

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - June 27, 2016 - 4:05 PM
District Administration Building

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
 - A. Morris Leatherman Company Community Survey Presentation *P. Leatherman 45 minutes* 3
 - B. QCOMP Presentation - *B. Anderson 30 minutes* 40
3. **TEACHING AND LEARNING**
 - A. Proposed 2017-2018 School Year Calendar *J. Johnson 10 minutes* 65
4. **HUMAN RESOURCES**
5. **BOARD REPORTS**
6. **FINANCE AND BUSINESS**
7. **SCHOOL BOARD**
 - A. Strategic Road Map Update *C. Anderson 20 minutes* 67
 - B. WMEP Update *S. Johansen 10 minutes*
 - C. Facility/Enrollment Update *C. Polzin 10 minutes*
8. **ADJOURN**

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:

The vision of Wayzata Public Schools is to be a model of excellence where all students 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:

- High achievement by each and every student—no exceptions, no excuses;
- 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.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

Wayzata Public Schools

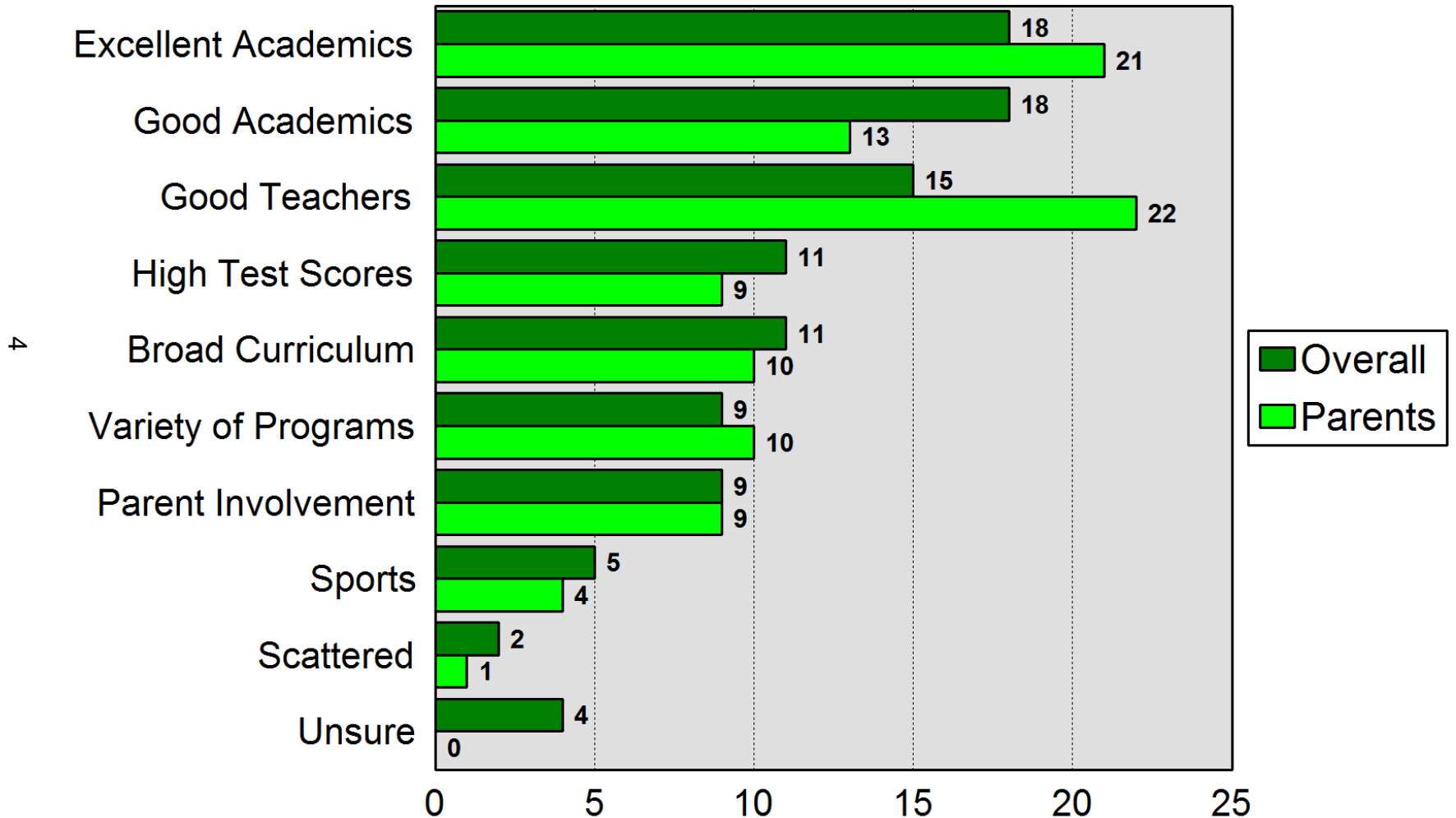
