch | Lunch | | Lunch | | | Lunch | Lunch | Lunch | | Lunch | | Lunch | Lunch | | Lunch | | | Lunch | Lunch | | Lunch | | 11:35 5th | |
| 12:30 | | PREP | PREP | PREP | | | | | PREP | | PREP | | | PREP | PREP | PREP | | PREP | | PREP | 4A | PREP | | PREP | | | 5A | PREP | PREP | 12:15-1:00 K | 12:00 1st | |
| 1:00 | | PREP | PREP | 4B | | | | PREP | 5A | | 5B | | | PREP | KA | 1D | | 1A | | PREP | KA | 4A | | PREP | | | KB | 5A | PREP | | 12:25 3rd | |
| 1:30 | | KB | KC | 4B | Travel | | | KC | 5A | Travel | 5B | | | KC | KB | 1D | Travel | 1A | | KA | 3C | Travel | KB | | | KA | 3A | Travel | KC | 1:30-2:00 | 12:50 2nd | |
| 2:00 | | Brain Break | | | | | | Brain Break | | | | | | Brain Break | | | | | | Brain Break | | | | | | Brain Break | | | | | | |
| 2:00 | | 5A | 5B | 4C | 4A | KA* | | KA/B | 4A | 4C | 4B | | | 4A | 4B | 5B | 5A | 4C | | 4B | 4C | | 5B | 5A | | 5B | 4C | | 4B | 4A | 2:00-3:00 1st | |
| 2:30 | | 5B | 5A | 4C | 4A | 2:15 | | | 4A | 4C | 4B | | | 4B | 4A | 5B | 5A | 4C | | 4C | 4B | | 5B | 5A | | 4C | 5B | | 4B | 4A | | |

Current Examples cont...

When sharing 6-7 Specialist teachers between multiple sites, levels, and start times, the scheduling puzzle becomes increasingly complex.

2023-2024
18005 Medina Road
Plymouth, MN 55446
(763) 745-5600
7:45am - 2:25pm

WE BELIEVE...
In being safe and having fun (Fun Need)
In including others (Belonging Need)
In effort helps us achieve (Power Need)
In making positive choices (Freedom Need)
In learning from mistakes (Fit-It Strategies)

| 2023-2024 MEETING DATES* | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN |
|--------------------------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| SEP 11 | 10 | 28 | | | | | | | | |
| OCT 9 | 16 | 23 | 30 | | | | | | | |
| NOV 6 | 13 | 20 | 27 | | | | | | | |
| DEC 4 | 11 | 18 | | | | | | | | |
| JAN 2 | 9 | 16 | 23 | 30 | | | | | | |
| FEB 5 | 12 | 19 | 26 | | | | | | | |
| MAR 4 | 11 | 18 | 25 | | | | | | | |
| APR 8 | 15 | 22 | 29 | | | | | | | |
| MAY 6 | 13 | 20 | | | | | | | | |
| JUN 3 | (at school) | | | | | | | | | |

(Click HERE for Morning Break Times)
LUNCH START & BESS PICKUP TIMES

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3-Day Rotation (Example)

| Grade Level | Music | Phy Ed | Art/Mixed Art |
|---------------------|------------------|------------------|----------------------|
| First Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 |
| Second Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 |
| Third Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 |
| Fourth Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 |
| Fifth Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 |

4-Day Rotation (Example)

| Grade Level | Music | Phy Ed | Art | Mixed Art |
|---------------------|------------------|------------------|------------------|------------------|
| First Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 | Specialist Day 4 |
| Second Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 | Specialist Day 4 |
| Third Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 | Specialist Day 4 |
| Fourth Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 | Specialist Day 4 |
| Fifth Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 | Specialist Day 4 |

5-Day Rotation (Example)

| Grade Level | Music | Phy Ed | Art | Mixed Art | Phy Ed or Mixed Art |
|---------------------|------------------|------------------|------------------|------------------|----------------------------|
| First Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 | Specialist Day 4 | Specialist Day 5 |
| Second Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 | Specialist Day 4 | Specialist Day 5 |
| Third Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 | Specialist Day 4 | Specialist Day 5 |
| Fourth Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 | Specialist Day 4 | Specialist Day 5 |
| Fifth Grade | Specialist Day 1 | Specialist Day 2 | Specialist Day 3 | Specialist Day 4 | Specialist Day 5 |

