



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, September 23, 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, September 23, 2024, beginning at 4:00 PM in the Creekside 16000 41st Ave N. Plymouth, MN 55446.

1. ROLL CALL/CALL TO ORDER

A. Superintendent's Reports

- 1. Introduction of New Administrators (10 minutes)

B. Human Resource Services Reports

- 1. Well-Being Advisor Program (30 minutes)

2

C. Teaching and Learning Reports

- 1. WBWF: Kindergarten Readiness and Literacy (60 minutes)

11

D. Finance and Operation Reports- No reports for this meeting

E. School Board Reports

- 1. Pledge of Allegiance Discussion (10 minutes)

44

2. ADJOURN



Well Being Program



Agenda

- Introduction to the Program
- Why this program is important
- Progress in the WPS Program
- Services we are offering this upcoming year



Introduction

- The Well Being Program has been part of the Wayzata School District going on 5 years.
 - History of the Program
 - The Program's Evolution





Who we are



Christina Buscko MS, LPCC
LADC, MSW



Katie Schultz LICSW,





Why the Program is Important

EdCan Network (n.d.) reported the following figures related to stress and burnout in education.

- “58 percent of K-12 teachers are stressed ‘all the time’ compared with 36 percent of overall Canadian workforce”
- “40 percent report that they are not coping well with their job stress”
- “85 percent feel this is affecting their ability to teach.”

Schools that invested in K-12 wellbeing programs found:

- “Teachers reported five fewer absences per year.”
- “increased teacher well-being correlated with increased student achievement.”
- “Increased teacher well-being correlated with increasingly supportive teacher-student relationship.”





Unique Benefits of the Program

- Flexibility for ALL staff
 - Demonstrates commitment to ALL staff well-being
 - Increased training and coaching opportunities
- Minimizes obstacles to access care (insurance, waitlists, etc.)



The Program is Growing!



- First year of the program
 - 4 meetings/trainings were held the entire year
 - 24 sessions on average a month
- Currently
 - We attended every school at least once a year for trainings.
 - End of last school year we were averaging 113 sessions a month

Services We Now Offer



Mental Health Therapy

Individual, couple, or family therapy for all staff employed by the Wayzata Public School District, as well as their household members, age 16 and older (*priority given to staff members*).

Training

Tailored training programs individually crafted to specific needs and topics, as well as the development of various progressive training series throughout the school year.

Group Support

Small team support, as well as ongoing rotating group support throughout the year geared towards specific topics or needs.



Thank you



**Katie Schultz, LICSW, LADC, MSW
& Christina Buscko, MS, LPCC**

<https://wpswellbeing.my.canva.site/>

advisors@wpswellbeing.com



2023-24 World's Best Workforce Report: Kindergarten Readiness & Literacy

**School Board Work Session - September 23,
2024**

Dana Miller - Executive Director of Teaching and
Learning

Stacey Lackner, Ph.D. - Director of Research &
Evaluation

Goals/Purpose:

To create a shared understanding:

- the District’s “throughline”, starting with the Strategic Directions and Equity Commitment, is operationalized to actualize the District’s mission throughout the system.
- the World’s Best Workforce (WBWF) and Achievement and Integration legislation and how it relates to our collective work.
- Kindergarten readiness is school readiness and is part of our systems work (Successful Learner Equation).
- FastBridge as a reading screener that can provide a source of information about student learning and growth.
- the results from our screeners provide one data point on how all students and demographic groups are performing in reading.