2016 Community Satisfaction Study

3

The Morris Leatherman Company

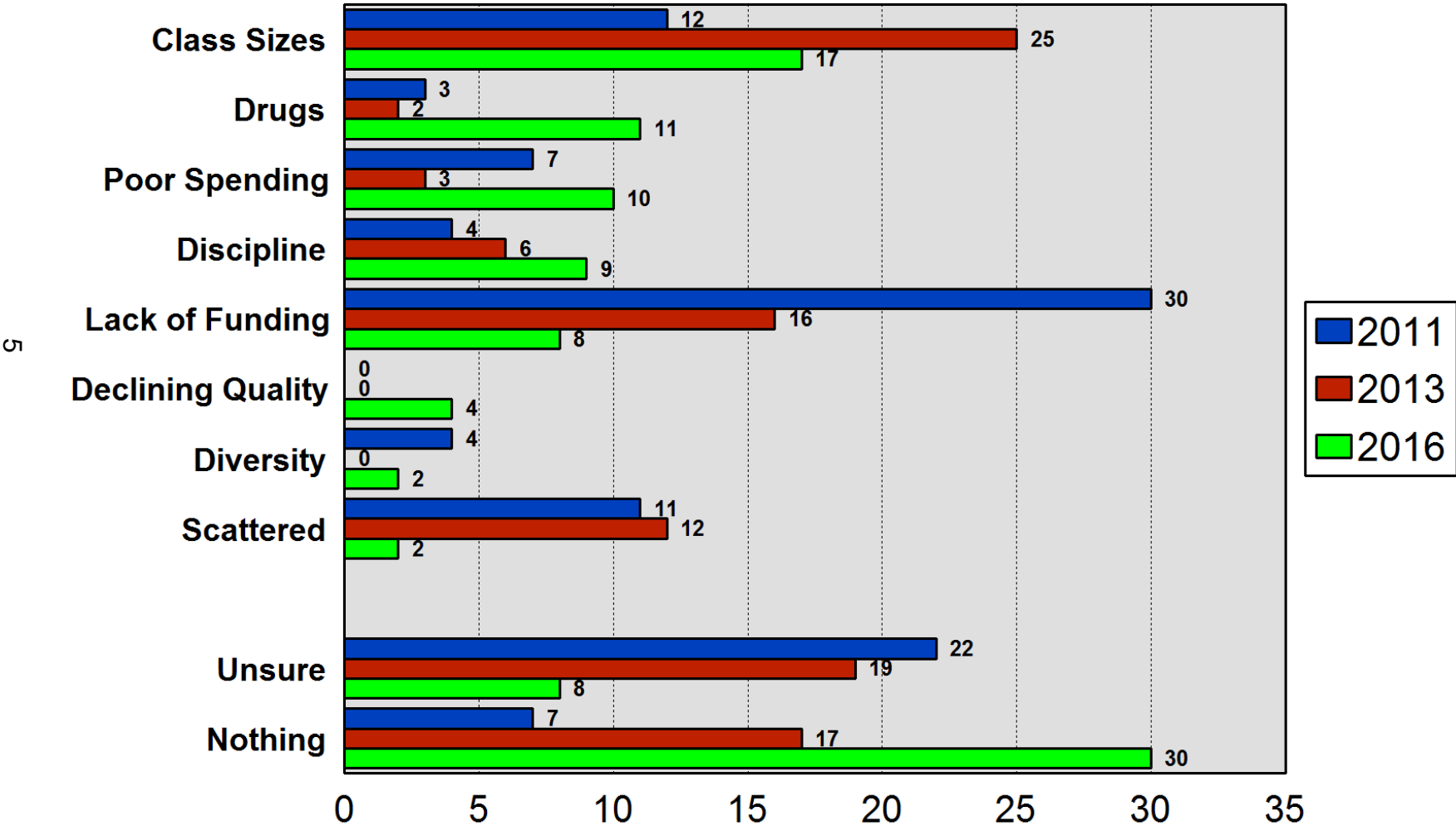
Like Most

2016 Wayzata Public Schools



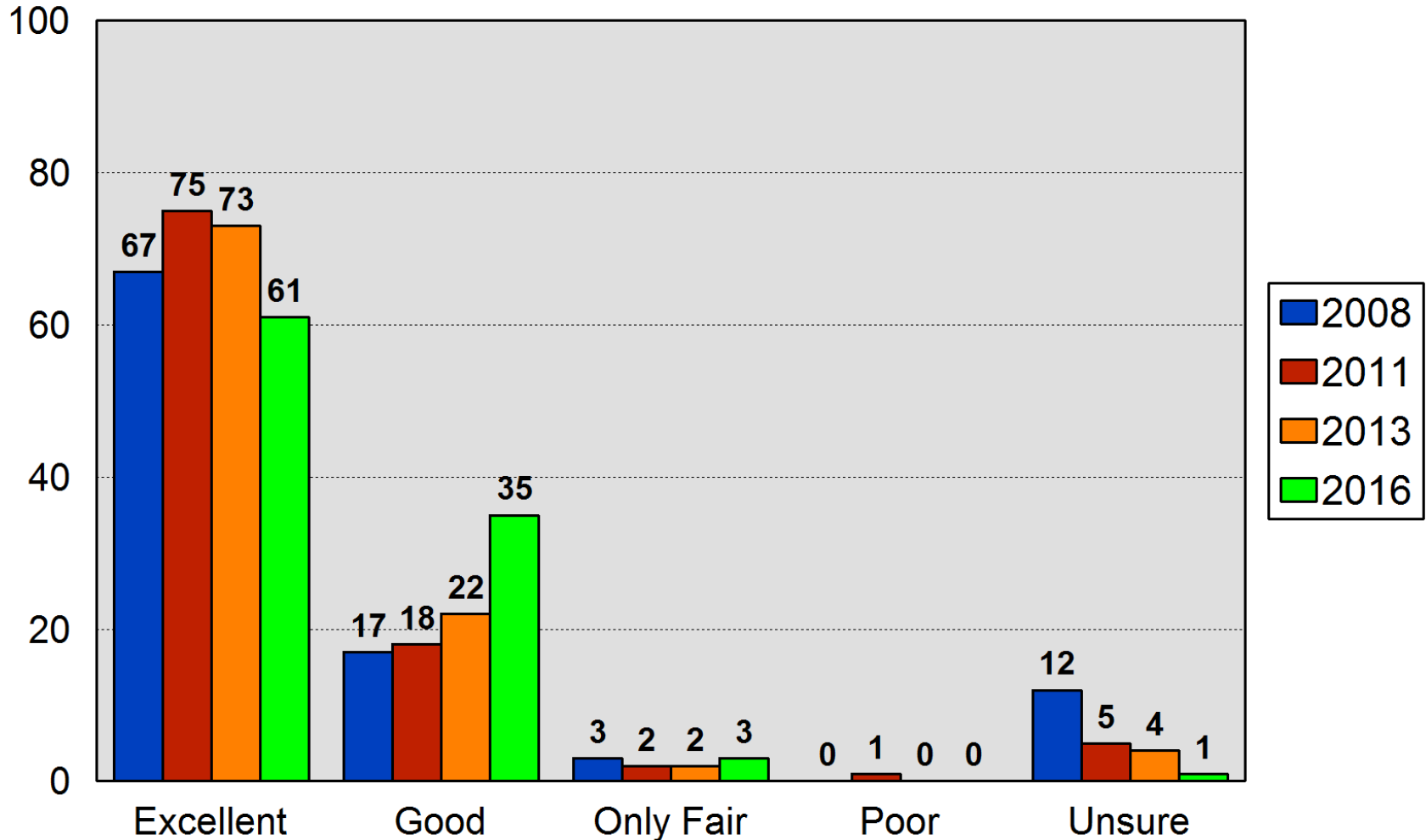
Most Serious Issue

2016 Wayzata Public Schools



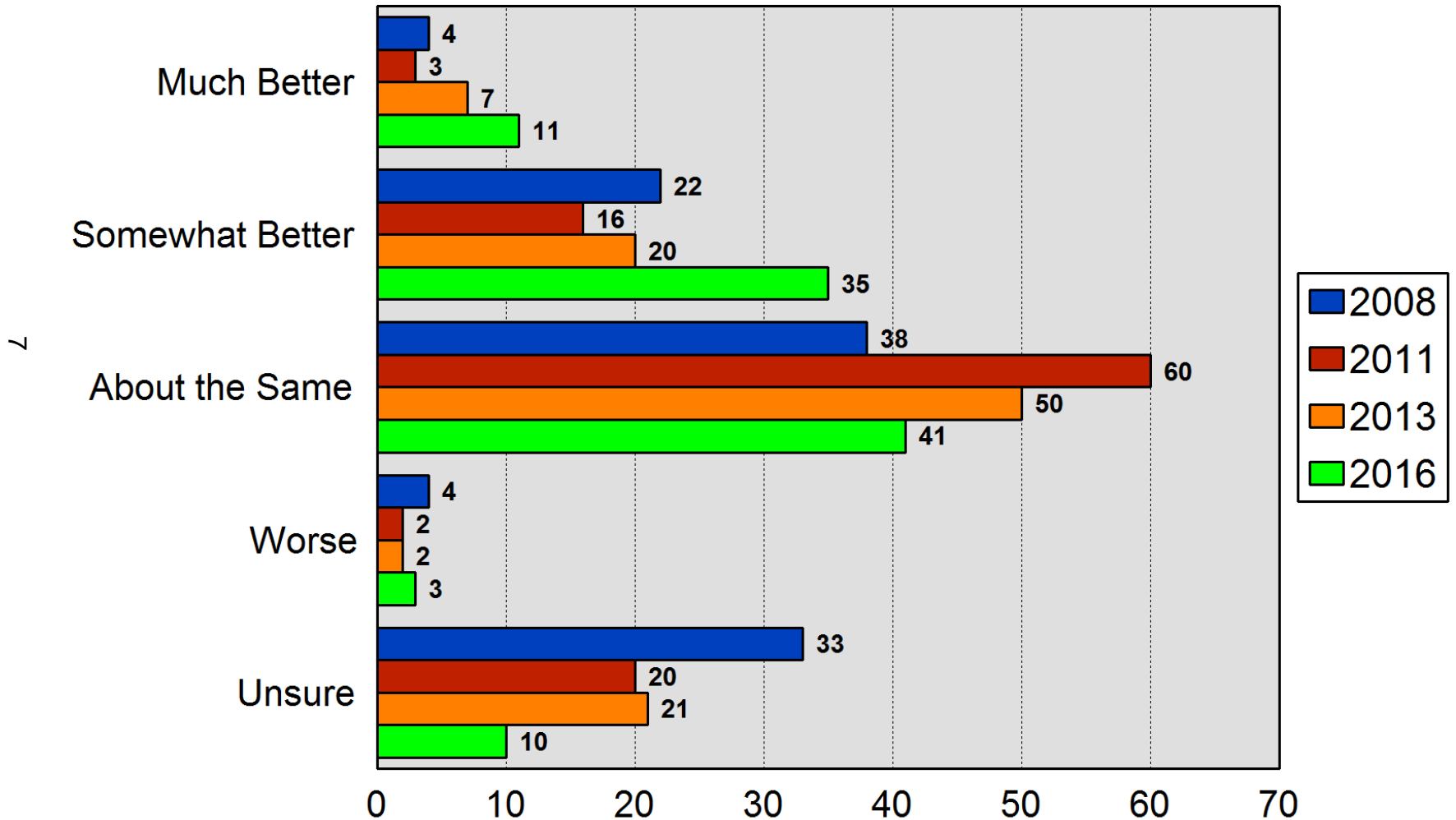
Quality of Education

2016 Wayzata Public Schools



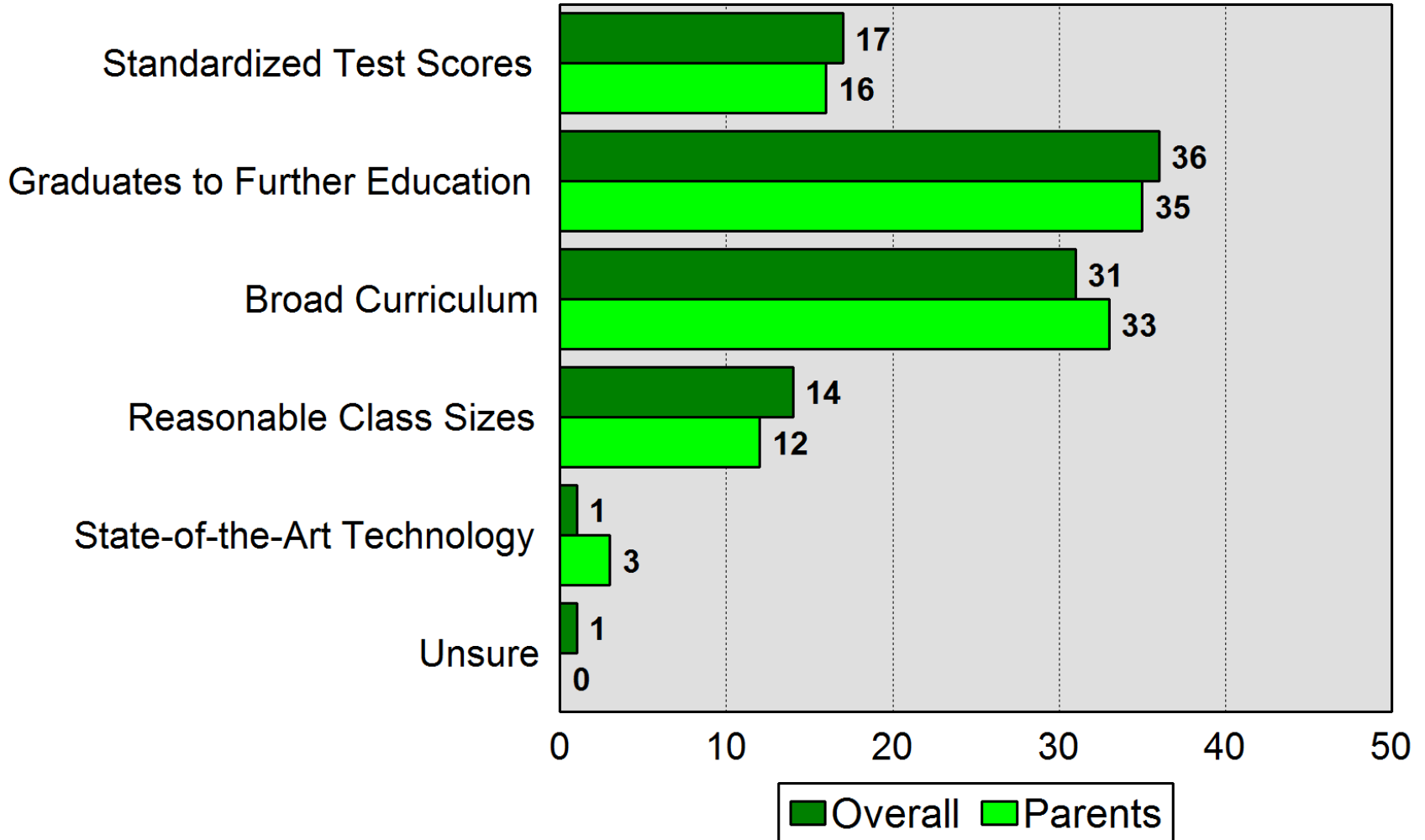
Compared with Three Years Ago

2016 Wayzata Public Schools



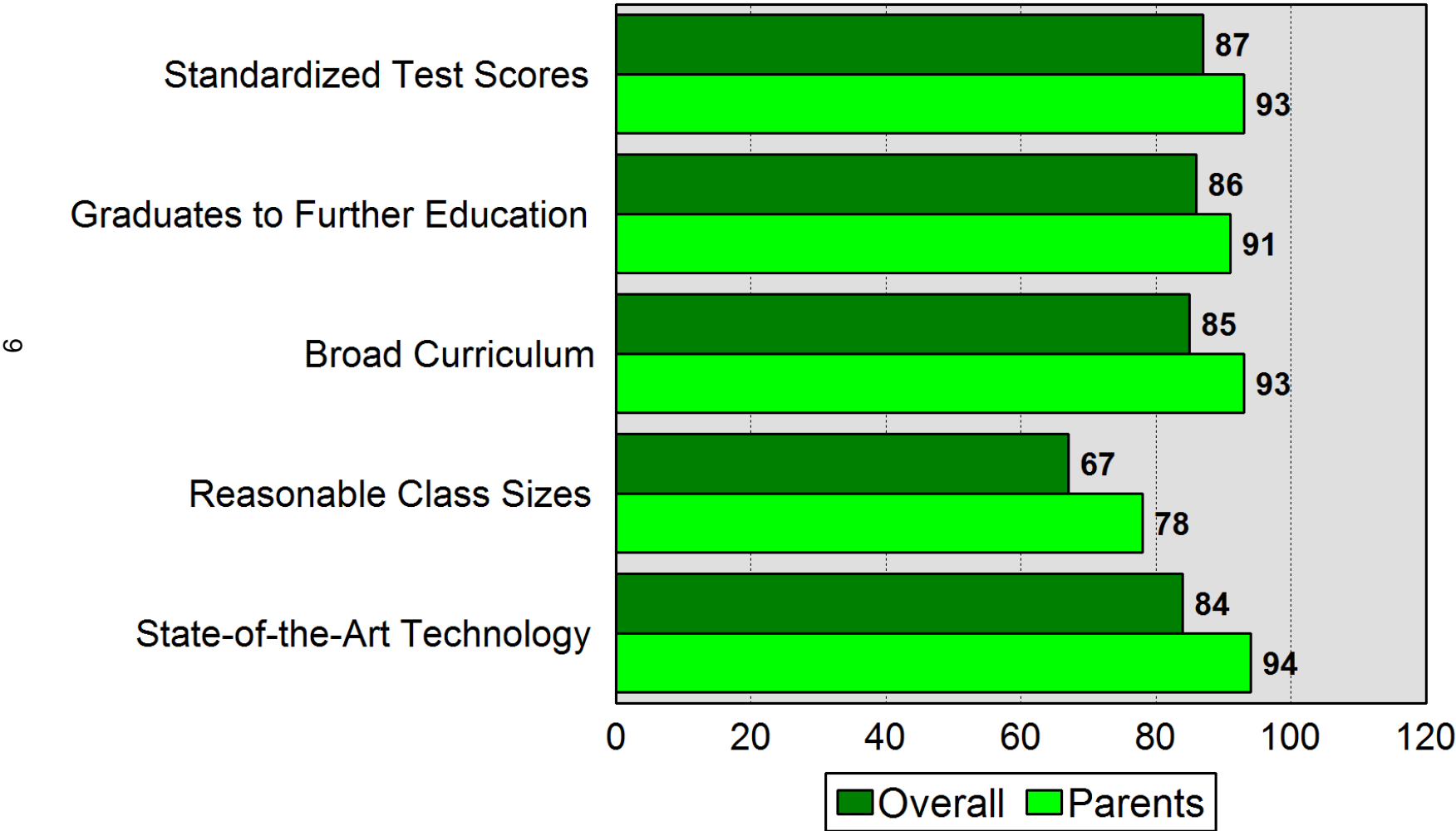
Most Important Indicator

2016 Wayzata Public Schools



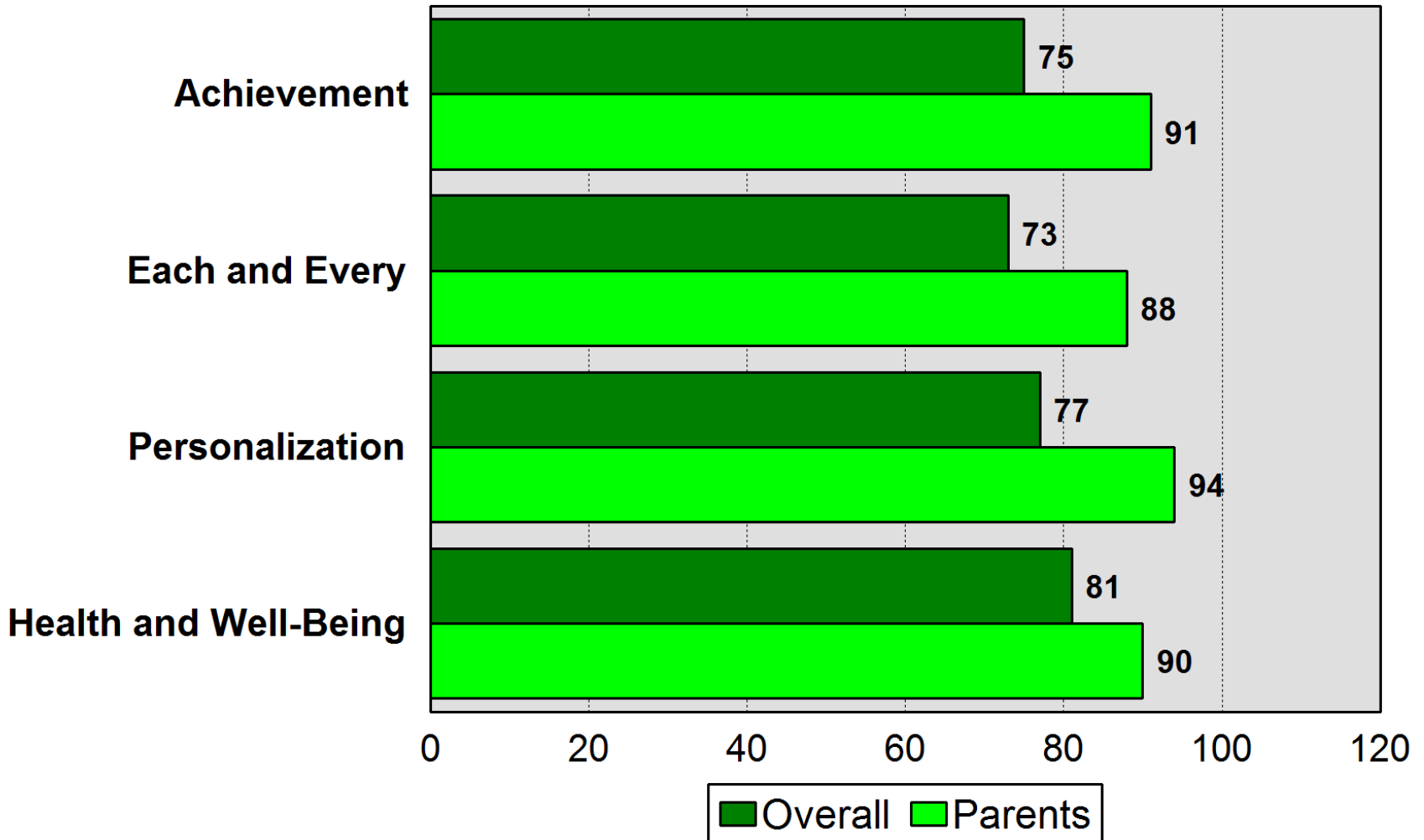
Favorable Rating on Indicator

2016 Wayzata Public Schools



Strategic Directions

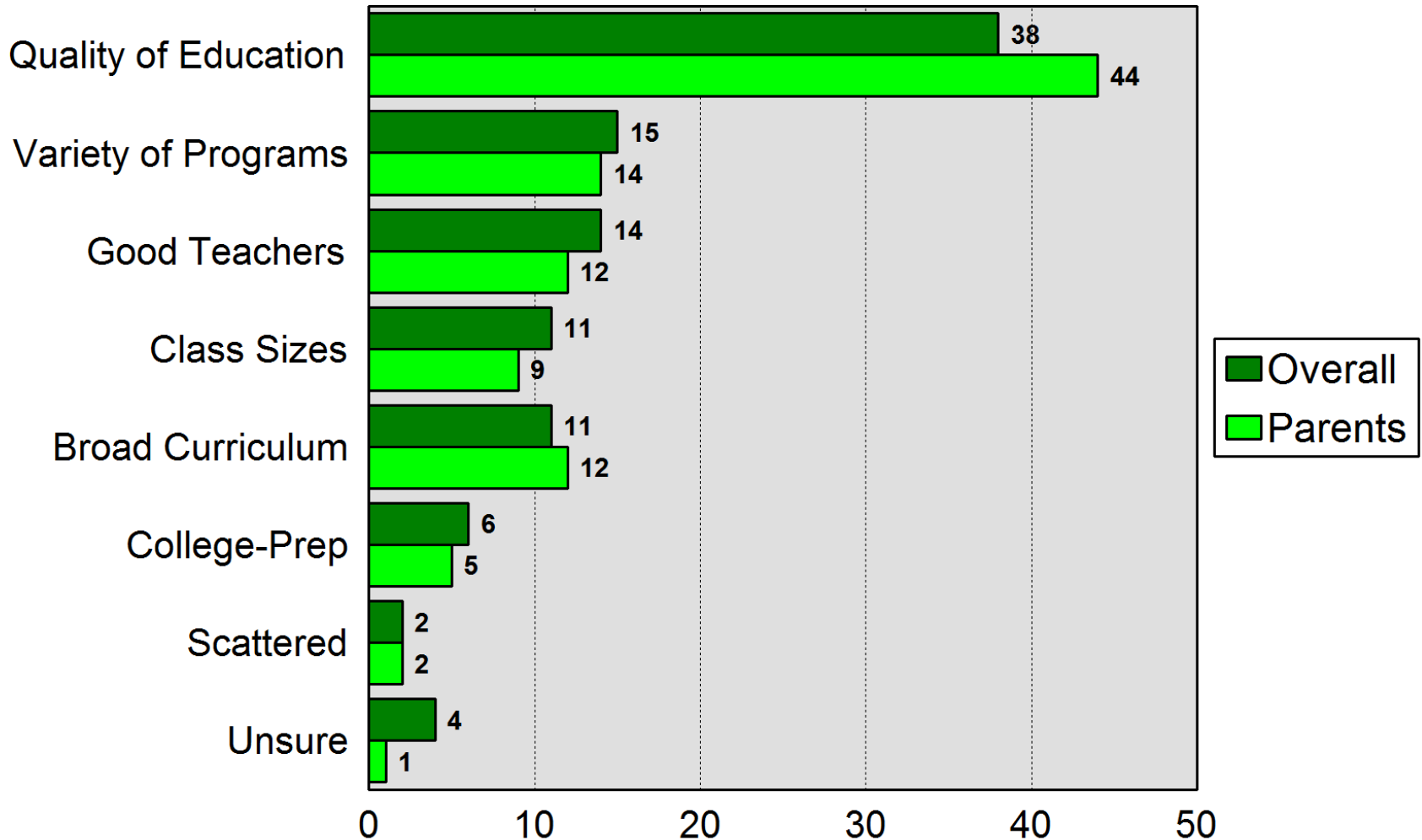
2016 Wayzata Public Schools



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Preserved for Future

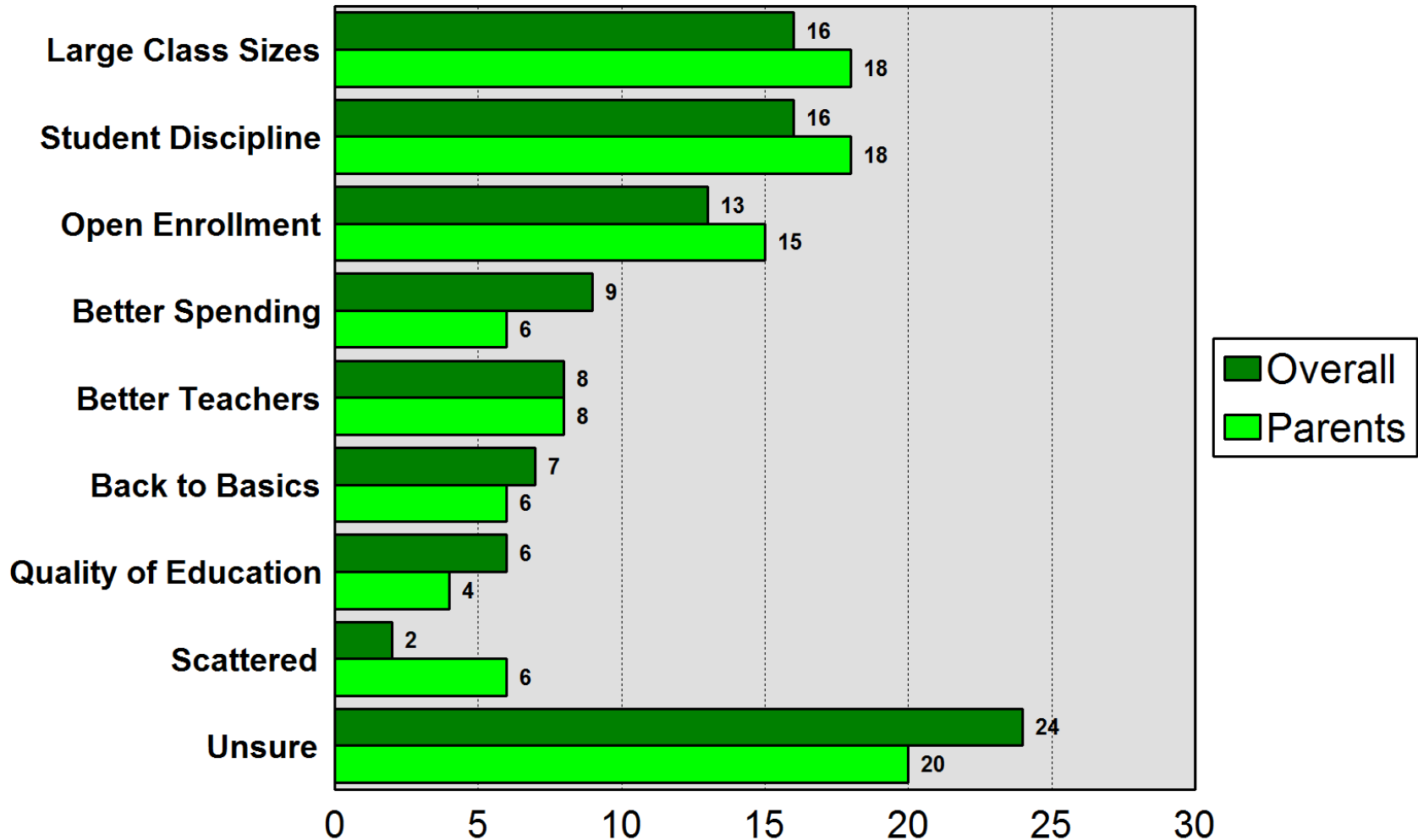
2016 Wayzata Public Schools



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Fixed or Improved for Future

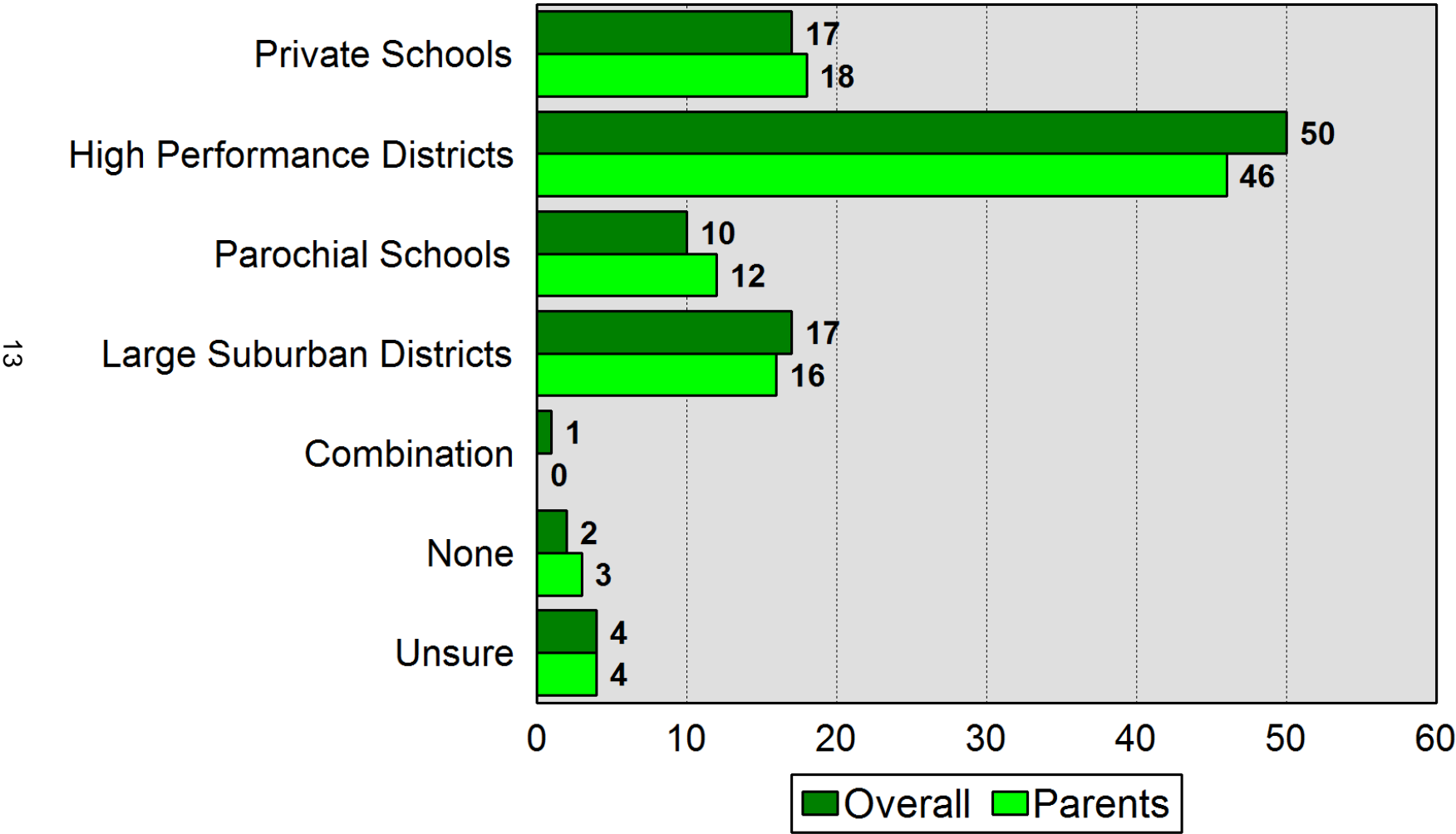
2016 Wayzata Public Schools



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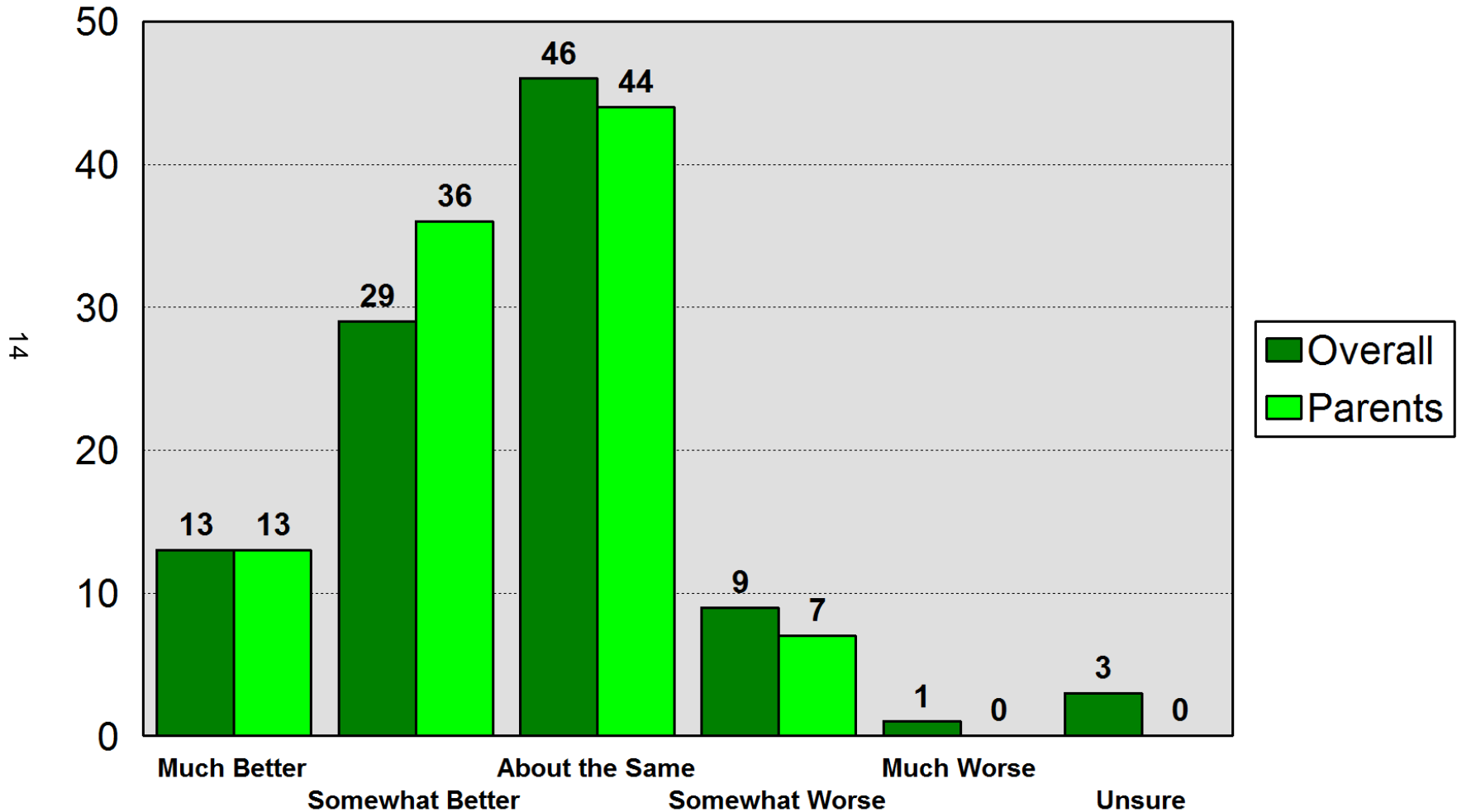
Comparison