Multi-Day Rotation (Example)

| TIME | Day 1 | | | | | | | Day 2 | | | | | | | Day 3 | | | | | | | Day 4 | | | | | | | Day 5 | | | | | | | | | | | |
|----------------|---------------|-------|------------------|---------------|-------------------|-------|----------------|--------------|---------------|-------|------------------|---------------|-------------------|-------|----------------|--------------|---------------|-------|------------------|---------------|-------------------|-------|----------------|--------------|---------------|-------|------------------|---------------|-------------------|-------|----------------|--------------|----|----|----|----|----|----|----|----|
| | PHYS. ED. (1) | MUSIC | MIXED ARTS (ART) | PHYS. ED. (2) | MIXED ARTS (TECH) | MEDIA | MIXED ARTS (3) | KINDERGARTEN | PHYS. ED. (1) | MUSIC | MIXED ARTS (ART) | PHYS. ED. (2) | MIXED ARTS (TECH) | MEDIA | MIXED ARTS (3) | KINDERGARTEN | PHYS. ED. (1) | MUSIC | MIXED ARTS (ART) | PHYS. ED. (2) | MIXED ARTS (TECH) | MEDIA | MIXED ARTS (3) | KINDERGARTEN | PHYS. ED. (1) | MUSIC | MIXED ARTS (ART) | PHYS. ED. (2) | MIXED ARTS (TECH) | MEDIA | MIXED ARTS (3) | KINDERGARTEN | | | | | | | | |
| 7:50 - 8:20 | 51 | 52 | 53 | 54 | 55 | | | | 55 | 51 | 52 | 53 | 54 | | | | 54 | 55 | 51 | 52 | 53 | | | | 53 | 54 | 55 | 51 | 52 | | | | 52 | 53 | 54 | 55 | 51 | | | |
| 8:20 - 8:50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8:50 - 9:20 | 41 | 42 | 43 | K1 | 44 | | | | 44 | 41 | 42 | | 43 | | | K1 | 43 | 44 | 41 | | 42 | | | K1 | 42 | 43 | 44 | K1 | 41 | | | | | | | | | | | K1 |
| 9:20 - 9:50 | | | | K2 | | | | | | | | | | | | K2 | | | | | | | | K2 | | | | | | | | | | | | | | | | K2 |
| 9:50 - 10:20 | | | | | | | | K3 | | | | | | | | K3 | | | | | | | | K3 | | | | | | | | K3 | | | | | | | | K3 |
| 10:20 - 10:50 | | | | | | | | K4 | | | | | | | | K4 | | | | | | | | K4 | | | | | | | | K4 | | | | | | | | K4 |
| 10:50 - 11:20 | | | | | | | | K5 | | | | | | | | K5 | | | | | | | | K5 | | | | | | | | K5 | | | | | | | | K5 |
| 11:20 - 11:50 | 21 | 22 | 23 | 24 | 25 | | | K6 | 25 | 21 | 22 | 23 | 24 | | | K6 | 24 | 25 | 21 | 22 | 23 | | | K6 | 23 | 24 | 25 | 21 | 22 | | | K6 | 22 | 23 | 24 | 25 | 21 | | | K6 |
| 11:50 - 12:20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12:20 - 12:50 | 11 | 12 | 13 | 14 | 15 | | | | 15 | 11 | 12 | 13 | 14 | | | | 14 | 15 | 11 | 12 | 13 | | | | 13 | 14 | 15 | 11 | 12 | | | | 12 | 13 | 14 | 15 | 11 | | | |
| 12:50 - 1:20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1:20 - 1:50 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | | 37 | 31 | 32 | 33 | 34 | 35 | 36 | | 36 | 37 | 31 | 32 | 33 | 34 | 35 | | 35 | 36 | 37 | 31 | 32 | 33 | 34 | | 34 | 35 | 36 | 37 | 31 | 32 | 33 | |
| 1:50 - 2:20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2:25 Dismissal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Revised specialist areas would include Physical Education, Music, Art, and a new category termed "Mixed Arts." taught by our current Technology Teachers. Notably, because of significant scheduling constraints due to how specialists are currently shared and challenges in finding Spanish teachers, it is proposed to remove Spanish as a specialist.