District Throughline: Actualizing the Wayzata Mission



Strategic Direction 1&2*

Daily Experience, Instruction, Achievement

STRATEGIC DIRECTIONS &
EQUITY COMMITMENT

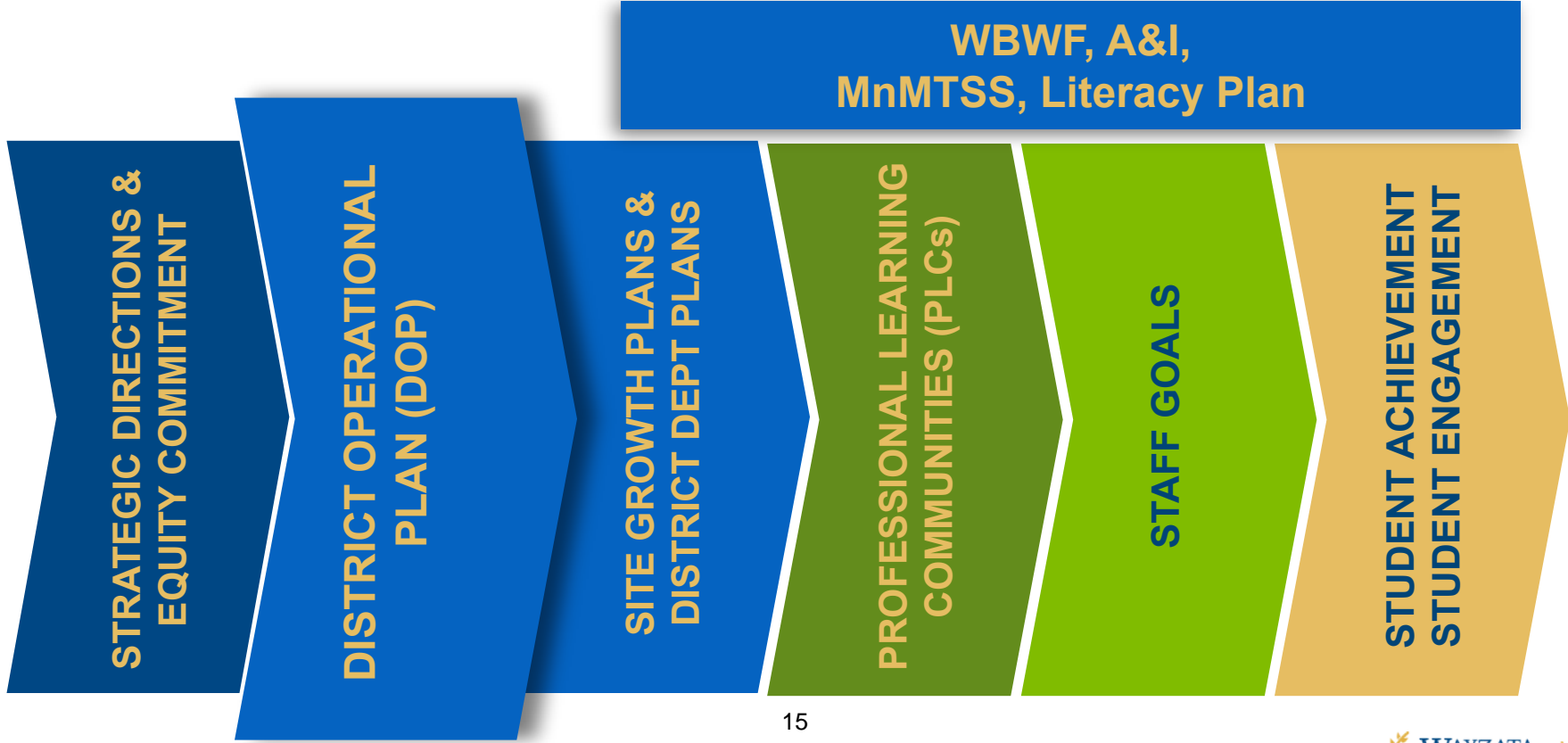
DISTRICT OPERATIONAL
PLAN (DOP)