2016 Wayzata Public Schools



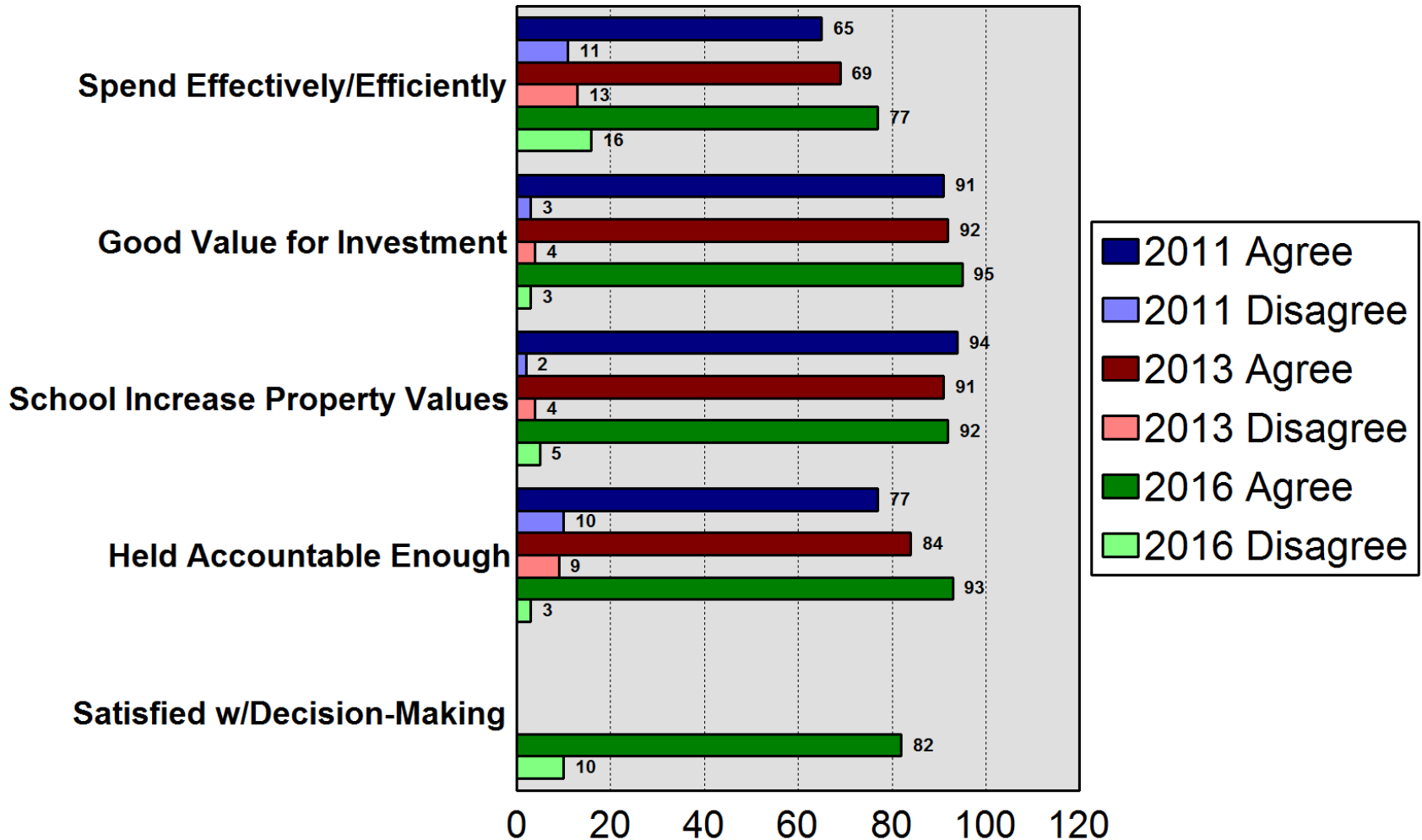
Rate Wayzata SD in Comparison To....