The plan is for Media Specialist to be load bearing when a classroom section is added close to the start of the school year or to address larger section sizes (known as bubble grade levels) that impact a school's ability to establish common prep times for a grade level.

Kindergarten will have a stand-alone Kindergarten specialist or sections may be added to allow staff to be full time, allowing them to be scheduled independently from grades one through five while ensuring Kindergarten students receive the same specialist rotation as their peers in the upper grades.

Timeline:

- November 10, November 29, and December 4: Elementary Principals meet to discuss and plan.
- December 13, 2023: Elementary principals presented to Superintendent Anderson.
- January 17, 2024: Share information with the Teaching and Learning Committee of the board
- January 17, 2024: Principals will meet with impacted Spanish teachers
- January 18 and 19 - Principals will present this information to specialist and staff
- Jan 22: Board Presentation
- February 2024: Teaching and Learning will lead work to create new curriculum

| July 2024 | | | | | August 2024 | | | | | September 2024 | | | | | | |
|-----------|----|----|-----------|----|-----------------|-----------------------------------|-------------------------|-------------------------|---------------------------------------|----------------|-------------------------|-------------------------------------|----|----|-----------------|------------------|
| 1 | 2 | 3 | Holiday 4 | 5 | 4 Contract Days | | | | 1 | 2 | Holiday 2 | 7-8, 10-12 Flex 3 Start Q1 E/K-12/T | | 4 | 5 | 6 |
| 8 | 9 | 10 | | 11 | 12 | 5 | 6 All Admin | 7 | 8 | 9 | 9 | 10 | 11 | 12 | 13 | |
| 15 | 16 | 17 | | 18 | 19 | 12 | 13 Leadership Institute | 14 Leadership Institute | 15 | 16 | 16 | 17 | 18 | 19 | 20 | |
| 22 | 23 | 24 | | 25 | 26 | 19 New Teachers | 20 New Teachers | 21 New Teachers | 22 | 23 | E/K-12/T PD Learning 23 | 24 | 25 | 26 | 27 | |
| 29 | 30 | 31 | | | | K-5 Comp 27 *E/6-12/T Non Student | E/K-12/T Non Student | *E/K-12/T Non Student | K-5 0.5 Comp 28 *E/K-12/T Non Student | 29 NonContract | 30 | | | | 20 Student Days | 20 Contract Days |

| October 2024 | | | | | November 2024 | | | | | December 2024 | | | | |
|-----------------|--------------|-------------------------|--------------------|--------------------|----------------------|------------------|---------------------|-----------------------------------|------------------------|-----------------------------|-----------------------------|------------|-----------------------------|-----------------------------|
| 20 Student Days | 1 | 2 | 3 | 4 | 16/17 Student Days | 19 Contract Days | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 4 | 5 | 6 End Q1 E/K-5 | 7 End Q1 6-12/T E/K-5 Non Student | 8 E/K-12/T Non Student | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 HS/T Comp | 16 E/K-12/T Non Student | 17 NonContract MEA | 18 NonContract MEA | 11 Start Q2 E/K-12/T | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 18 | 19 | 20 | 21 | 22 | 23 NonContract Winter Break | 24 Holiday | 25 Holiday | 26 NonContract Winter Break | 27 NonContract Winter Break |
| 28 | 29 | 30 | 31 | 21 Contract Days | 25 | 26 | 27 ECSE/K-12/T Comp | 28 Holiday | 29 Holiday | 30 NonContract Winter Break | 31 NonContract Winter Break | | 15 Student Days | 15 Contract Days |