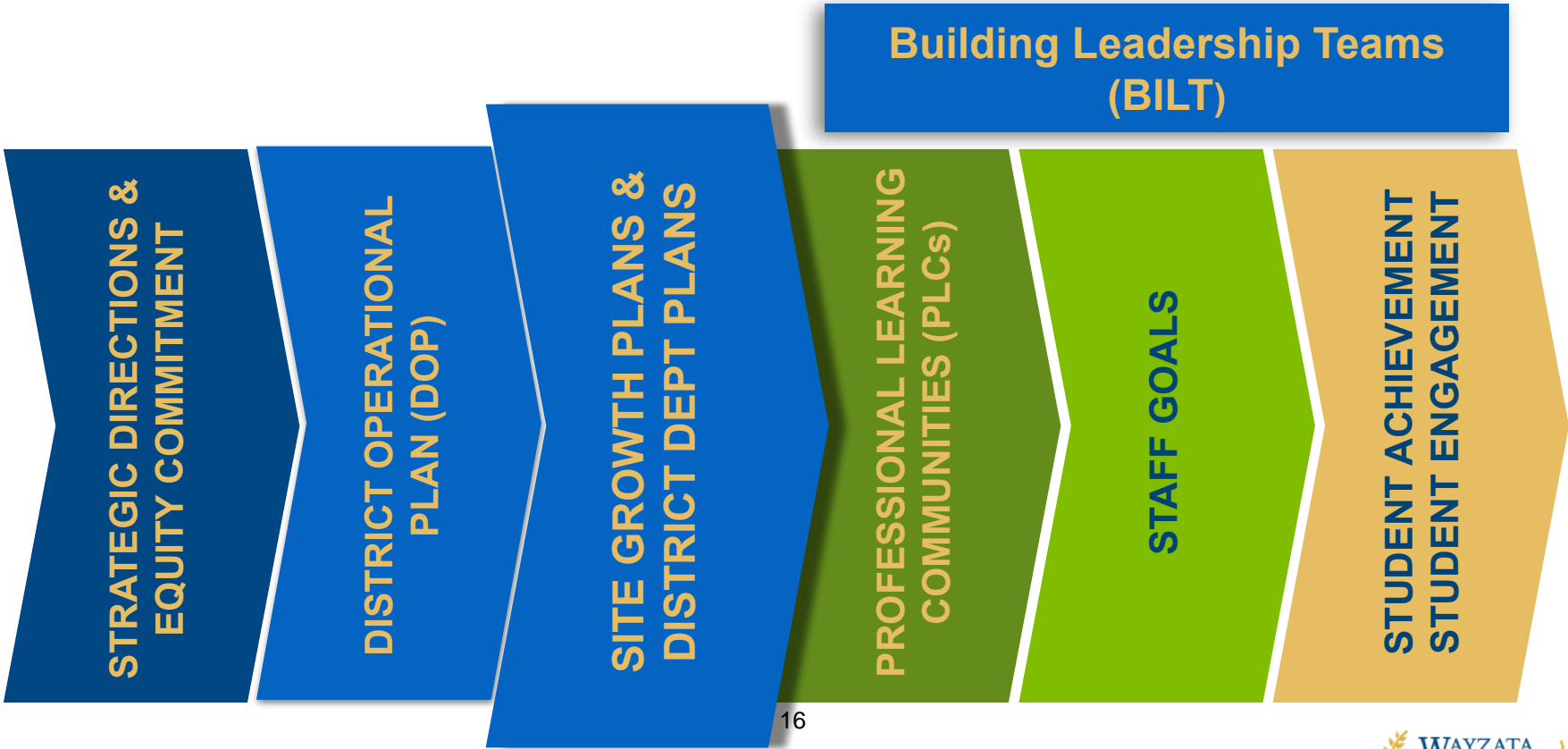
SITE GROWTH PLANS &
DISTRICT DEPT PLANS

PROFESSIONAL LEARNING
COMMUNITIES (PLCs)

STAFF GOALS

STUDENT ACHIEVEMENT
STUDENT ENGAGEMENT





**STRATEGIC DIRECTIONS &
EQUITY COMMITMENT**

**DISTRICT OPERATIONAL
PLAN (DOP)**

**SITE GROWTH PLANS &
DISTRICT DEPT PLANS**

**PROFESSIONAL LEARNING
COMMUNITIES (PLCs)**

STAFF GOALS

**STUDENT ACHIEVEMENT
STUDENT ENGAGEMENT**

**Grade Level, Team,
Department**

**Peer Coaching, TDE, Supervisor, Job
Embedded Professional Learning**

**STRATEGIC DIRECTIONS &
EQUITY COMMITMENT**

**DISTRICT OPERATIONAL
PLAN (DOP)**

**SITE GROWTH PLANS &
DISTRICT DEPT PLANS**

**PROFESSIONAL LEARNING
COMMUNITIES (PLCs)**

STAFF GOALS

**STUDENT ACHIEVEMENT
STUDENT ENGAGEMENT**

Wayzata Mission: Each and Every Student

STRATEGIC DIRECTIONS &
EQUITY COMMITMENT

DISTRICT OPERATIONAL
PLAN (DOP)

SITE GROWTH PLANS &
DISTRICT DEPT PLANS

PROFESSIONAL LEARNING
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STUDENT ENGAGEMENT

Student Outcomes Reports

The World's Best Workforce (WBWF) state statute developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts in Minnesota enhance student achievement through teaching and learning supports.