2016 Wayzata Public Schools



Specific Perceptions I

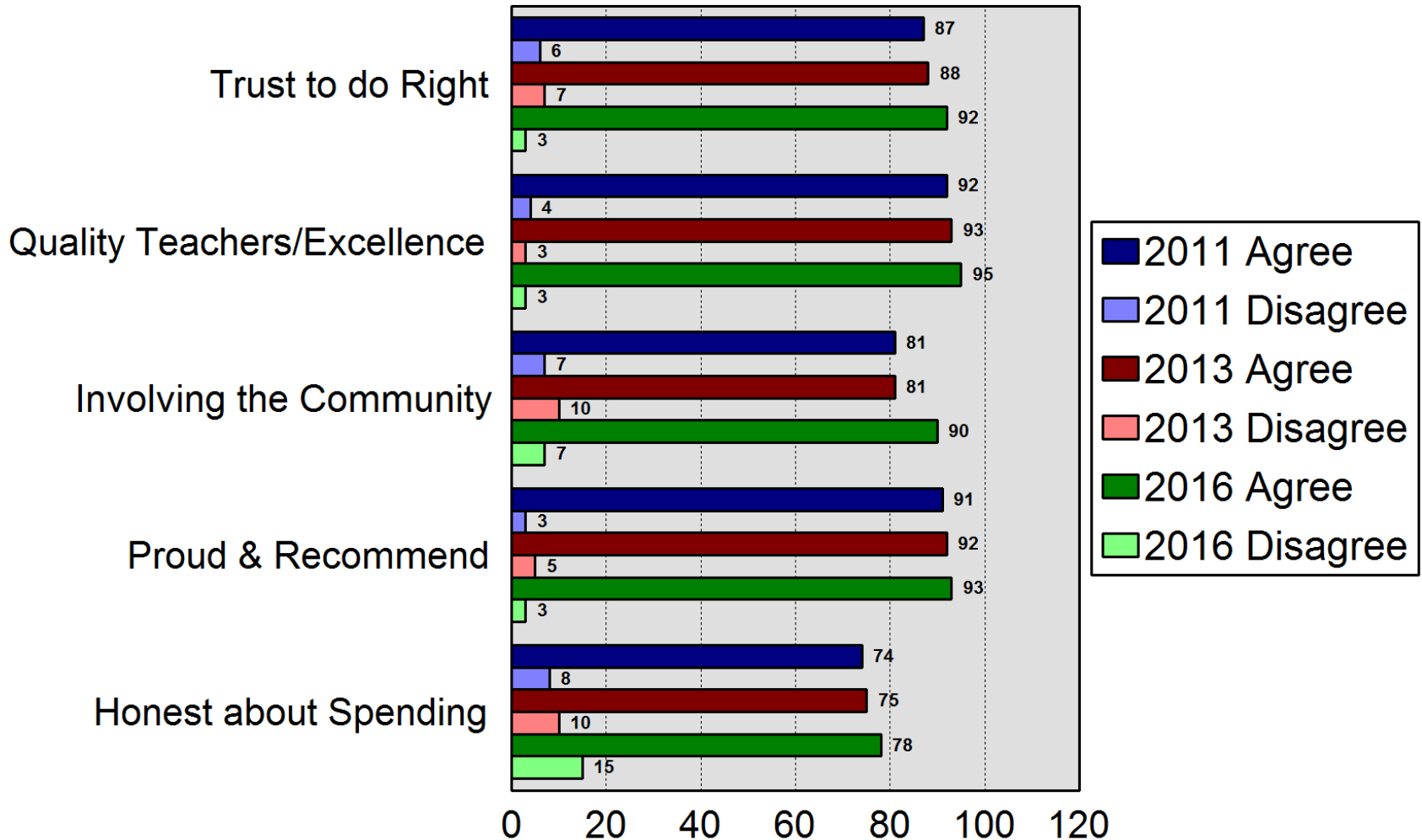
2016 Wayzata Public Schools



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Specific Perceptions II

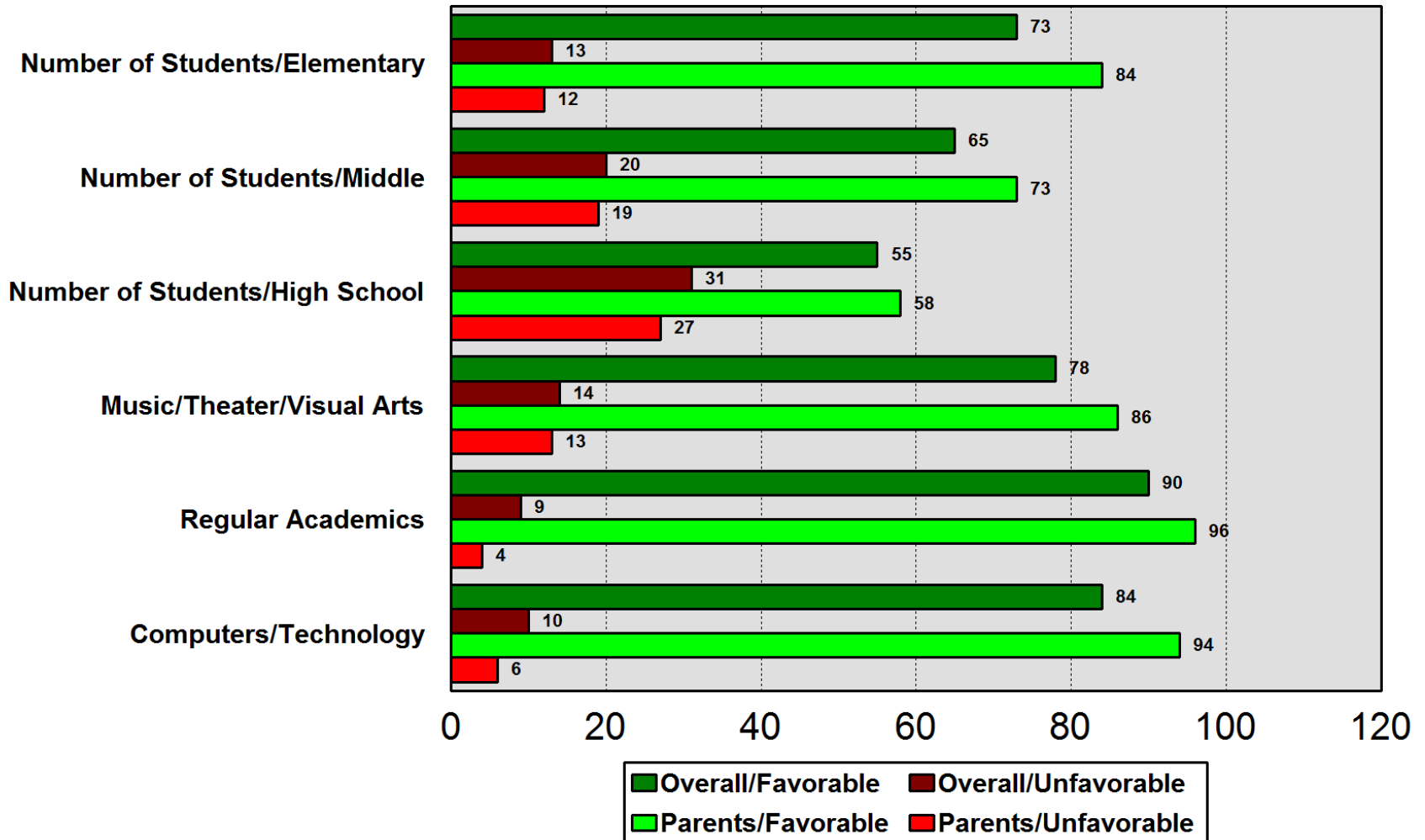
2016 Wayzata Public Schools



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District Characteristics I

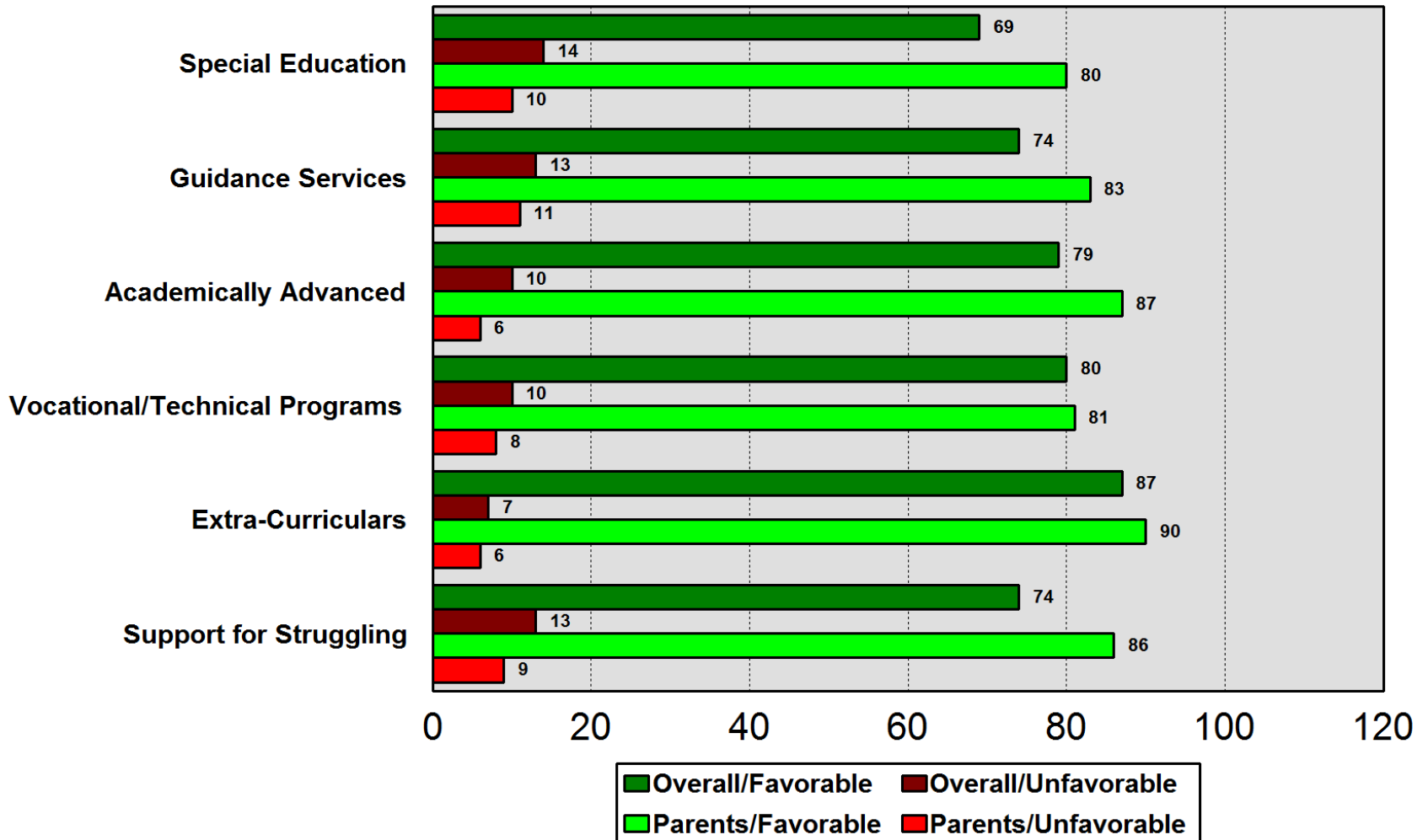
2016 Wayzata Public Schools



District Characteristics II

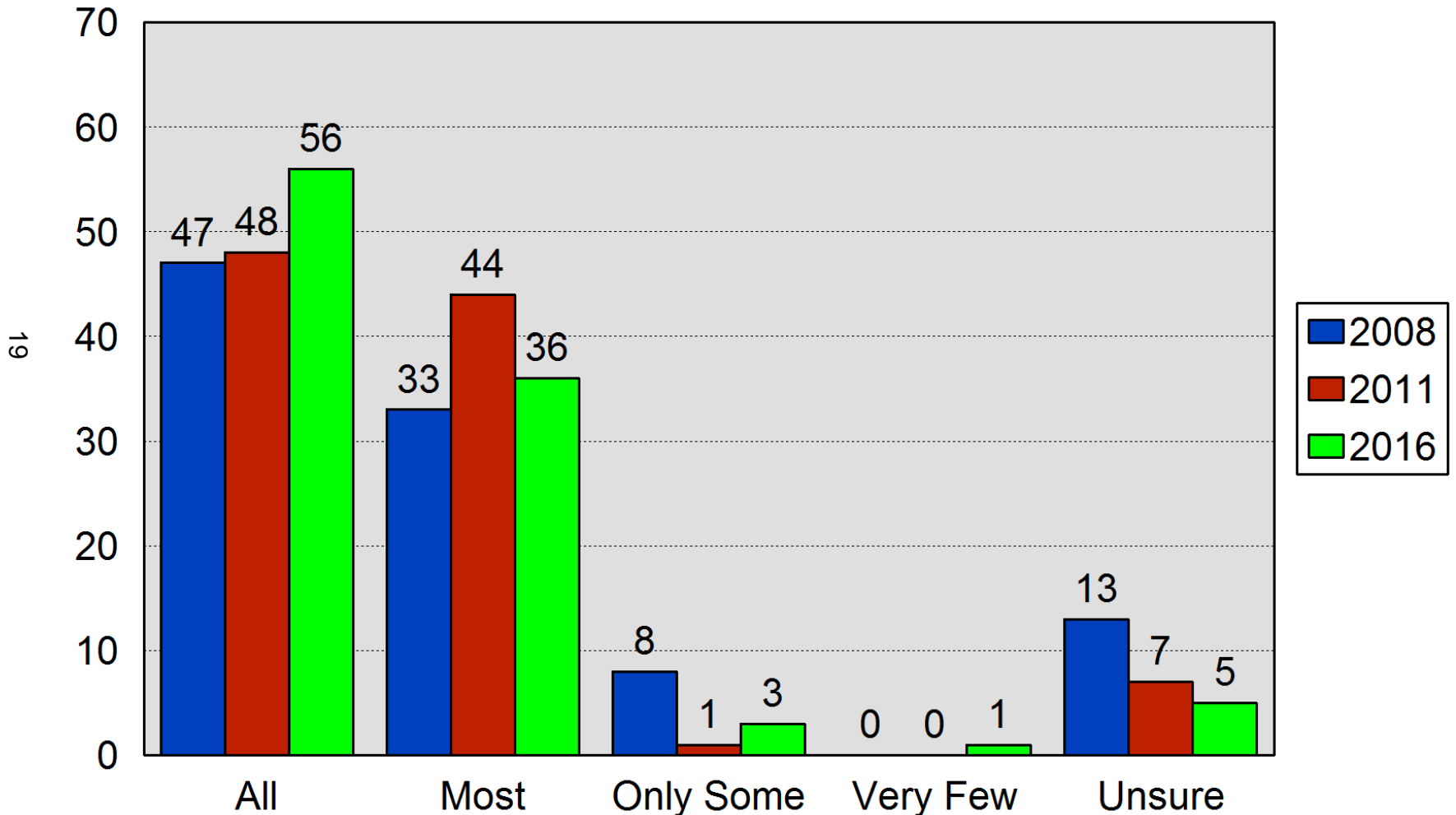
2016 Wayzata Public Schools

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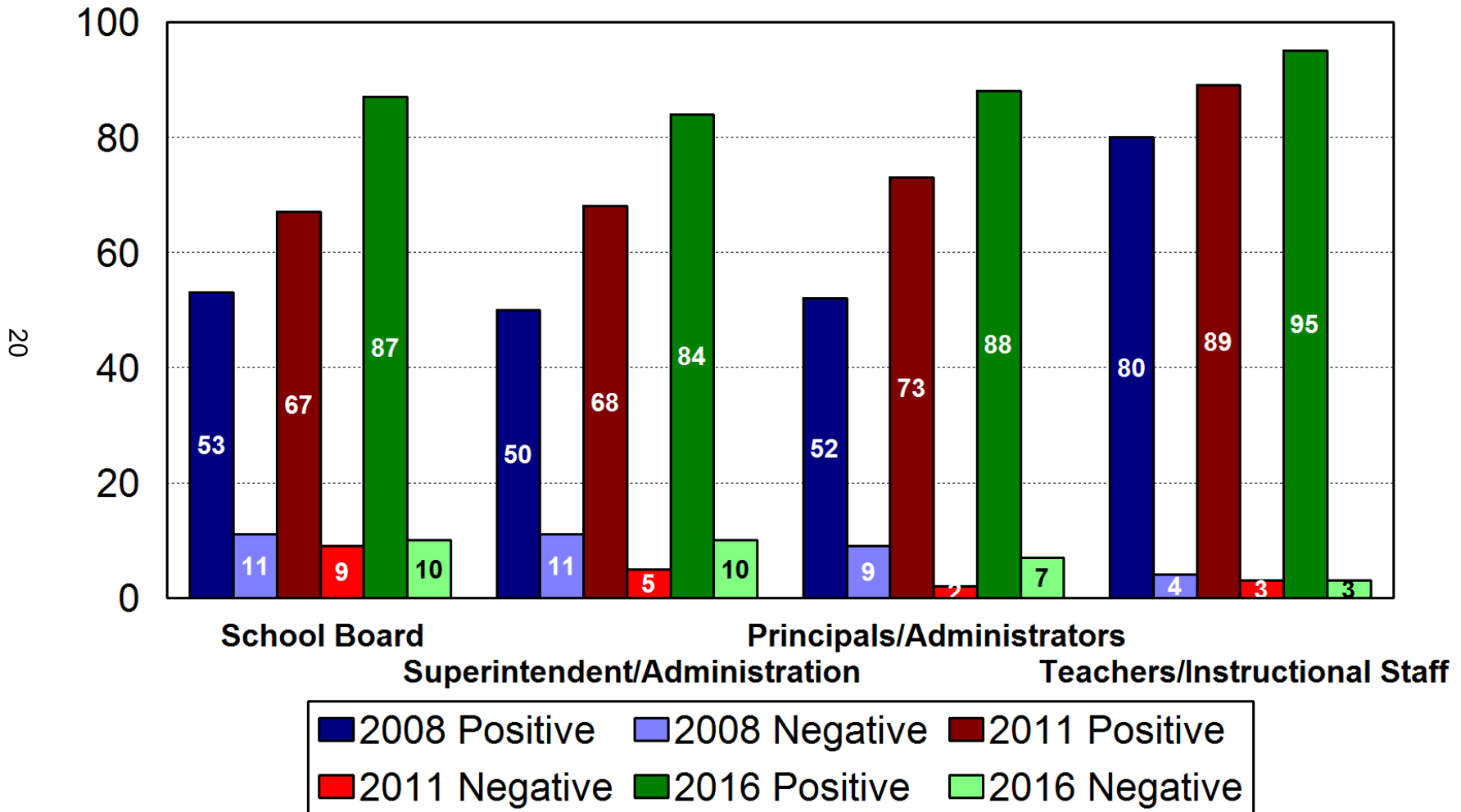
Meeting Learning Needs