| January 2025 | | | | | February 2025 | | | | | March 2025 | | | | |
|----------------------|------------------|-----------|--------------------|-------------------------|-----------------|------------------|----|--------------|-------------------------|-----------------------------|----|----|--------------------|-------------------------|
| 20 Student Days | 21 Contract Days | Holiday 1 | 2 | 3 | 18 Student Days | 19 Contract Days | | | | 3 | 4 | 5 | 6 | 7 |
| 6 | 7 | 8 | 9 | 10 | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 E/K-12/T PD Learning |
| 13 | 14 | 15 | 16 | 17 | 10 | 11 | 12 | 13 HS/T Comp | 14 E/K-12/T Non Student | 17 | 18 | 19 | 20 | 21 |
| 20 Holiday | 21 | 22 | 23 End Q2 E/K-12/T | 24 E/K-12/T Non Student | 17 Holiday | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 End Q3 E/K-12/T | 28 E/K-12/T Non Student |
| 27 Start Q3 E/K-12/T | 28 | 29 | 30 | 31 | 24 | 25 | 26 | 27 | 28 | 31 NonContract Spring Break | | | 19 Student Days | 20 Contract Days |

| April 2025 | | | | | May 2025 | | | | | June 2025 | | | | | |
|-------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------|------------------|----|-------------------------|----|-----------|----|----|----------------|-------------------|------------------------|
| | 1 NonContract Spring Break | 2 NonContract Spring Break | 3 NonContract Spring Break | 4 NonContract Spring Break | 21 Student Days | 21 Contract Days | | | 1 | 2 | 2 | 3 | 4 | 5 End Q4 E/K-12/T | 6 E/K-12/T Non Student |
| Start Q4 6-12/T 7 E/K-5 Non Student | 8 Start Q4 E/K-5 | 9 | 10 | 11 | 5 | 6 | 7 | 8 | 9 | 9 | 10 | 11 | 12 | 13 | |
| 14 | 15 | 16 | 17 | 18 | 12 | 13 | 14 | 15 | 16 | 16 | 17 | 18 | 19 Holiday | 20 | |
| 21 | 22 | 23 | 24 | 25 | 19 | 20 | 21 | 22 | 23 | 23 | 24 | 25 | 26 | 27 | |
| 28 | 29 | 30 | 17/18 Student Days | 18 Contract Days | 26 Holiday | 27 | 28 | 29 Last Day for Seniors | 30 | 30 | | | 4 Student Days | 6 Contract Days | |

| STUDENT DAYS | | | | | CONTRACT | | *District closed on dates marked Holiday | | | | |
|--------------|-------|-------|--------|-------|----------|-------|--|--|--|--|--|
| | E/K-5 | 6-8 | 9-11/T | 12 | WKSHHP | 4.0 | *Rosh Hashanah, Yom Kippur, Eid al-Fitr - No evening events or special daytime activities during the school day. Encourage minimal or no homework and testing. Students can makeup any coursework if they are absent without penalty. Eid al-Fitr date could change leading up to the event (based on lunar calendar). | | | | |
| Q1 | 44.0 | 45.0 | 45.0 | 45.0 | Q1 | 47.0 | | | | | |
| Q2 | 42.0 | 42.0 | 42.0 | 42.0 | Q2 | 44.0 | | | | | |
| Q3 | 42.0 | 42.0 | 42.0 | 42.0 | Q3 | 44.0 | | | | | |
| Q4 | 42.0 | 43.0 | 43.0 | 38.0 | Q4 | 45.0 | | | | | |
| | 170.0 | 172.0 | 172.0 | 167.0 | | 184.0 | | | | | |