The Achievement & Integration (A&I) program was established in Minnesota statute ([124D.861](#); [124D.862](#)) to “pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.”

Outcomes must be reported publicly each year by December 15th

World's Best Workforce 2023-24 Goals

Districts are required to create long-term strategic plans that address four WBWF goals.

- All children are ready for school. (*Successful Learner Equation)
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college
- All students graduate from high school.

2023 & 2024 Legislative Changes

2023 - Reading to Ensure Academic Development Act (READ Act)

- “All students reading by third grade” removed from the WBWF statute
- “All students reading at grade level” now part of the READ Act and reported in the District Literacy Plan
- Wayzata 2023-24 literacy results are in the plan posted to WPS website and are in the WBWF report to the board this fall.

2024 - Comprehensive Achievement and Civic Readiness (CACR)

- New name for WBWF statute
- District 2024-25 goals must align to the updated requirements
- One new goal area “...prepare students to be lifelong learners”

2023-24 Student Results Presentations

September 23, 2024 - World's Best Workforce

- Kindergarten Readiness
- Literacy (aligned to READ Act goal) - FastBridge assessments

October 28, 2024 - World's Best Workforce

- Proficiency and Gaps - MCA/MTAS state assessments
- Career and College Readiness - ACT
- High School Graduation

November 25, 2024 - Achievement & Integration

- Plan Implementation & Progress Toward Goals

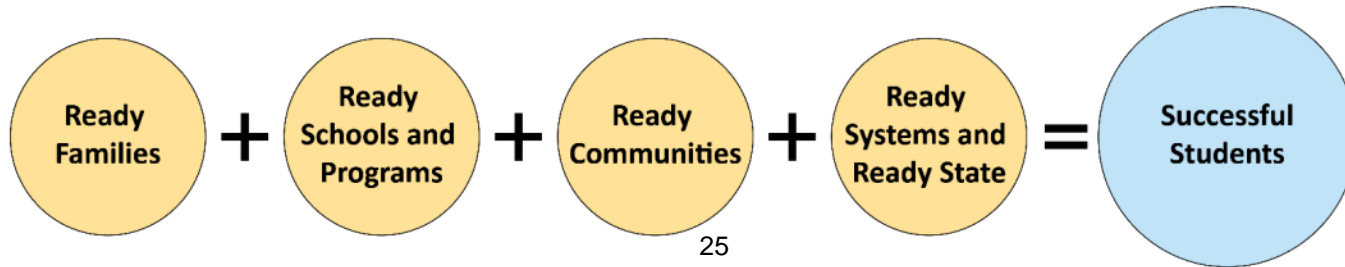
Kindergarten Readiness

“All children are ready for school.”
(MN Statutes section 120B.11, WBWF)



MDE Successful Learner Equation

- Part of the Governor's Due North Plan to ensure social-emotional and academic needs of early learners are met.
- Highlights that the **responsibility for student success rests with adults who work together to create the conditions necessary for successful students**, including smooth transitions into kindergarten.
- Demonstrates the importance of identifying and leveraging all of the **relationships and resources** necessary to support the development of the **whole child**.



25

Transition to Kindergarten - Early Childhood

2023-24 Plan	2023-24 Progress	2024-25 Plan
Launch “Connect at 3” Initiative to find all 0-5 year-olds in the district	“Connect at 3” initiative under way, initial contact made.	Continue to promote Connect at 3 and deliver content to people who signed up.
Increase outreach to community partners through co-teacher	Co-teacher worked with 10 community preschools.	Co-teacher will continue to work with initial 10 and add more.
Align professional development between PreK and Kindergarten	Worked to identify overlapping professional development opportunities. Began Microaggressions training.	All ELS teachers will do LETRS training. We will complete microaggressions training with all staff.
Continue collaboration with IOCP to meet student needs	Had regular meetings to support families and students in need	We will continue to collaboratively support families and students
Continue TS-GOLD assessment for all 3-5 year-olds served by ELS	Continued to show growth over the past 3 school years	Goal for 2024-25 is all students will be meeting age expectations in specific language and social emotional objectives.