2016 Wayzata Public Schools



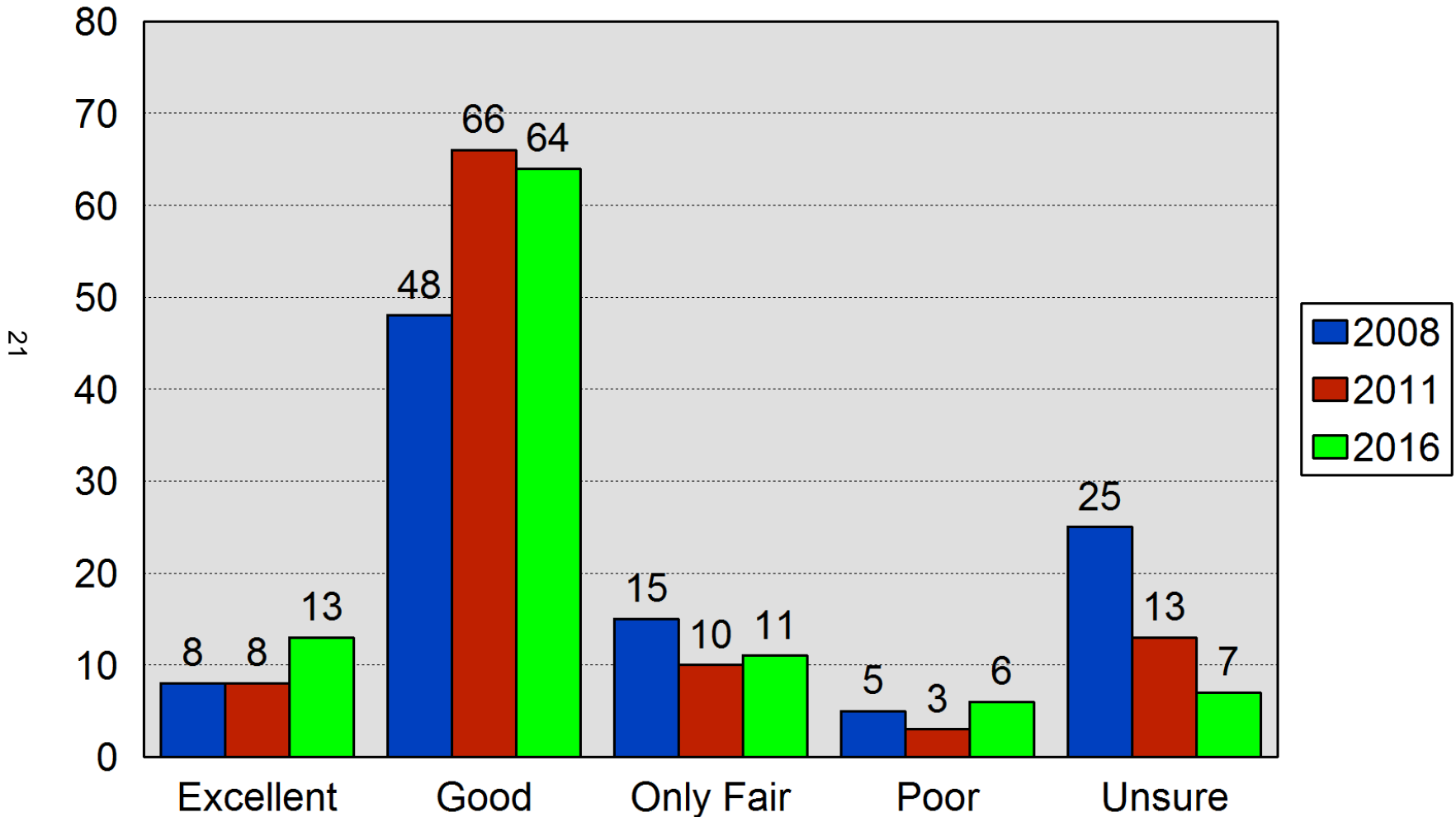
Job Performance Ratings

2016 Wayzata Public Schools



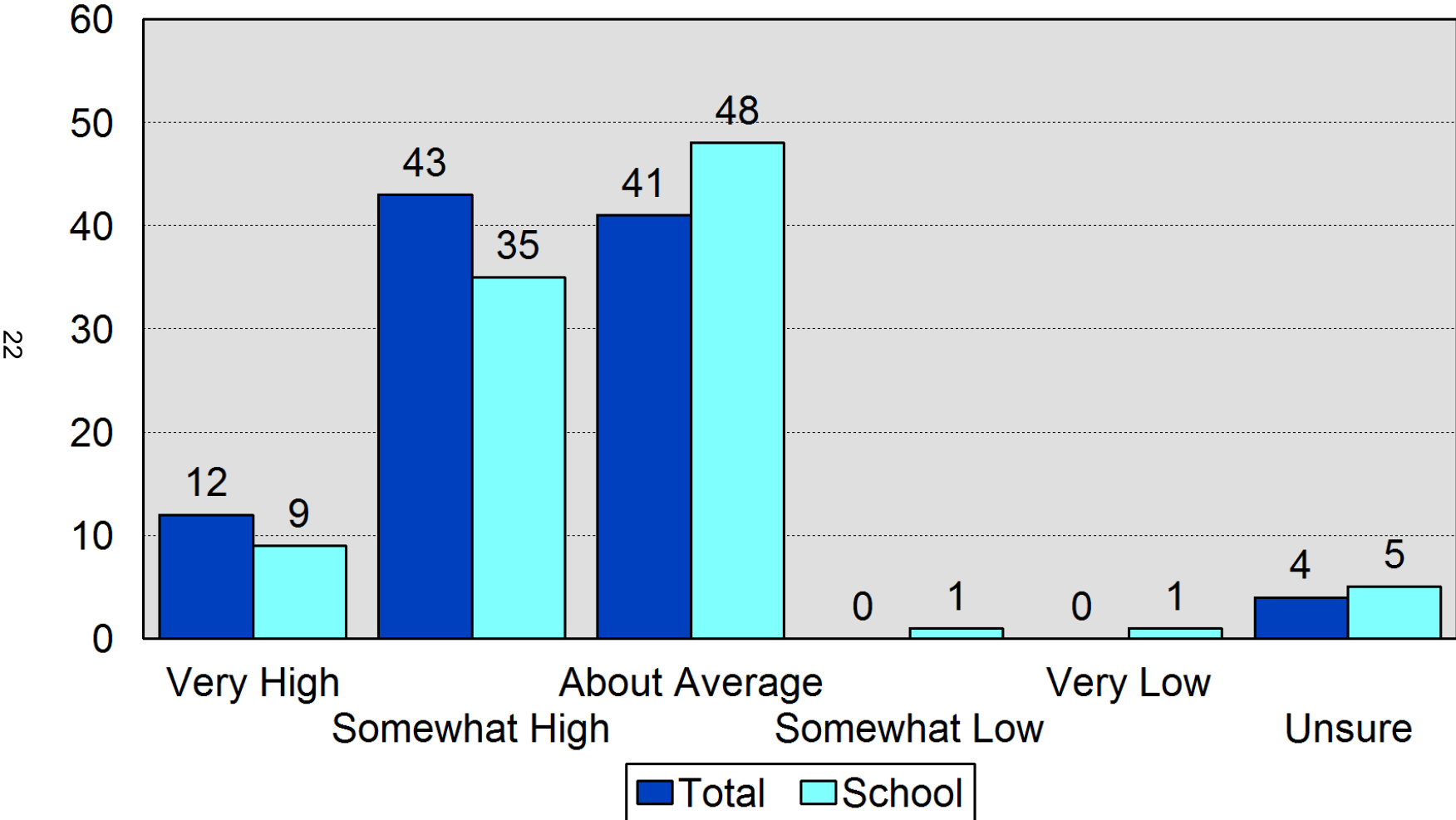
Financial Management

2016 Wayzata Public Schools



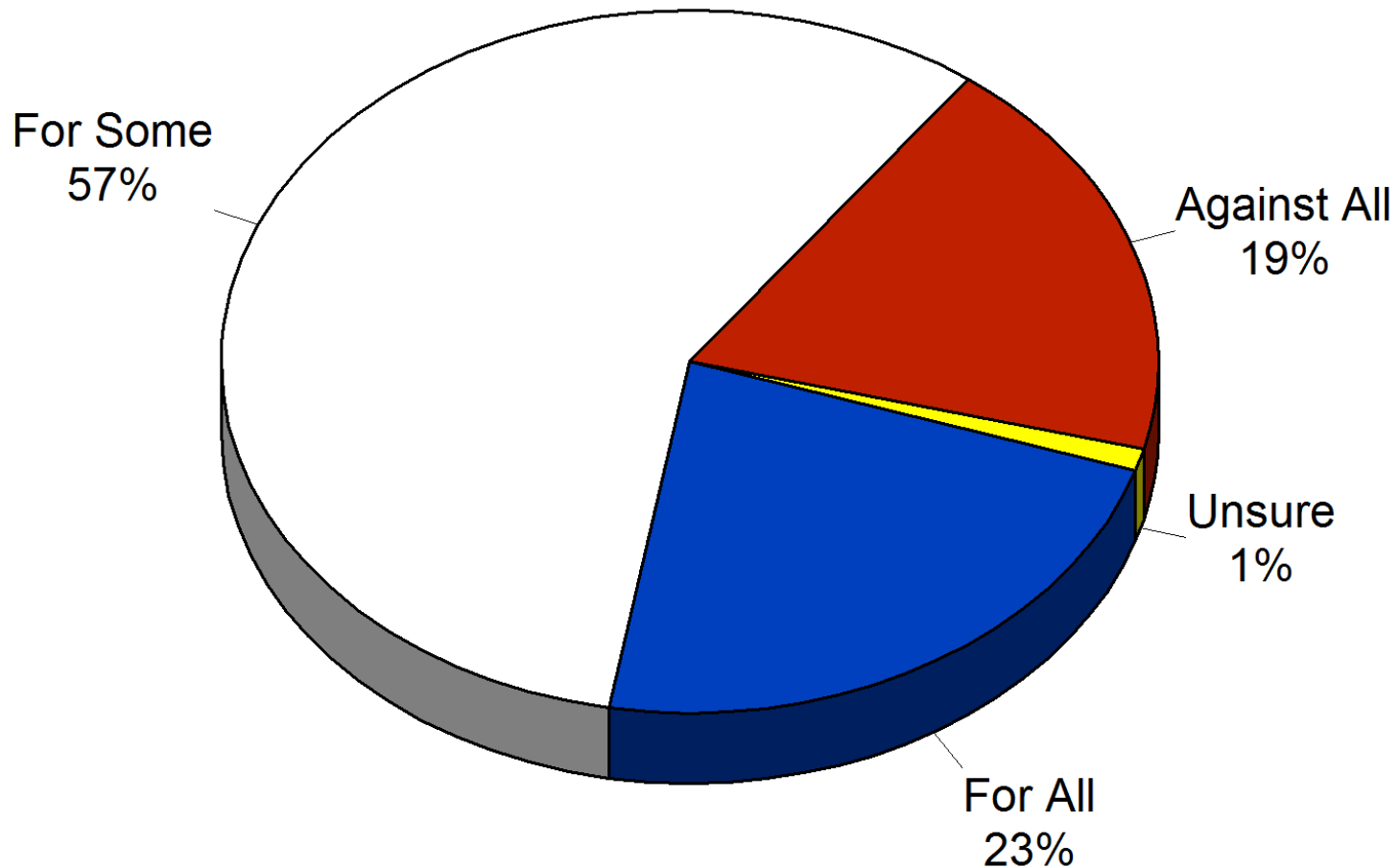
Property Tax Climate

2016 Wayzata Public Schools



Tax Increase Predisposition

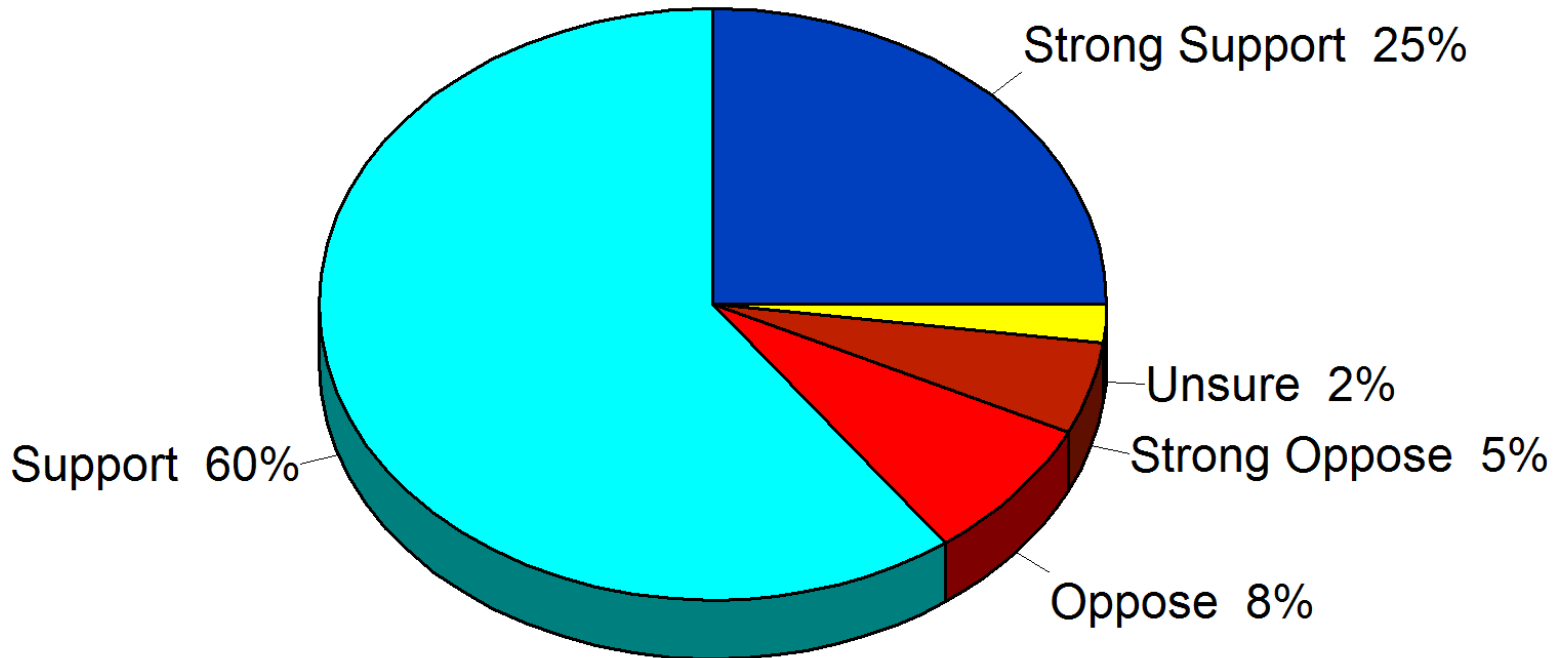
2016 Wayzata Public Schools



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Operating Levy Renewal

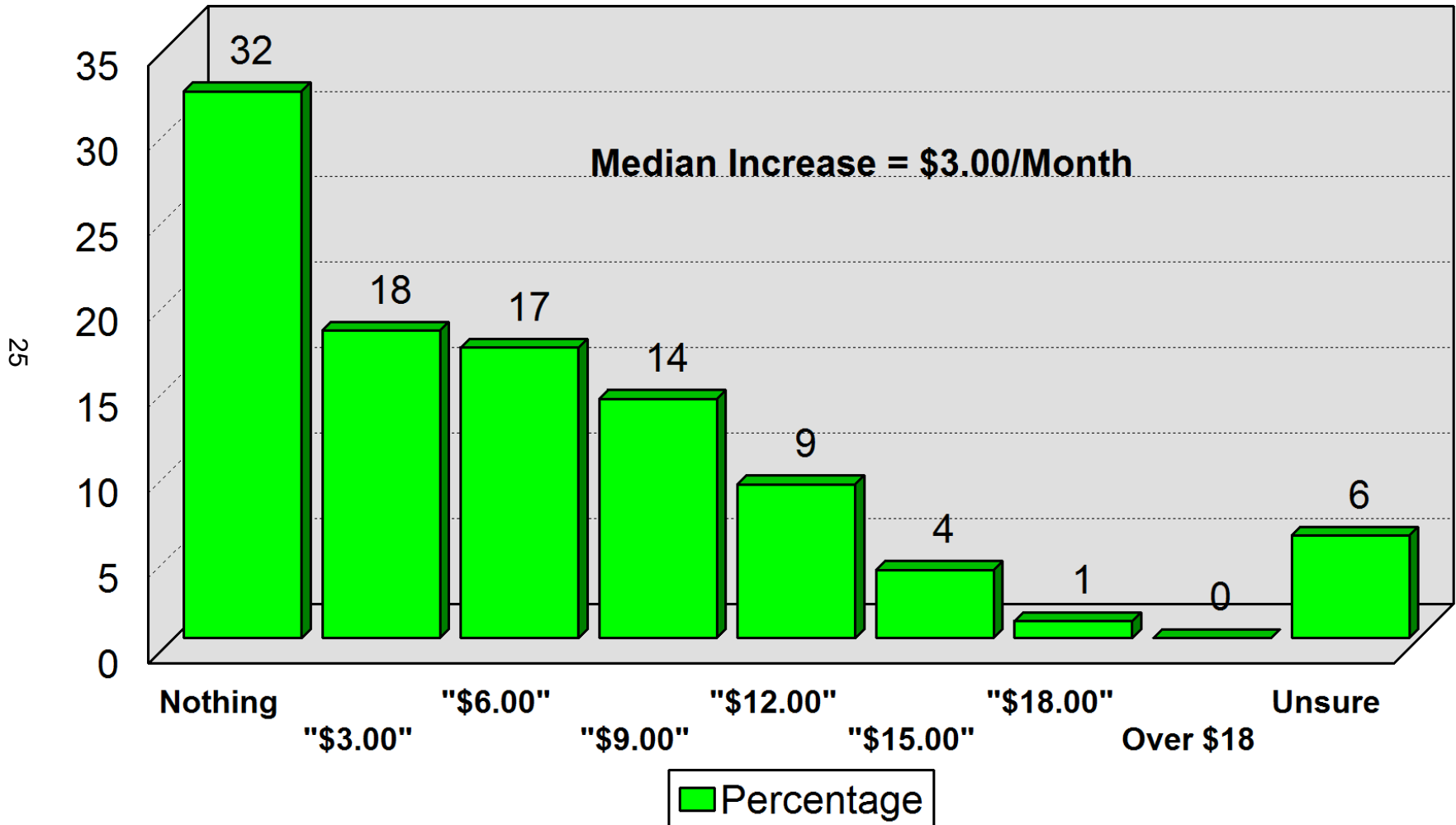
2016 Wayzata Public Schools



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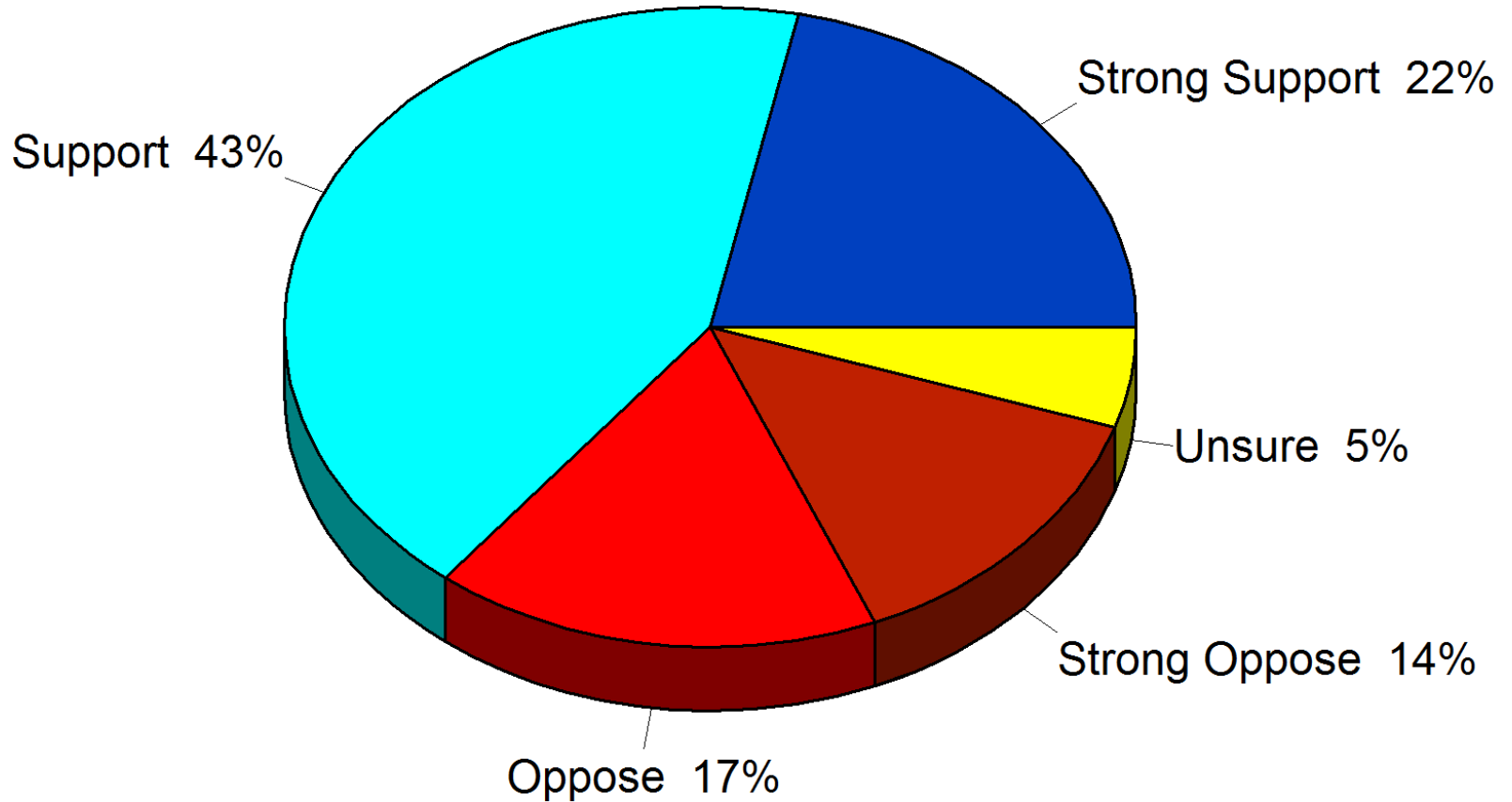
Tax Increase for Operating Expenses

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Revoke and Replace \$1,869 PPU

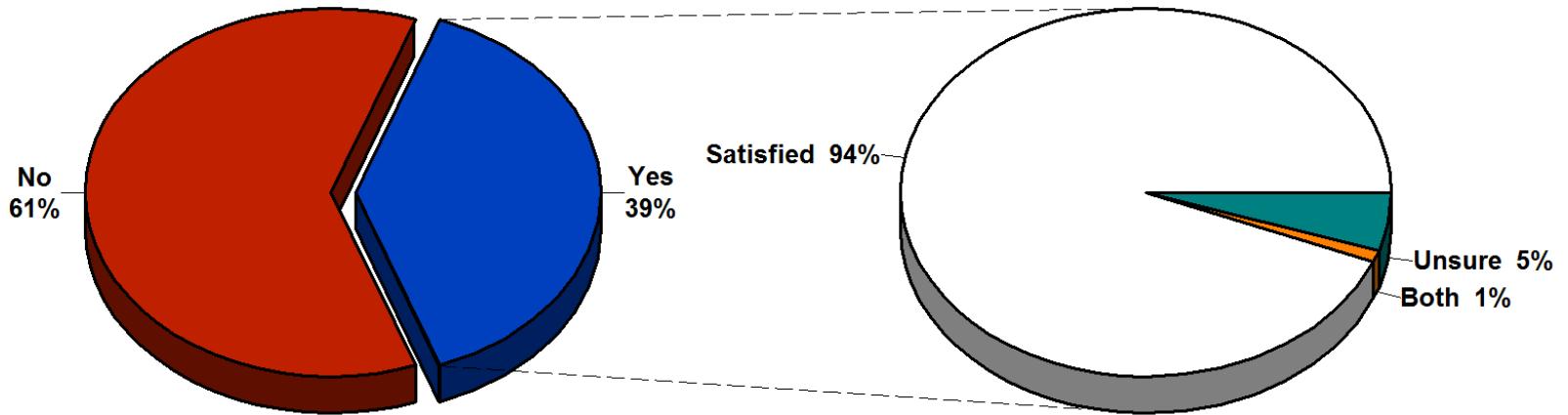
2016 Wayzata Public Schools



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Community Education Programs

2016 Wayzata Public Schools

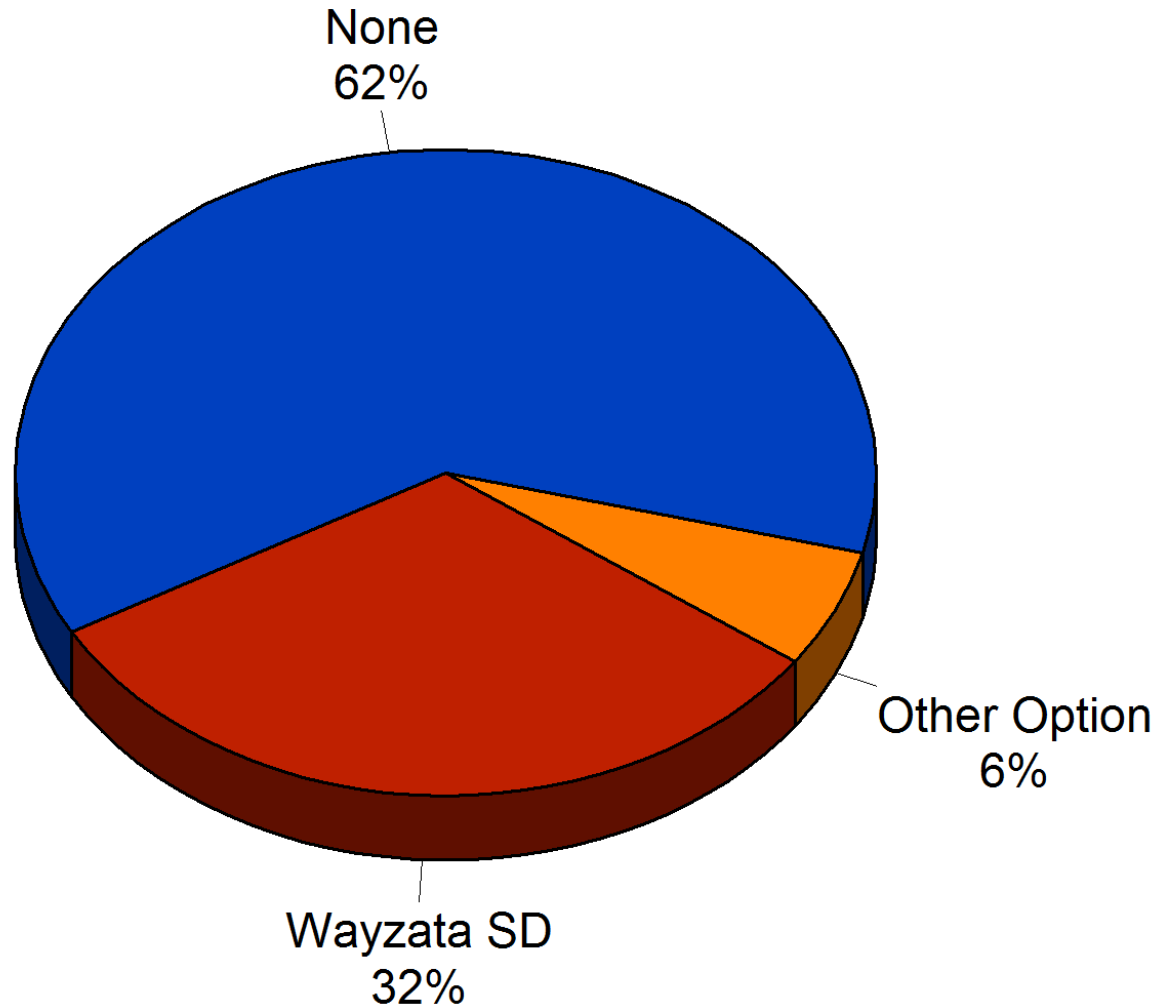


Household Participation during Past Year

Evaluation of Program

School-Aged Children

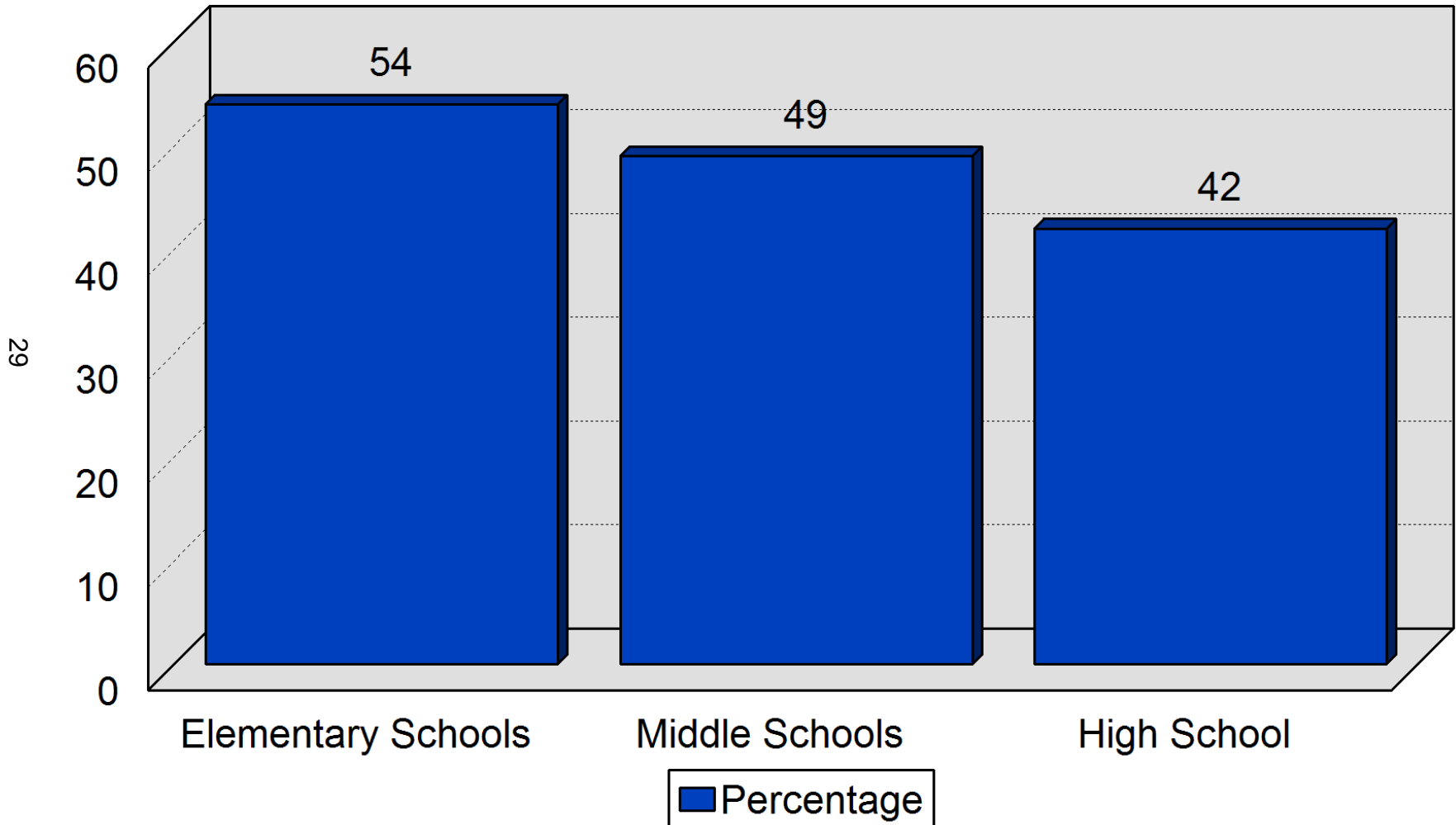
2016 Wayzata Public Schools



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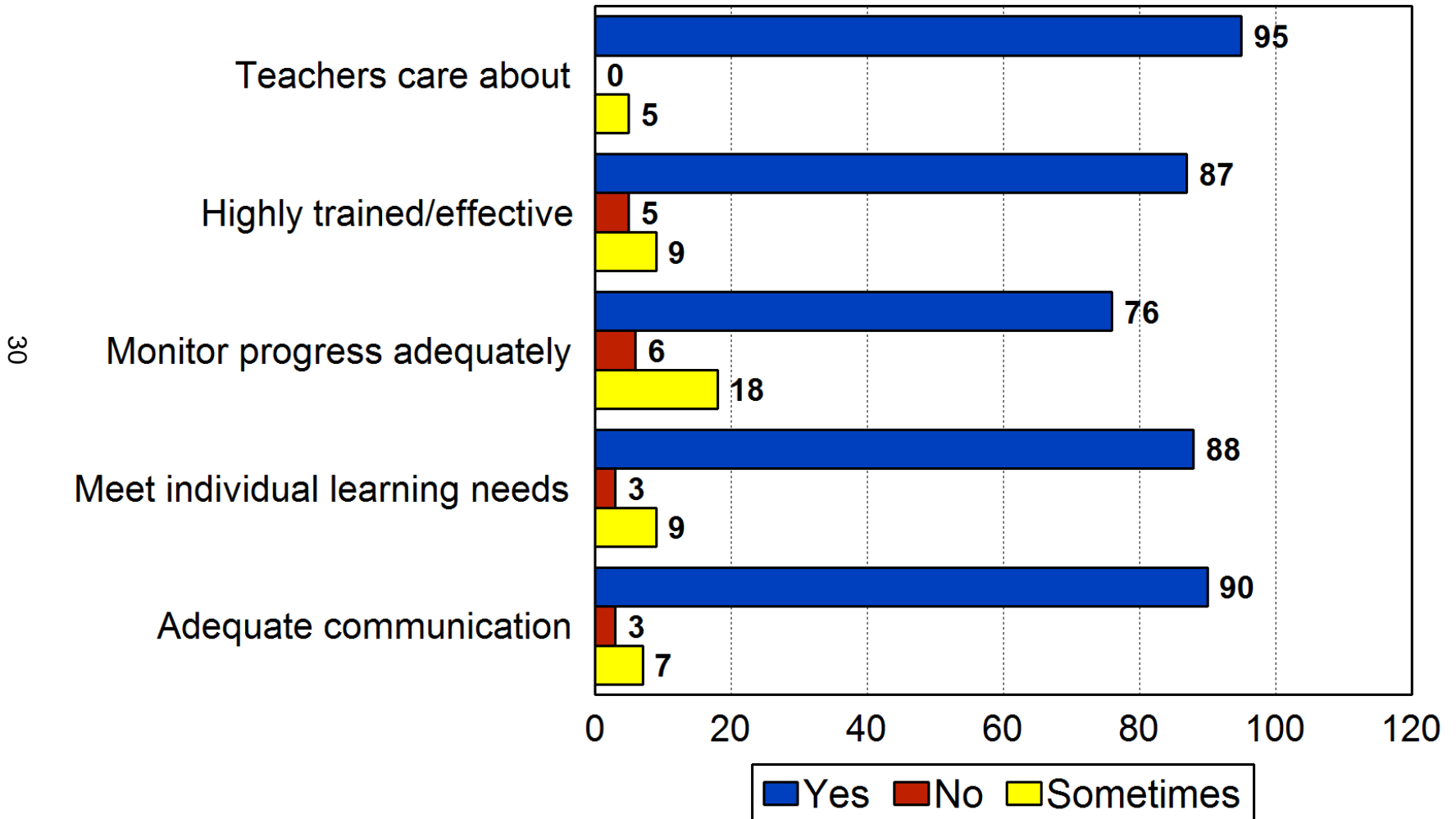
Children's Grade Level