| Date | Event |
|--------------|--|
| July 4 | Holiday - Offices Closed |
| August 6 | All Administration Meeting |
| August 13 | Leadership institute |
| August 14 | Leadership institute |
| August 19 | New Teacher Workshop |
| August 20 | New Teacher Workshop |
| August 21 | New Teacher Workshop |
| August 26 | Day - K-5 |
| August 27 | Back to School Workshop -E/K-12/T |
| August 28 | Back to School Workshop - E/K-12/T |
| August 29 | Back to School Workshop - E/K-12/T (.5 Comp Day K-5) |
| August 30 | Non-Contract Day |
| September 2 | Holiday -Offices Closed |
| September 3 | Start of School - E/1-5, Grade 6, and Grade 9 |
| September 4 | Start of School Grades K, 7,8, 10, 11, 12 & T |
| September 11 | WHS S1 Evening Open House |
| September 23 | Elementary teachers |
| October 2 | HS Evening Conferences |
| October 9 | HS Evening Conferences |
| October 15 | K-8 Evening Parent/Teacher Conferences |
| October 16 | 6-8 & ELS Day Conferences |
| October 16 | E/K-5 .5 Day Conferences/.5 Read Act PD |
| October 16 | HS Comp Day 9-12 |
| October 17 | MEA - No School |
| October 18 | MEA - No School |
| November 6 | End of Quarter 1 E/K-5 |
| November 7 | End of Quarter 1 - 6-12, E/K-5 Planning Day |
| November 7 | ELS Conferences |
| November 8 | ELS Conferences |
| November 8 | Professional Development Day E-5 Read Act PD |
| November 11 | Start of Quarter Two |
| November 27 | Comp Day E/K-12/T - No school |
| November 28 | Holiday - Offices Closed |
| November 29 | Holiday - Offices Closed |
| December 11 | HS Evening Conferences |
| December 23 | Start of Winter Break |
| December 24 | Holiday - Offices Closed |
| December 25 | Holiday- Offices Closed |
| December 26 | Winter Break |
| December 27 | Winter Break |
| December 30 | Winter Break |
| December 31 | Winter Break |
| January 1 | Holiday - Offices Closed |
| January 2 | Return to School |
| January 20 | Holiday - Offices Closed |
| January 23 | End of Quarter 2 - E/K-12/T |
| January 24 | Professional Development Day |
| January 25 | Start of Quarter Three E/K-12/T |
| January 29 | HS S2 Evening Open House |
| February 5 | HS Registration Night |
| February 13 | ELS Day Conferences |
| February 13 | K-8 Evening Conferences |
| February 14 | K-8 Day Conferences |
| February 14 | HS Comp Day 9-12 |
| February 17 | Holiday - Offices closed |
| February 26 | HS Evening Conferences |
| March 14 | Professional Learning Flex Day - E/K-12/T |
| March 27 | End of Quarter 3- E/K-12/T |
| March 28 | Professional Development Day |
| 4 | Spring Break |
| April 7 | Start of Quarter 4- 6-12/T |
| April 7 | Planning Day - K-5 |
| April 8 | Start of Quarter 4 - E/K-5 |
| May 26 | Holiday - Offices Closed |
| May 29 | Last Day for Seniors |
| May 30 | Graduation Ceremony (Seniors) |
| June 5 | Last day of school - End of Quarter 4 E/K-12/T |
| June 6 | Professional development Day |
| June 9 | E/K-12/T Comp Day |
| June 19 | Holiday - Offices Closed |

MISSION

Our core purpose

To ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What we intend to create and experience

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

Drivers of our words and actions

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.

STRATEGIC DIRECTIONS

Through focus on priorities and strategy execution,
we achieve excellence and realize our vision.

1. Ensure a high-quality daily experience for each and every student
2. Deliver high-quality instruction that leads to high academic achievement for all students
3. Recruit, hire, support, develop and retain the highest quality staff
4. Build awareness and capacity to improve the health and well being of our school district community
5. Learn and improve from community engagement and strategic partnerships
6. Ensure the efficient and effective use of district resources
7. Align internal district processes and procedures to improve communication, decision-making, accountability and collaboration, resulting in operational excellence



Strategic Directions and DOP Development Update

School Board Work Session

January 22, 2024

Strategic Directions

WAYZATA PUBLIC SCHOOLS
Strategic Roadmap
2023–2027



MISSION

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Adopted September 2023

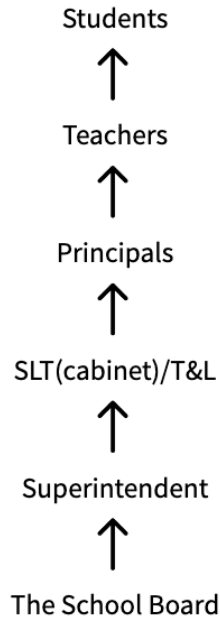
- Comprehensive review during the 2022-2023 school year
- Scanning sessions included:
 - School Board & Superintendent's Office
 - Strategy Leadership Team
 - District Principals
- Unanimous School Board approval at September Board Meeting
- Strategic Directions guide the work of the district

Through focus on priorities and strategy execution,
we achieve excellence and realize our vision.