Literacy

“... every child reading at or above grade level every year beginning in kindergarten...”
(MN Statutes section 120B.12, “READ Act”)

FastBridge Reading Screening

Dyslexia Screening (READ Act)

Discrete Skill Measures

- directly measure the specific foundational reading skills identified in the READ Act

Grades K & 1

- earlyReading subtests

Grades 2 & 3

- CBMreading

Starting in 2024-25 districts must administer all the subtests identified by MDE in the Fall, Winter and Spring.

Universal Screening

General Outcome Measures

- measure a combination of reading skills that predict future reading success and performance on the Reading MCA

Grades K & 1

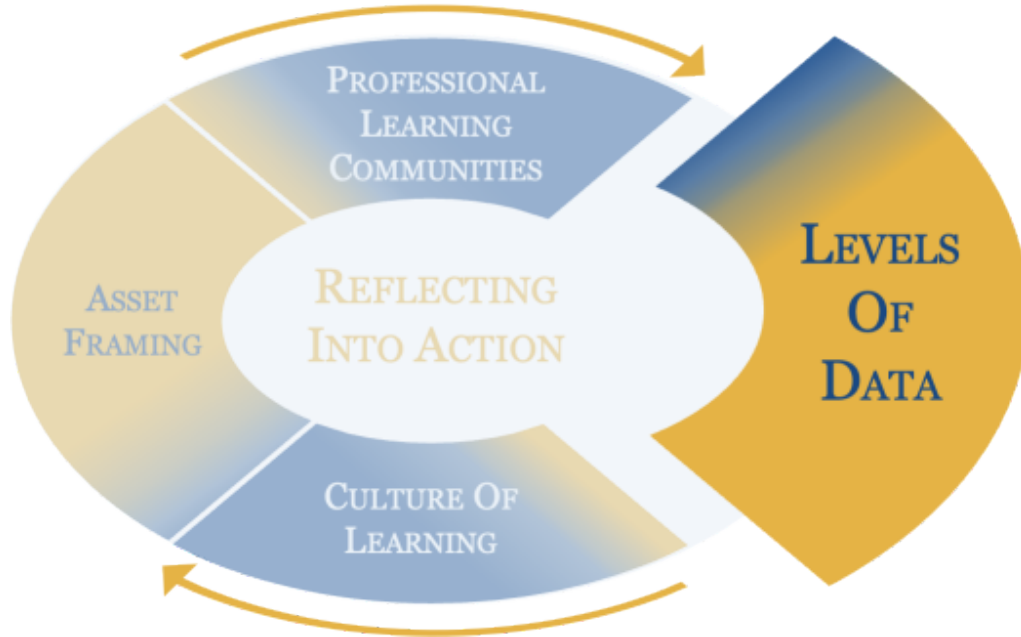
- earlyReading Composite

Grades 2 - 8

- aReading

Starting in 2023-24 all WPS students in grades K-8 took FastBridge Universal Screeners Fall, Winter and Spring

“Excellence. For Each and Every Student.”



Professional Learning Framework

Levels of Data-Used for Metrics of Growth/Success

- Satellite Data
- **Map Data**
- Street Level Data

FastBridge Universal Screening Assessments are “Map” level data.

One layer of data that informs BILT and PLC work.