2016 Wayzata Public Schools



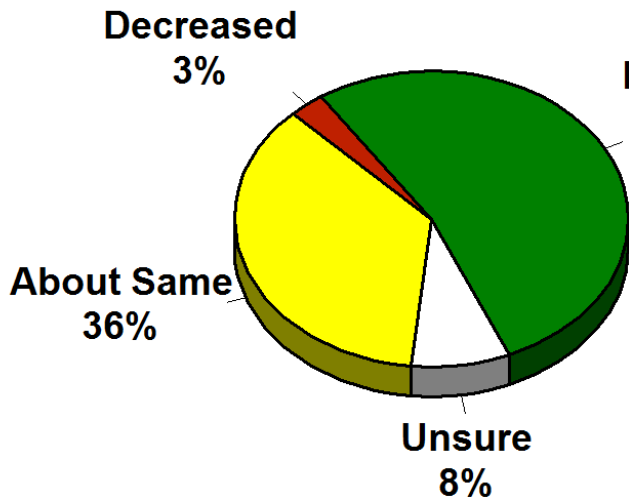
School Perceptions

2016 Wayzata Public Schools

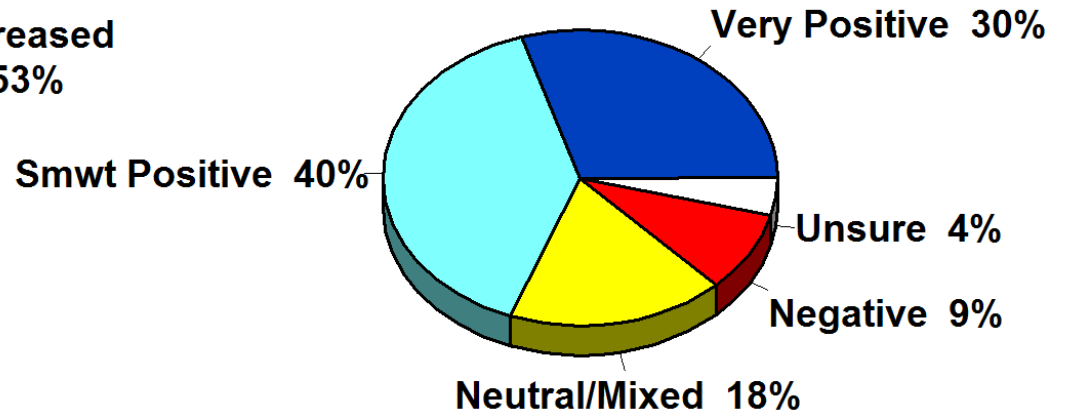


Racial Diversity

2016 Wayzata Public Schools



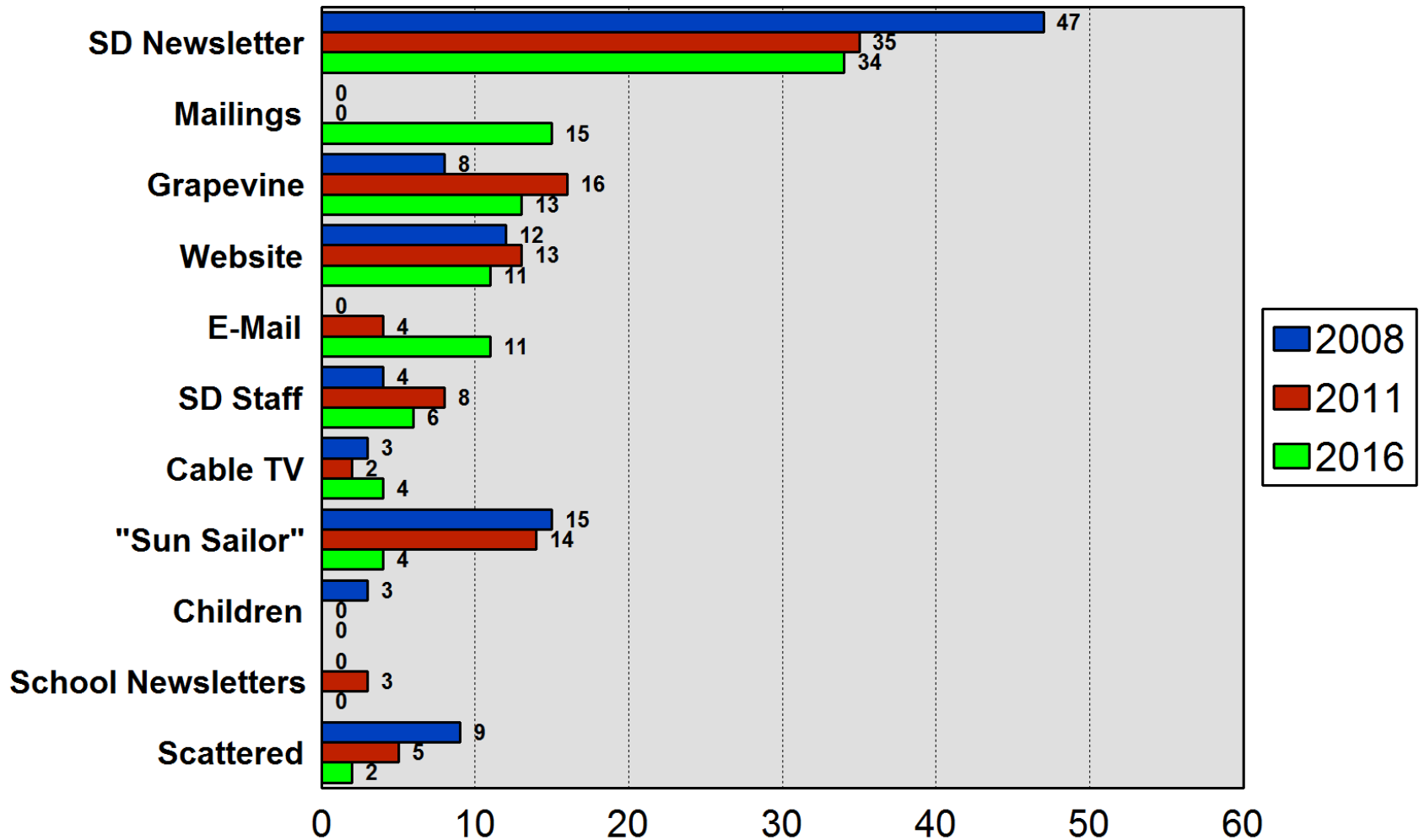
Past Ten Years



Community Aspect

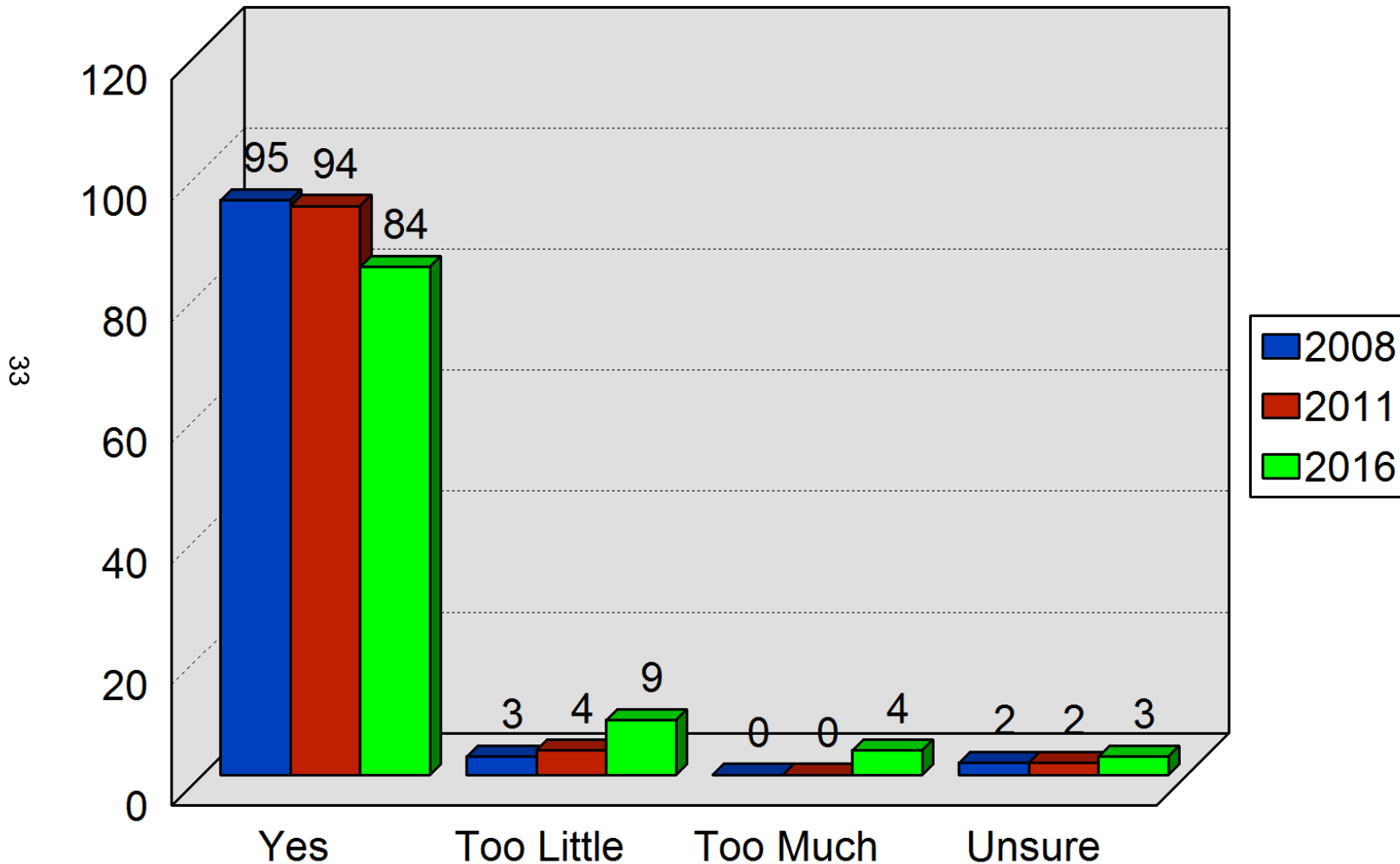
Principal Source of Information

2016 Wayzata Public Schools



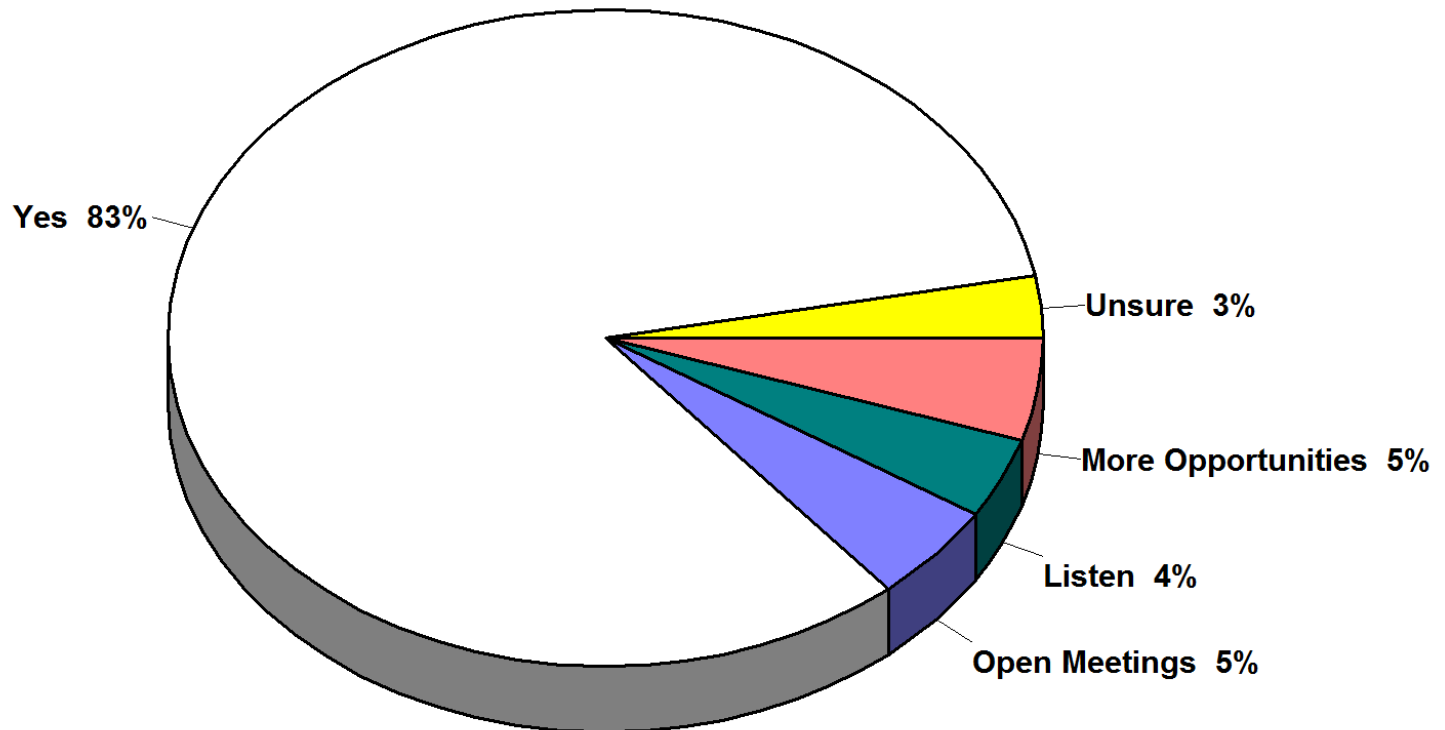
Satisfaction with Information

2016 Wayzata Public Schools



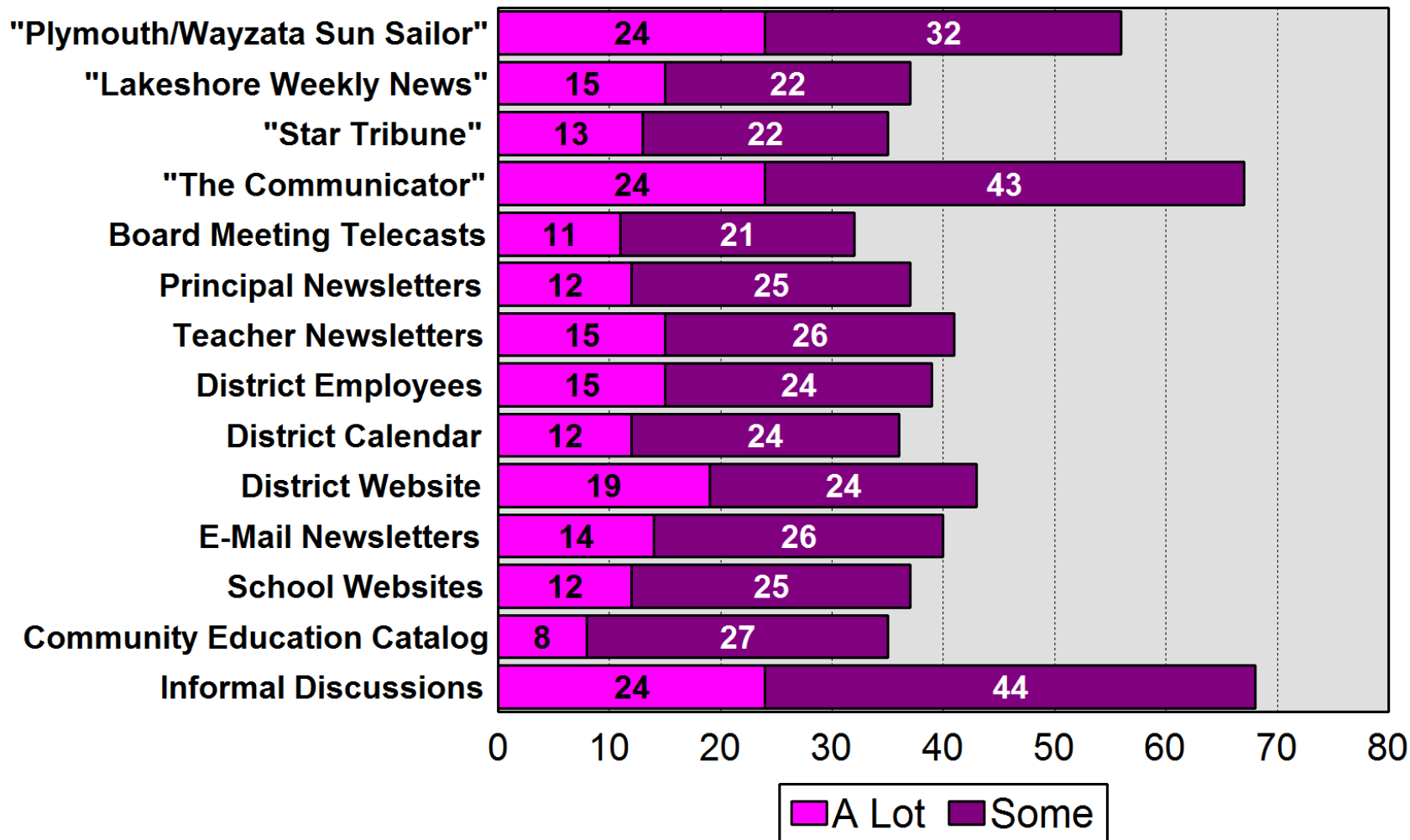
Satisfaction with Input Options

2016 Wayzata Public Schools



Sources of Information

2016 Wayzata Public Schools

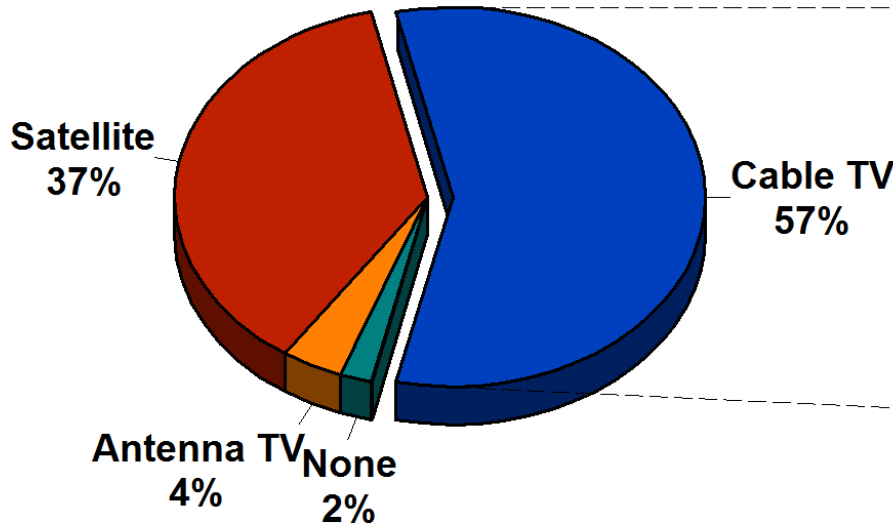


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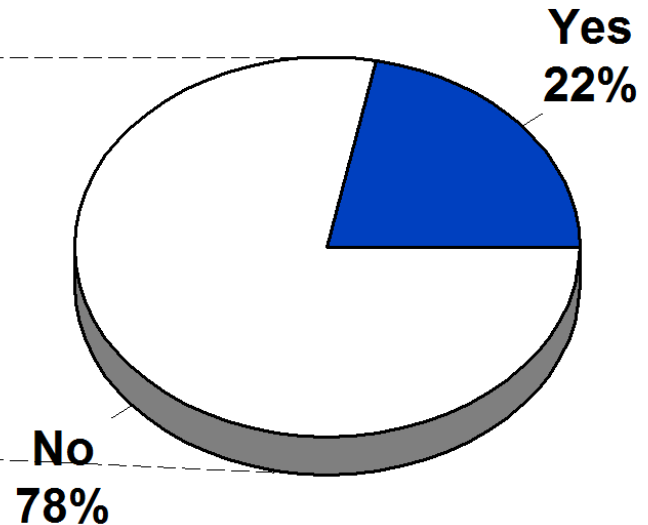
School Board Cablecasts