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2. Deliver high-quality instruction that leads to high academic achievement for all students
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Instructional Throughline

Improving instruction takes all of us engaging in the work of alignment.



The School Board is located at the bottom of this throughline as its work is foundational to ensuring high levels of school district excellence for each and every student using the leadership model of Policy Governance. The School Board creates the conditions through strategic directions, with their core work being governance, to support the superintendent and the leadership team (SLT) who oversee the district's work on a day-to-day basis. At the top of this throughline are the students, whose learning and well being are the priority work of the system. If any one of the groups is out of alignment within this instructional leadership model, it directly impacts the students.

This is called the through line of instructional leadership.

From Strategic Directions to DOP

The work of the School Board:

- Work in Policy Governance
- Set the conditions for the Superintendent and administration to do the daily management of the district
- Establish the Strategic Directions
- Accountability to the Strategic Directions/DOP/Outcomes

The work of the Superintendent:

- Establish the priority work of the district through the District Operational Plan
- Oversee the implementation of the DOP
- Accountability to the Strategic Directions/DOP/Outcomes
- Provides an annual overview of results and annual DOP planning for goals

The work of SLT:

- Help refine the goals, strategies, performance indicators, and timelines of the DOP
- SLT members serve as the key leaders in the implementation of the DOP goals
- Present at Board meetings and/or work sessions to provide ongoing updates to the Board
- Lead DOP work within teams/departments

What is a DOP?

- DOP is short for District Operational Plan.
- The District Operational Plan is an annually approved document that guides the ***priority work*** of the district.
- While some goals may be multi-year in nature, the DOP defines the work happening within the next 12 months to move progress forward in meeting the goal.
- Is approved by the Board.
- Led by the Superintendent's office and the Strategy Leadership Team (SLT).

What is a DOP?

- Is a public facing document of the work being done by the district leadership team.
- DOP goals are reported out regularly at Board work sessions to ensure the Board is appraised of the work happening within the system to meet our district's strategic directions.
- Allows for transparency of the work happening in the system by publicly reporting progress on the work taking place.
- Helps prioritize our commitment to continuous improvement.

What is a DOP is not...

- It is not all encompassing of everything happening in the system. It focuses on the priority work management is overseeing to strategically meet the district's goals.
- Not always quantitative in nature. Many of the goals focus around projects and timelines which may be qualitative in measurement.
- Lead by the Board. While approved by the Board, the Superintendent's office and SLT lead the day to day implementation of the DOP.

DOP Document Structure



District Operational Plan 2024-2025

Goals, strategies, and performance indicators of WPS Strategic Directions
Adopted:

This District Operational Plan (DOP) is organized around the vision and Strategic Directions areas defined in the Strategic Roadmap.

Shaded goals indicate Board-approved priority goals

ENSURE A HIGH-QUALITY DAILY EXPERIENCE FOR EACH AND EVERY STUDENT

Rationale

Equity is at the core of all we do in Wayzata. A student's success in our district will not be predicted by their socio-economic status, race, or whether or not they have been identified as having a disability and/or are a member of any other protected class.

| Goal #1 | Strategies | Performance indicators/Documentation | Timeframe |
|------------------|------------|--------------------------------------|-----------|
| | | | |
| Leader(s) | | 52 | |
| | | | |



DELIVER HIGH-QUALITY INSTRUCTION THAT LEADS TO HIGH ACADEMIC ACHIEVEMENT FOR ALL STUDENTS

Rationale

Students learn best in an environment where there is an organized academic and activities program, caring and deeply empathetic adults and streamlined operations.