Many schools have chosen to use FastBridge Universal Screeners for their QComp goal and in their Site Growth Plan

earlyReading Composite & aReading

earlyReading Composite

- Measures specific reading skills that predict successful reading of connected text
- Can be used to identify students with characteristics of dyslexia
- earlyReading Composite is a combination of four subtests
- Administered 1:1 with school staff
- Composite 8-10 minutes to administer

aReading

- Measures broad reading skills
- Aligned to MN academic standards
- Predicts student performance on the MCAs
- Group administered on iPads
- Untimed - approximately 20-30 minutes

FastBridge Universal Screeners

- Universal Screening is the periodic assessment of all students to identify which students may need additional support
- Scores are always used in combination with other data for individual student decision making
- Teachers gather additional data (Street Level) using formative assessments, interviews, and observations to focus instruction

- Can measure growth within the school year and across years
- New results are reviewed three times per year by T&L, BILTs, PLCs, etc; informs goals, planning, instruction, and professional learning

- Wayzata data - strong correlation between aReading and MCA Reading ($r = 0.75-0.85$)

Reading “At or Above Grade Level”

- MDE has not defined this yet. Districts determine their own criteria.
- Wayzata uses FastBridge national cut scores for earlyReading Composite and MCA-aligned cut scores for aReading
- FastBridge Risk Levels - probability of meeting grade level targets
 - High Risk
 - Some Risk
 - Low Risk*
 - On Target
- FastBridge guidance - students at “Low Risk” or above, are on track to meet grade level targets
- 2024-25 District Literacy Goal is on FastBridge, 2023-24 results are baseline data

* “Low Risk” is the highest range for the earlyReading Composite

earlyReading Composite: Grades K & 1

Percent of Students Performing in the “Low Risk” range in Spring 2023-24

- All K & 1 Students = 65%

	Percent “Low Risk” (On Target)	Count Tested		Percent “Low Risk” (On Target)	Count Tested
Asian	81%	349	Eligible for EL Services*	57%	119
Black or African American	52%	163	Receiving Special Ed. Services	43%	248
Hispanic or Latino	52%	75	Eligible for Free/Reduced Meals	46%	267
Two or More Races	69%	134			
White	63%	1,138			

* The appropriateness of participation in testing for English Learners who have an English Proficiency score of Level 1 or 2 was determined by the student’s EL teacher.



aReading: Grades 2-5

Percent of Students Performing in the “Low Risk/On Target” range in the Spring

	Spring 2021-22	Count Tested	Spring 2022-23	Count Tested	Spring 2023-24	Count Tested
WPS Grades 2-5	<u>79%</u>		<u>81%</u>		<u>81%</u>	
Asian	88%	849	88%	842	88%	811
Black or African American	54%	268	60%	293	60%	318
Hispanic or Latino	62%	179	68%	203	65%	211
Two or More Races	79%	216	80%	227	81%	266
White	80%	2,099	83%	2,127	84%	2,222

aReading: Grades 2-5

Percent of Students Performing in the “Low Risk/On Target” range in the Spring

	Spring 2021-22	Count Tested	Spring 2022-23	Count Tested	Spring 2023-24	Count Tested
WPS Grades 2-5	<u>79%</u>		<u>81%</u>		<u>81%</u>	
Eligible for EL Services*	42%	230	44%	281	40%	287
Receiving Special Ed. Services	49%	387	55%	457	53%	472
Eligible for Free/Reduced Meals	52%	360	58%	524	59%	548

* The appropriateness of participation in testing for English Learners who have an English Proficiency score of Level 1 or 2 was determined by the student's EL teacher.

aReading: Grades 6-8

Percent of Students Performing in the “Low Risk/On Target” range in Spring 2023-24

- All 6-8 Students = 83%

	Percent “Low Risk/On Target”	Count Tested		Percent “Low Risk/On Target”	Count Tested
Asian	89%	705	Eligible for EL Services*	27%	105
Black or African American	52%	231	Receiving Special Ed. Services	51%	234
Hispanic or Latino	69%	165	Eligible for Free/Reduced Meals	57%	432
Two or More Races	87%	160			
White	85%	1,572			

* The appropriateness of participation in testing for English Learners who have an English Proficiency score of Level 1 or 2 was determined by the student’s EL teacher.

Fall-to-Spring Growth

- Universal Screeners administered Fall and Spring
- FastBridge Growth Ranges - based on national norms
 - Flat Growth
 - Modest Growth
 - Typical Growth
 - Aggressive Growth
- Closing Achievement Gaps
 - The goal is for all students who scored at the “High Risk” or “Some Risk” range in the Fall to make “Aggressive Growth” from Fall to Spring.