2016 Wayzata Public Schools

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Household Television Status

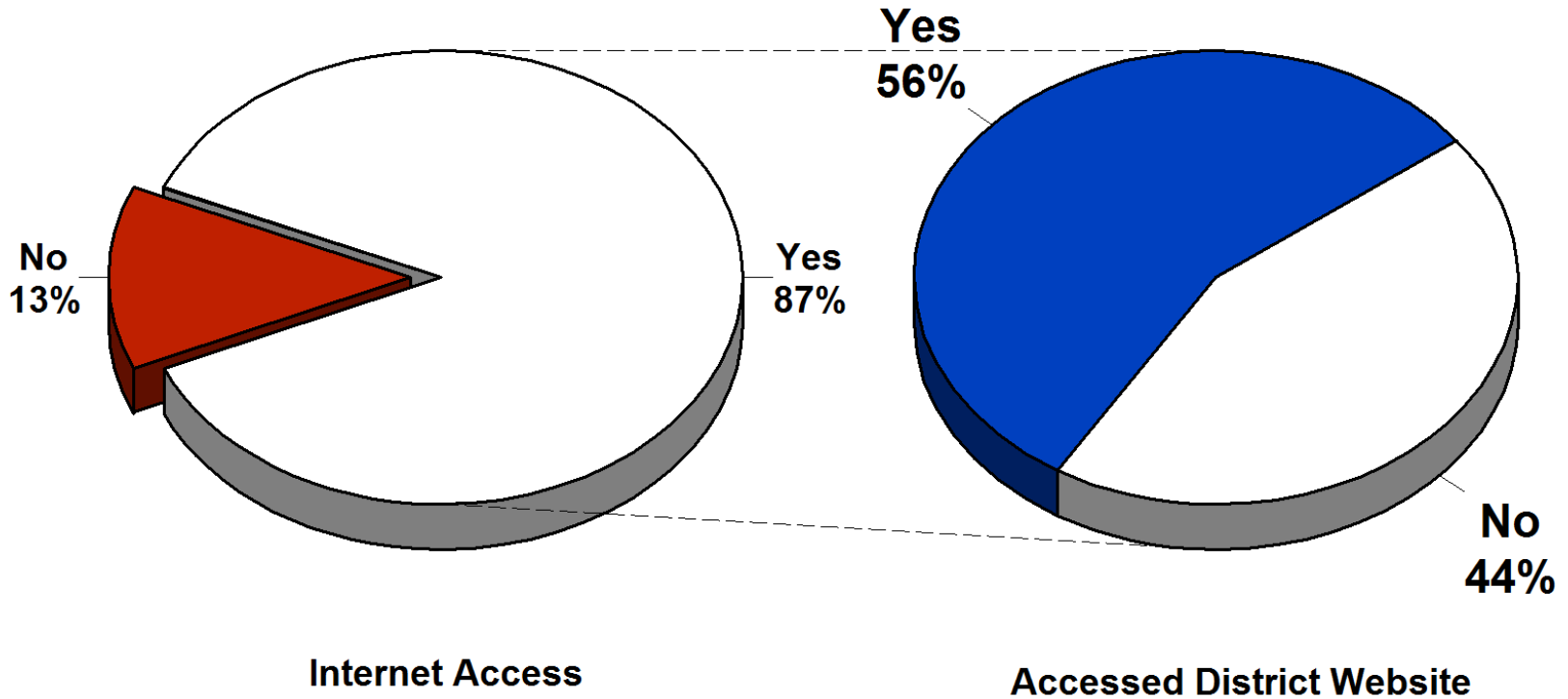


Watched School Board Meetings during Past Six Months

Internet Access

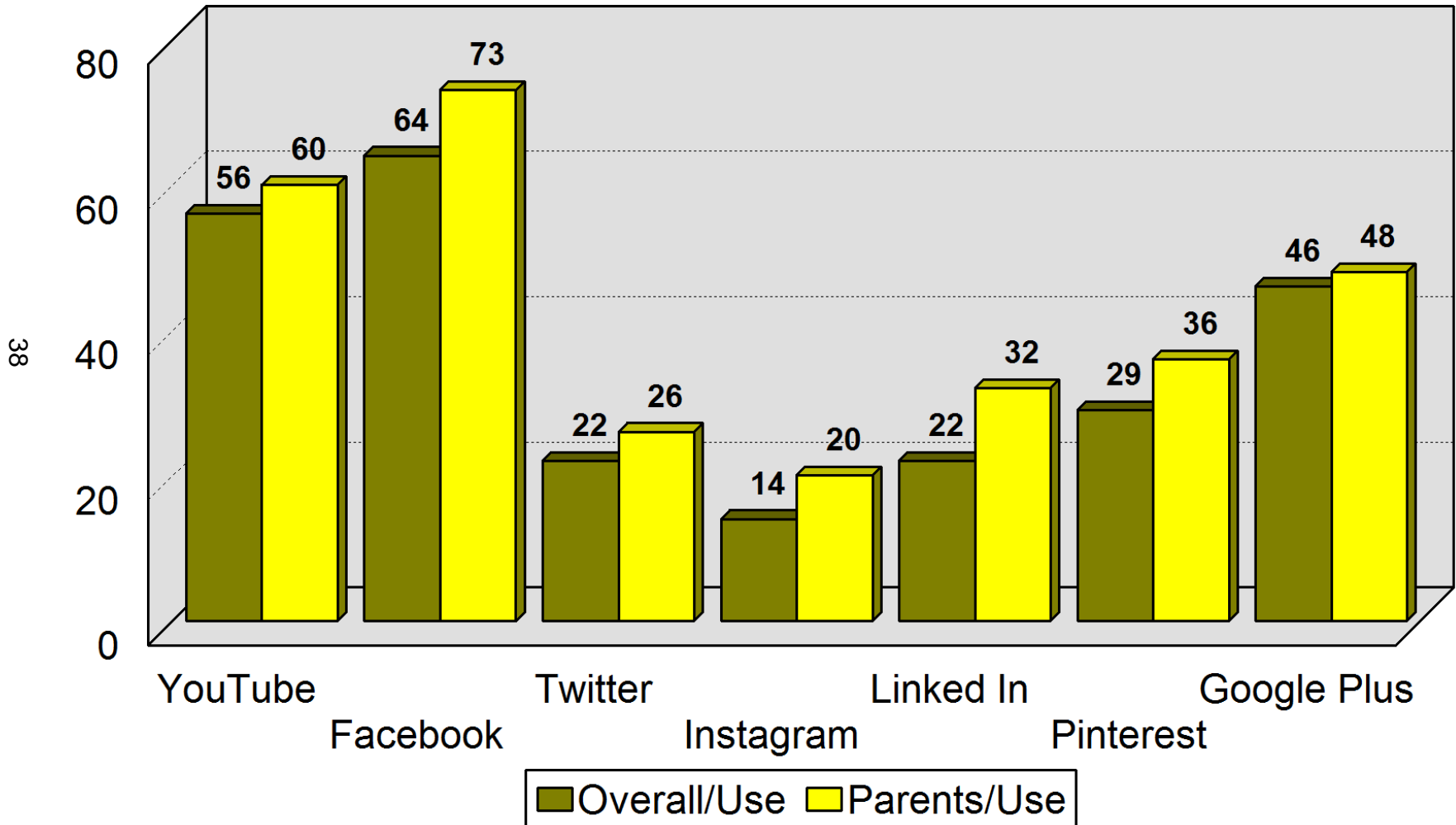
2016 Wayzata Public Schools

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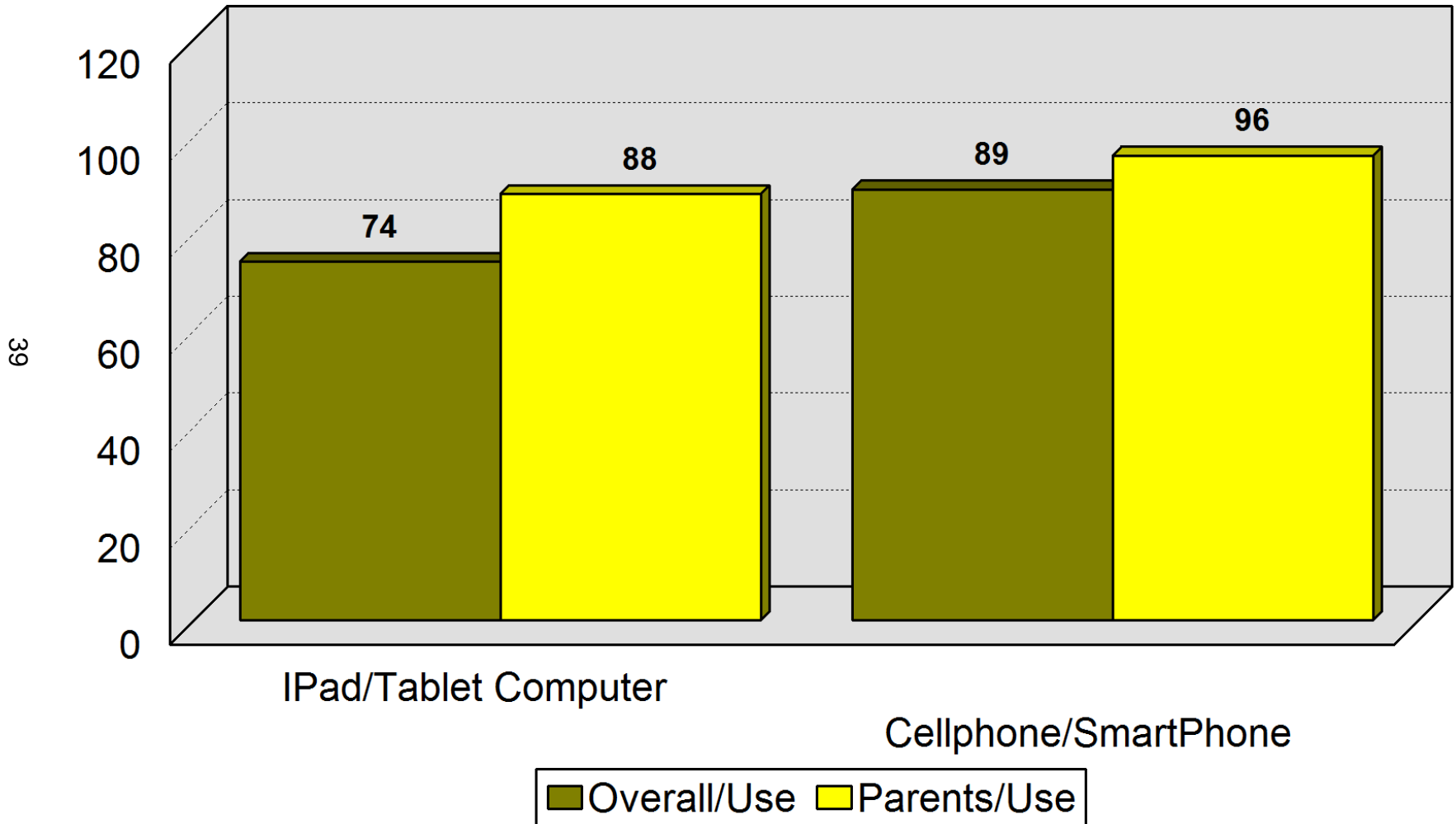
Social Media Use

2016 Wayzata Public Schools



Use of Technology

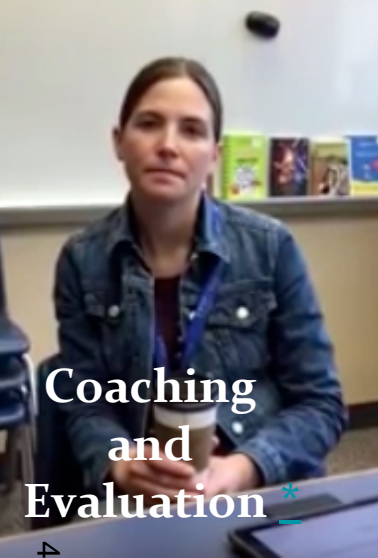
2016 Wayzata Public Schools



Q-Comp Program

10 years





Coaching
and
Evaluation *

41



Academy of
Wayzata Educators



SMART Goals *



Site Goals

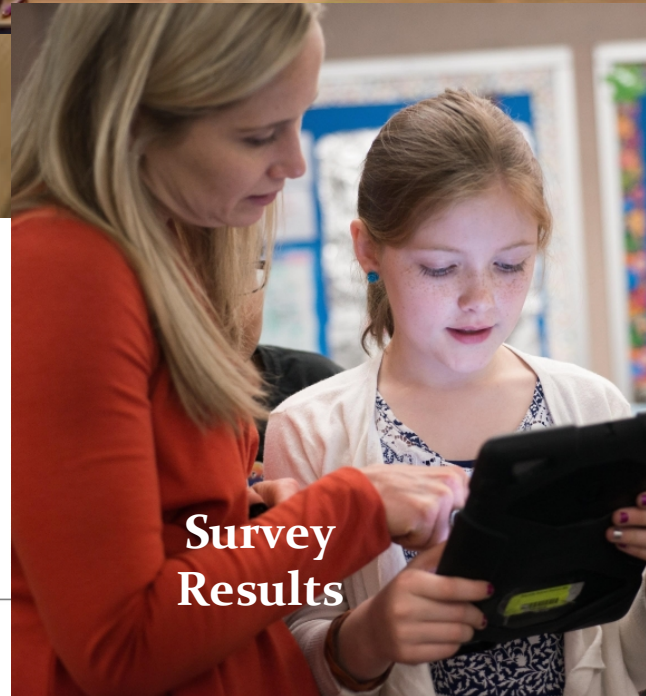
Relationships:
 exceptions, no excuses;

ers and peers in a welcoming, nurturing and safe
 nd the contributions they make.

erse learner needs and community aspirations;
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 ide by staff, parents and community.

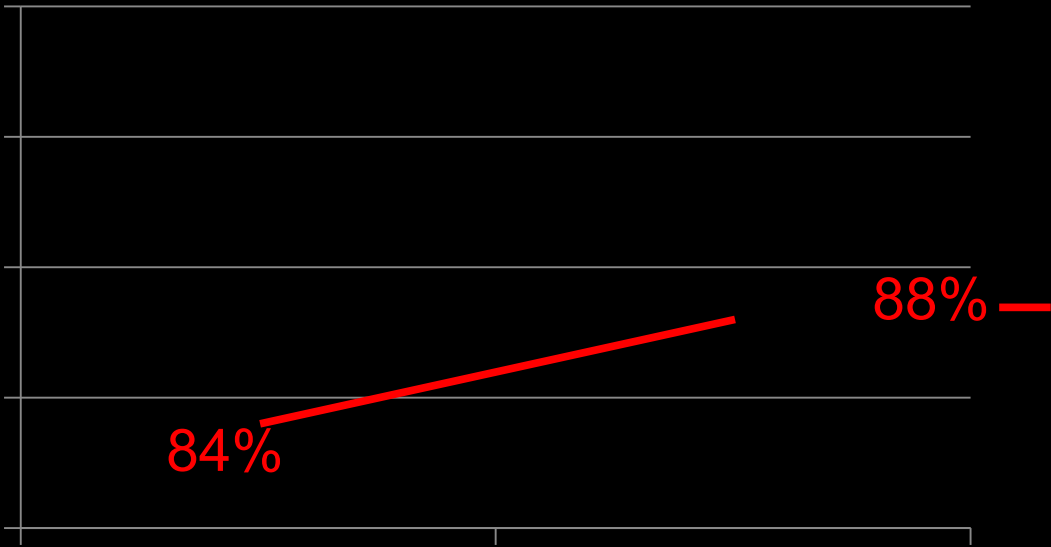
, creative and engaged employees;
 cial and physical resources;
 innovation;
 nd partnerships;
 ve performance.

- 1.
- 2.
- 3.
- 4.