| Goal #1 | Strategies | Performance indicators/Documentation | Timeframe |
|---------|------------|--------------------------------------|-----------|
| | | | |

Leader(s)

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RECRUIT, HIRE, SUPPORT, DEVELOP AND RETAIN THE HIGHEST QUALITY STAFF

Rationale

To best serve and meet the needs of the students and families in the Wayzata Public School District, it is essential that the district attract, develop, and retain exemplary, creative, and engaged employees.

| Goal | Strategies | Performance Indicators/Documentation | Timeframe |
|------|------------|--------------------------------------|-----------|
| | | | |

Leader(s)

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BUILD AWARENESS AND CAPACITY TO IMPROVE THE HEALTH AND WELL-BEING OF OUR SCHOOL DISTRICT COMMUNITY

Rationale

Students and staff need a safe and secure learning environment and/or workplace where they feel a sense of belonging and where they are respected, engaged, and proud to be a part of the Wayzata school community.

Healthy Minds + Healthy Bodies = Healthy Learners



| Goal | Strategies | Performance Indicators/Documentation | Timeframe |
|------|------------|--------------------------------------|-----------|
| | | | |

Leader(s)

LEARN AND IMPROVE FROM COMMUNITY ENGAGEMENT AND STRATEGIC PARTNERSHIPS

Rationale

The school district comprises approximately 75,000 residents. Of these, approximately 13,500 are enrolled in early learning through grade 12 and Transition students. Another approximate 27,000 residents are the parents and guardians of these students. The balance of the district residents are early learners not involved with in-district programming or adult learners. Each resident has the potential to add value to the district's programs and operations, and learning from their talent and expertise can strengthen the school district. Additionally, early childhood is a critical time for learning and development. We need to build awareness of the benefits and services available to families of young children. To do that, we need to strengthen our connections to families with young children in order to support learning and growth.

| Goal #1 | Strategies | Performance Indicators/Documentation | Timeframe |
|---------|------------|--------------------------------------|-----------|
| | | | |

Leader(s)

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ENSURE THE EFFECTIVE AND EFFICIENT USE OF DISTRICT RESOURCES

Rationale

The school board and administration will continue to be transparent in sharing information regarding district finances and strategically utilize district resources to support the district mission, vision, and strategic directions where dollars are used in the most impactful way.

| Goal #1 | Strategies | Performance indicators/Documentation | Timeframe |
|---------|------------|--------------------------------------|-----------|
| | | | |

Leader(s)

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ALIGN INTERNAL DISTRICT PROCESSES AND PROCEDURES TO IMPROVE COMMUNICATION, DECISION-MAKING, ACCOUNTABILITY, AND COLLABORATION, RESULTING IN OPERATIONAL EXCELLENCE

Rationale

Ensuring a common understanding of the happenings within departments will create the conditions where departmental leaders are positioned to help bring out the best in other district leaders, leading to accelerated results.

| Goal #1 | Strategies | Performance Indicators/Documentation | Timeframe |
|---------|------------|--------------------------------------|-----------|
| | | | |

Leader(s)

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Examples of Planned DOP Goals

- Literacy
- Building Instructional Leadership Teams (BILT)
- Reducing Disparities in Academic Outcomes
- Building a Continuum of Mental Health Resources
- Create a Strategic Community Engagement and Partnership Plan
- Facilities Review

Next Steps

February Board Work Session

- DOP Draft Iteration #1
- BILT Update (DOP goal)

March Board Work Session

- DOP Draft Iteration #2
- Mental Health Resources Update (DOP goal)

April Board Work Session

- DOP Draft Iteration #3

May Board Work Session

- Final Board Approval or 24-25 DOP

Future Work

- The Board will receive regular updates on DOP goals, based on Board approved Strategic Directions
- Approximate annual dates:
 - **January - April** - DOP Drafts for following school year
 - **April or May** - DOP approved by School Board
 - **September - June** - regular updates at work sessions on DOP goals by Superintendent/SLT members

Questions?