Grades K & 1 Growth

Percent of students who performed in the “High Risk” or “Some Risk” range in the Fall and made “Aggressive Growth” from Fall-to-Spring in 2023-24

- K & 1 Students = 31%

	Percent “Aggressive Growth”	Count Fall/Spring Scores		Percent “Aggressive Growth”	Count Fall/Spring Scores
Asian	41%	58	Eligible for EL Services	47%	47
Black or African American	20%	60	Receiving Special Ed. Services	20%	116
Hispanic or Latino	31%	29	Eligible for Free/Reduced Meals	19%	126
Two or More Races	29%	24			
White	31%	352			

* The appropriateness of participation in testing for English Learners who have an English Proficiency score of Level 1 or 2 was determined by the student’s EL teacher.

Grades 2-5 Growth

Percent of students who performed in the “High Risk” or “Some Risk” range in the Fall and made “Aggressive Growth” from Fall-to-Spring

	Percent “Aggressive Growth” 2021-22	Count Fall/Spring Scores	Percent “Aggressive Growth” 2022-23	Count Fall/Spring Scores	Percent “Aggressive Growth” 2023-24	Count Fall/Spring Scores
Grade 2-5	<u>33%</u>	725	<u>28%</u>	640	<u>30%</u>	713
Asian	42%	83	27%	75	31%	104
Black or African American	25%	104	22%	104	24%	107
Hispanic or Latino	22%	58	31%	65	32%	72
Two or More Races	39%	46	27%	45	39%	54
White	34%	432	31%	344	29%	372

Grades 2-5 Growth

Percent of students who performed in the “High Risk” or “Some Risk” range in the Fall and made “Aggressive Growth” from Fall-to-Spring in 2023-24

	Percent “Aggressive Growth” 2021-22	Count Fall/Spring Scores	Percent “Aggressive Growth” 2022-23	Count Fall/Spring Scores	Percent “Aggressive Growth” 2023-24	Count Fall/Spring Scores
Grade 2-5	<u>33%</u>	725	<u>28%</u>	640	<u>30%</u>	713
Eligible for EL Services	30%	103	24%	116	26%	144
Receiving Special Ed. Services	25%	184	20%	189	25%	224
Receiving Free/Reduced Meals	24%	153	22%	177	33%	197

* Students receiving EL services who have an English Proficiency score at Level 1 or 2 participated at the discretion of their EL teacher.

Grades 6-8 Growth

Percent of students who performed in the “High Risk” or “Some Risk” range in the Fall and made “Aggressive Growth” from Fall-to-Spring in 2023-24

- 6-8 Students = 10%

	Percent “Aggressive Growth”	Count Fall/Spring Scores		Percent “Aggressive Growth”	Count Fall/Spring Scores
Asian	12%	77	Eligible for EL Services	12%	66
Black or African American	7%	90	Receiving Special Ed. Services	10%	113
Hispanic or Latino	10%	50	Receiving Free/Reduced Meals	5%	162
Two or More Races	5%	21			
White	10%	263			

* Students receiving EL services who have an English Proficiency score at Level 1 or 2 participated at the discretion of their EL teacher.

Goals/Purpose:

To create a shared understanding:

- the District’s “throughline”, starting with the Strategic Directions and Equity Commitment, is operationalized to actualize the District’s mission throughout the system.
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- the results from our screeners provide one data point on how all students and demographic groups are performing in reading.



Thank
You

*For more information about this report, email
askTL@wayzataschools.org*

Pledge of Allegiance

Board Work Session – Sept 23, 2024

Versions of Pledge of Allegiance, first written by Francis Bellamy

1892: I pledge allegiance to my Flag and the Republic for which it stands, one nation, indivisible, with liberty and justice for all.

1923: I pledge allegiance to my Flag and **to** the Republic for which it stands, one nation, indivisible, with liberty and justice for all.

1924: I pledge allegiance to **the Flag of the United States** and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all

1954: I pledge allegiance to the Flag of the United States **of America** and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all

1954: I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation **under God**, indivisible, with liberty and justice for all

Pledge of Allegiance

Board Work Session – Sept 23, 2024

State Law governing the Pledge of Allegiance

- State Statute **121A.11** requires all public and charter school students to recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. It recognizes students' ability to opt out.

Wayzata has a policy #531

- There is no such law mandating the recitation by school boards