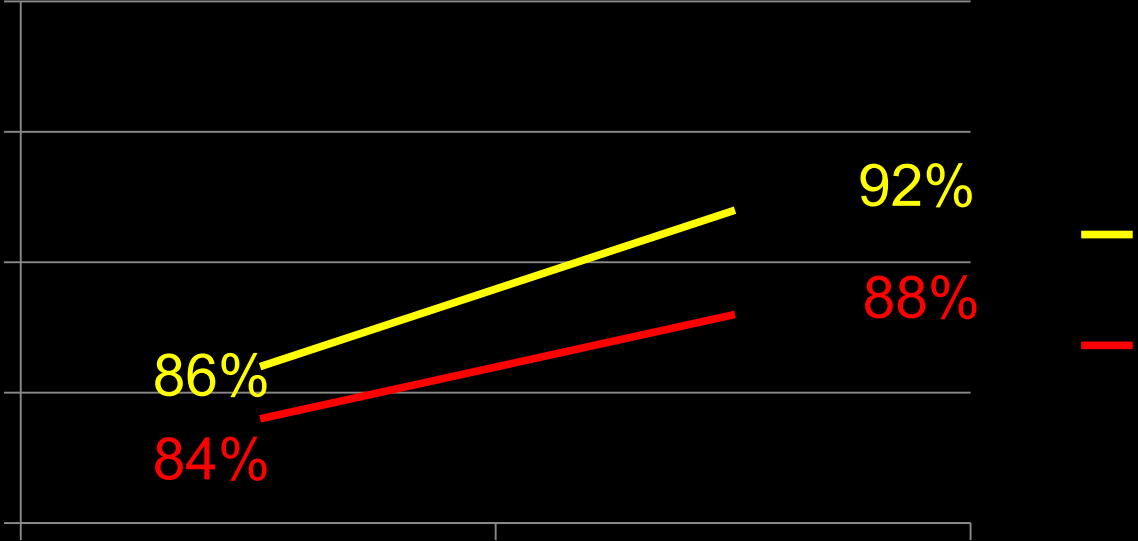


Survey
Results

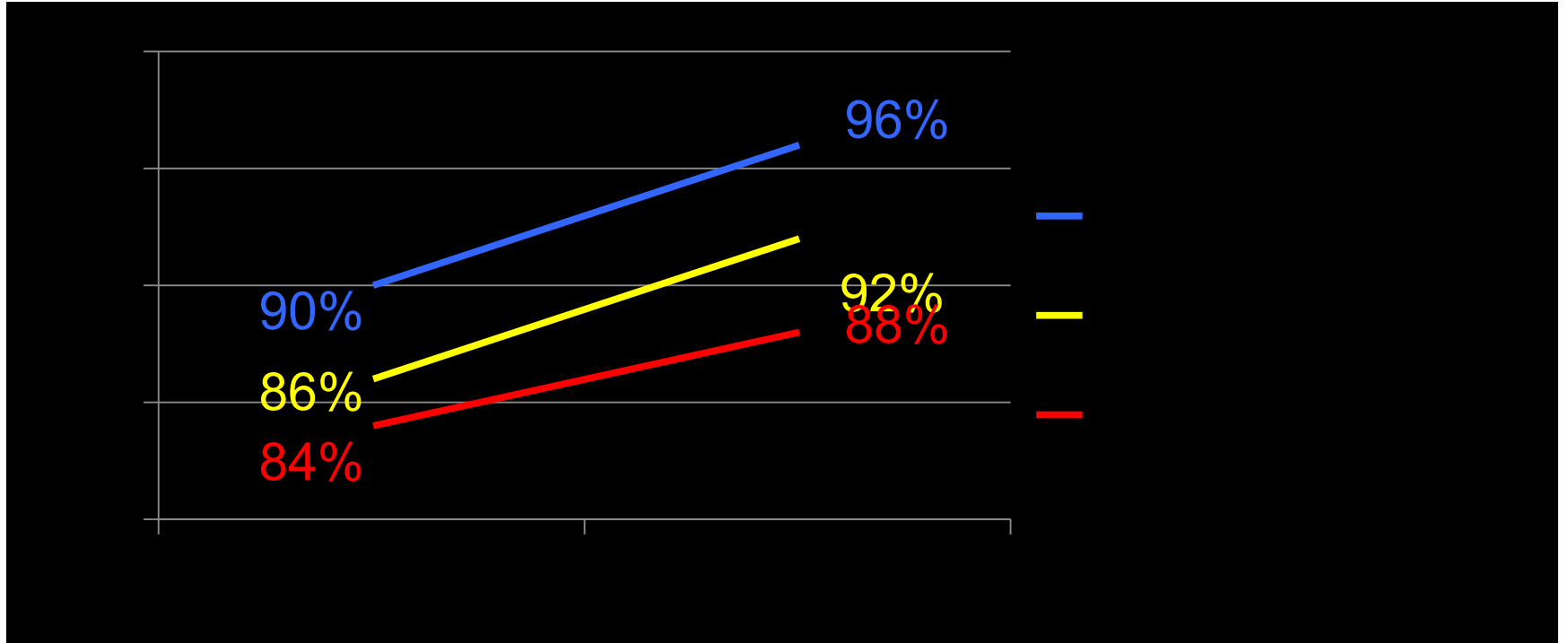
Q-Comp Teacher Survey Results



Q-Comp Teacher Survey Results

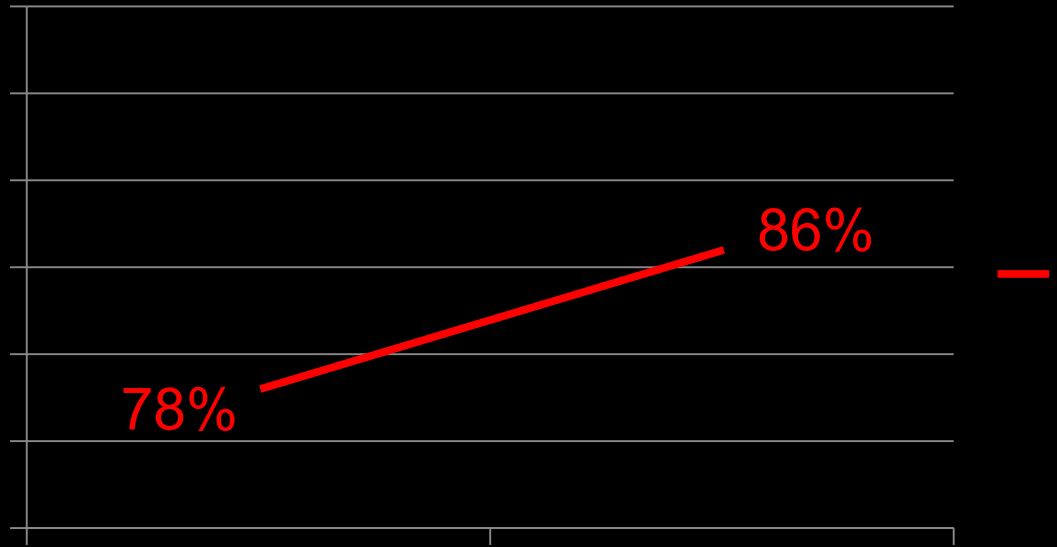


Q-Comp Teacher Survey Results

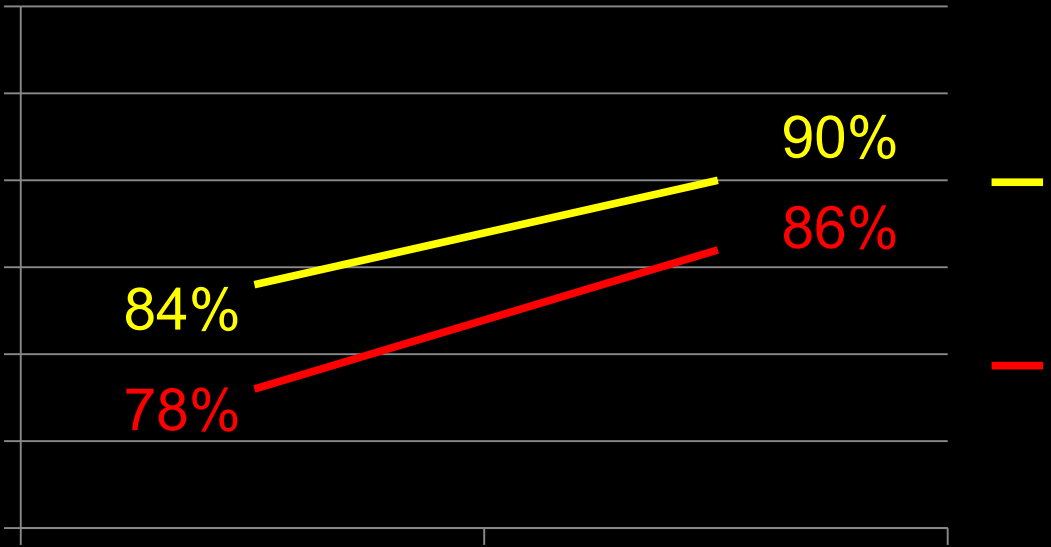


Q-Comp Teacher Survey Results

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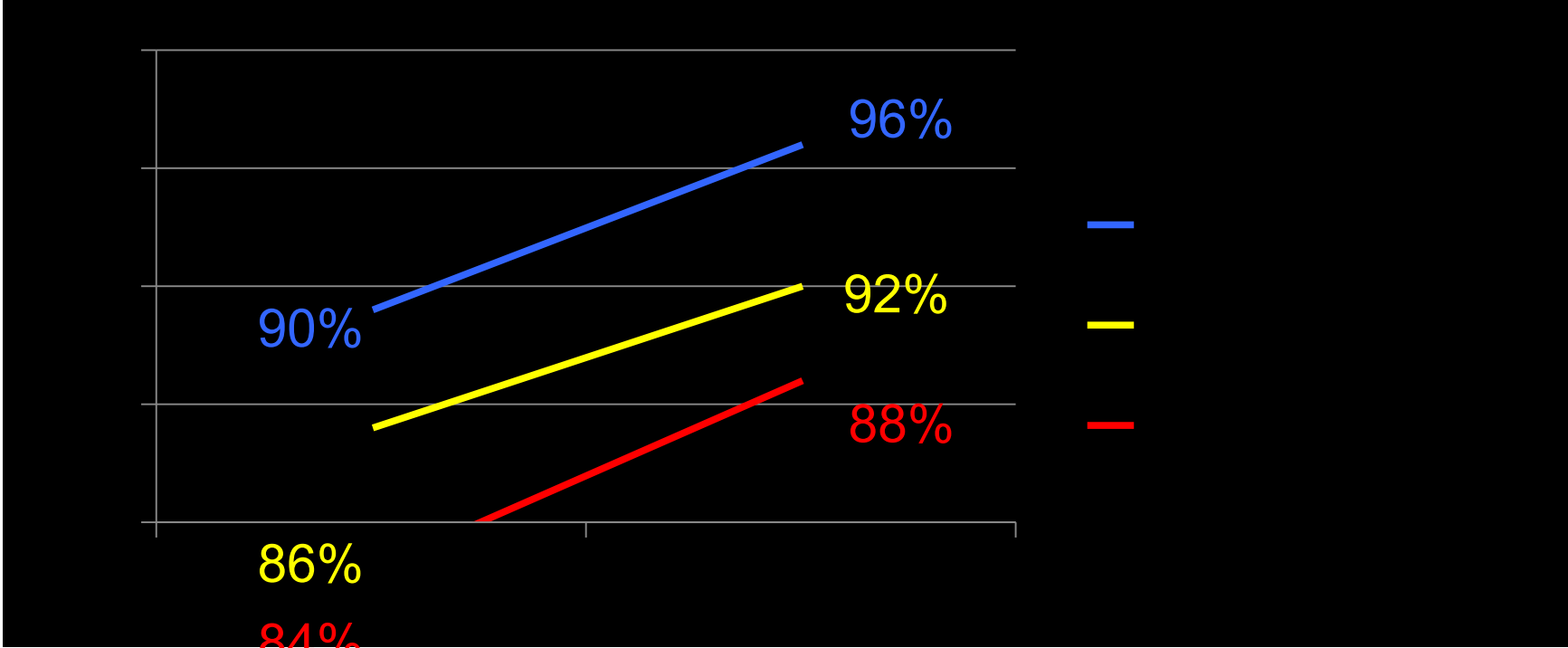


Q-Comp Teacher Survey Results



Q-Comp Teacher Survey Results

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Q-Comp Teacher Survey Results

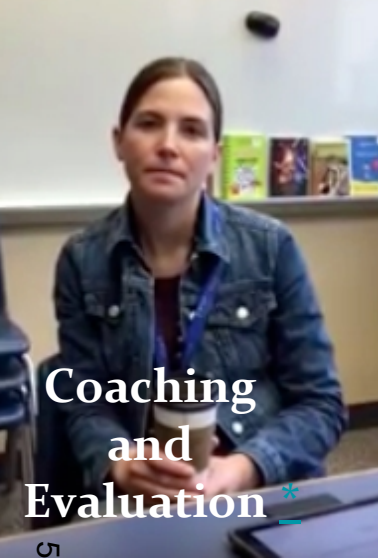
57%

PLC

Q-Comp Teacher Survey Results

74%

SMART Goal



Coaching
and
Evaluation *



Academy of
Wayzata Educators



SMART Goals *



Site Goals



PLC



Survey
Results



Personal, Professional & Community Health & Well-Being

Empower Every Child

Q-Comp Program

10 years





WAYZATA PUBLIC SCHOOLS
ALTERNATIVE COMPENSATION PROGRAM

ANNUAL REPORT TO THE SCHOOL BOARD
2015-16

Prepared by:

Brad Anderson
Alternative Compensation Program Supervisor

Stacey Lackner, PhD
Director of Research and Evaluation

June 27, 2016

Core Component: Career Advancement Options

Implementation

- 1. Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?** yes no

a. If no, please explain what changes have occurred and why?

The original plan includes six different teacher leader positions, Peer Coach, Mentor, Literacy Coach, Content Leader, Course Instructor and Data Coach. During 2015-16, there were teachers assigned to four of the six positions, Peer Coach, Mentor, Content Leader and Course Instructor roles. The Literacy Coach and Data Coach positions were discontinued in previous years.

In addition to changes in the types of positions available, the caseloads of the peer coach and content leader positions have changed. In the original plan, there were to be 4-10 classroom teachers per peer coach. In 2015-16 there were 12 peer coaches, which is about 65 licensed teachers per peer coach. Also, the original plan included one content leader to 24-27 classroom teachers; in 2015-16 there were 5 content leaders at the district level, for a ratio of 1 to every 150 licensed teachers.

Impact

- 2. How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?**

(This information is specific to the work of Peer Coaches only.)

The peer coaches provided structured opportunities for staff to reflect upon their practice. The peer coaches work to build trusting relationships with teachers and promoted personalized professional development. They collaborated with staff to facilitate professional growth and serve as a resource for providing materials, ideas, and suggestions for achieving instructional goals. In 2015-16, peer coaches structured Professional Learning Community (PLC) conversations to help teachers create their individual SMART goal, and then they followed up with reflection on data gathered to help teachers propel their practice forward. These reflective discussions are designed to promote the use of research-based instructional practices enhanced by current technology.

Information was collected on the impact of the peer coaches in 2015-16 through a Peer Coach Survey administered to licensed teachers in May 2016. The following bullets outline the responses from teachers regarding how working with their peer coach impacted their classroom instruction.

- *Working with my peer coach allowed me to meet my students learning needs in a more effective manner – 90% agree (five-year increasing trend, up from 81% in 2012)*
- *I see the evaluation process as an opportunity to take risks and receive feedback as I try new strategies – 85% agree (2016 was first year question was asked)*
- *I have experimented with new teaching practices as a result of interactions with my peer coach – 83% agree (five-year range 76-86%)*

3. How did the work of teacher leaders impact student achievement?

(This information is specific to the work of Peer Coaches only.)

We do not have data that can demonstrate a direct link between the work of peer coaches and student achievement. However, peer coaches work to promote teachers' use of evidence-based practices that research has shown are linked to improved student achievement. Specific examples include helping teachers design and implement lessons that focus on standards-based learning targets, promote student discussion, and utilize formative assessment. We have implemented the peer coaching program since 2006-07. Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of the peer coaching program.

According to teacher feedback in the May 2016 Peer Coach Survey, 88% of teachers agreed that the peer coaching program impacts student achievement. Below is a direct quote from one of the Wayzata teachers:

"My peer coach helps me reflect on parts of my lesson where I think I could push my students and he asks questions to help me think how I can take my students to the next level."

Review Findings

4. How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

(This information is specific to the work of Peer Coaches only.)

In our district, peer coaches are certified in an eight-day Cognitive Coaching Seminar that provides strategies, skills, and concepts to establish and support thinking and collaborating. They participate in a professional learning community, with bi-monthly meetings, which foster professional growth through discussion and book studies. Peer coaches collaborate with curriculum instruction staff and technology integration specialists to develop and maintain ongoing professional growth. Peer coaches are also provided numerous professional development opportunities during the year through the Academy of Wayzata Educators. This year, a study group was created to align per coaching practices to the district's strategic direction.

Below is a summary of reflections from a few peer coaches regarding the impact of the training they received.

- *The Cognitive Coaching Seminar provided a safe environment to develop skills, ask questions and connect with coaches in districts across the state. It also provided simulations and opportunities to apply what we learned*
- *Having the trainings spread out throughout the year was helpful to get feedback as questions and challenges come up during the year.*
- *From the training, we got up-to-date, relevant, well-researched information in a variety of useful ways, with opportunities to practice, be observed, get feedback, try in a real setting, get feedback, and try again.*
- *"I was a better coach... because of the training I received."*

5. What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

(This information is specific to the work of Peer Coaches only.)

Through ongoing, meaningful conversations, peer coaches provided provide resources and professional development to staff, individually as well as in small groups, to best meet their needs.

Two questions on the 2016 Peer Coach Survey addressed teacher perception of the impact of peer coaching on their own effectiveness.

- *The peer coaching program supports teacher effectiveness – 96% agree (four-year increasing trend, up from 90% in 2013)*
- *Working with my peer coach helps me utilize my professional strengths – 92% agree (five-year increasing trend, up from 82% in 2012)*

Below are two common themes from the open-ended responses on the Peer Coach Survey that relate to the impact of peer coaches on teacher effectiveness.

- *Respondents said the resources and feedback from their peer coach enriched their understanding of their practices and its effect on students.*
- *They appreciate the time given to critically reflect on their practice and become more thoughtful and deliberate about instructional decisions.*

Recommendations

6. How will the district use the review findings to improve the effectiveness of teacher leadership?

Peer Coaches analyzed the Peer Coach survey data to support their own reflection, planning, and professional growth.

The district will be working on suggestions from the Peer Coach Survey. This includes improving the alignment between the QComp evaluation process and the TDE evaluation process to better streamline paperwork and reduce redundancies. The district will also work to further differentiate the peer coaching program by updating and refining the rubrics by teacher position and content area.

In 2015-16, peer coaches engaged in additional PLC work around helping teachers set their individual SMART goals. According to the Peer Coach Survey, teachers would like to see peer coaches more involved at their school and grade level. In 2016-17, peer coaches will be working on becoming more involved in PLCs at the buildings. In addition, peer coaches will be looking for more opportunities to support building professional development, which may include delivering site-based professional development and/or participating in building professional development committees, as determined by the individual sites.

Core Component: Job-embedded Professional Development

Implementation

1. **Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?**

yes no

- a. If no, please explain the changes that have occurred and why?

Learning teams were not outlined in the original QComp plan. However, all licensed teachers in the district meet regularly in PLCs. In 2015-16 peer coaches were involved in PLCs by helping them set their individual SMART goals.

Job-embedded professional development through the Academy of Wayzata Educators (AWE), which includes AWE Courses and AWE Study Groups, was implemented as outlined in the approved plan.

Impact

1. **How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?**

Professional Learning Communities (PLCs)

A district-wide committee was developed this year to analyze our current PLC practices. Through the work of the district-wide committee, PLC strengths discovered were that teachers consistently met to collaborate, reviewed data, and developed strategies to challenge and support all students. Having a student-centered approach provided a focus for teachers to share and refine instructional strategies to personalize the learning environment. Structured time to collaborate also generated an increased awareness of resources and strategies that supported teacher best practices. It was found that our elementary learning teams could benefit from more consistent meeting times.

Academy of Wayzata Educators (AWE)

In 2015-16, 302 teachers participated in an AWE Course. Feedback was received from 228 participants (75% response rate). The bullets below outline their responses regarding how participating in the AWE course impacted their classroom instruction.

- 99% agreed that they learned concepts in the AWE Course that will increase their effectiveness as a teacher.
- 98% agreed that they were able to take back information that they learned in their AWE Course and apply it directly to their classroom/work setting.

In 2015-16, 453 teachers participated in AWE Study Groups. Feedback was received from 287 participants (63% response rate). The bullets below outline their responses regarding how participating in the AWE Study Group impacted their classroom instruction.

- 100% agreed that they learned concepts in their AWE Study Group that will increase their effectiveness as a teacher.
- 99% agreed that they were able to take back information that they learned in their AWE Study Group and apply it directly to their classroom/work setting.

2. How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

This year, many PLCs set a group goal as their individual SMART goal and participated in data driven dialogues within their PLC to enhance student achievement. Teachers discussed and reviewed student data directly related to their goal to generate frameworks to positively impact student achievement. This process encouraged teachers to focus on specific students and groups of students that needed additional support and resources at particular sites.

All teachers reported on and reflected on their individual SMART goal as part of the TDE or QComp evaluation process. We do not have the individual SMART goal data summarized district-wide at this point. However, all teachers completed the goal setting, data collection and reflection process.

Review Findings

2. How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

Each school set a site goal at the beginning of the school year. Building leadership teams participated in a data retreat in August to review MCA data, Student Engagement Survey data and to reflect on the practices of the previous year. Teams brought this information back to their buildings and together determined the building Site Goal. Building professional development for the year was planned around the building's Site Goal. PLCs used content and grade specific student achievement data to set individual SMART Goals, which were set at the individual teacher, PLC or department level. PLC and individual work throughout the year, supported teachers to meet their student achievement goals.

3. How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

As part of the individual SMART goal process, teachers were asked to identify instructional steps the teacher and/or PLC would follow in order to achieve their goal. Teachers focused on specific students and groups of students that needed additional support and resources at particular sites. They collected formative achievement data throughout the year to monitor whether they were on track to meet their goal. At the high school, for example, PLCs were required to reflect and report progress on a quarterly basis to their supervisor.

Recommendations

4. How will the district use the review findings to improve the effectiveness of job-embedded professional development?

The district will continue to connect job-embedded professional development to teachers' needs. This is done using a personalized approach to professional development. Teachers select the AWE courses and study groups they are interested in participating in.

Based on feedback from the Peer Coach survey and recommendations from the district-wide PLC committee, peer coaches will become more involved in supporting PLCs. Peer Coaches will also become more involved in building level professional development.

Core Component: Teacher Evaluation

Implementation

1. Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

yes no

a. If no, please explain the changes that have occurred and why?

Impact

2. What impact did the observation/evaluation process, including coaching, have on classroom instruction?

Three questions on the 2016 Peer Coach Survey addressed teacher perception of the impact of the observation/evaluation process on classroom instruction.

- *Working with my peer coach has allowed me to meet my students learning needs in a more effective manner – 90% agree (five-year increasing trend, up from 81% in 2012)*
- *I see the evaluation process as an opportunity to take risks and receive feedback as I try new strategies – 85% agree (first year question was asked)*
- *I have experimented with new teaching practices as a result of interactions with my peer coach – 83% agree (five-year range 76-86%)*

3. What impact did the observation/evaluation process, including coaching, have on student achievement?

We do not have data that can demonstrate a direct link between the observation/evaluation process and student achievement. However, in this process, peer coaches work to promote teachers' use of evidence-based practices that research has shown are linked to improved student achievement. Specific examples include helping teachers design and implement lessons that focus on standards-based learning targets, promote student discussion, and utilize formative assessment. We have implemented the peer coaching program since 2006-07. Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of the peer coaching program.

According to teacher feedback in the May 2016 Peer Coach Survey, 88% of teachers agreed that the peer coaching program impacts student achievement. Below is a direct quote from one of the Wayzata teachers:

“My peer coach helps me reflect on parts of my lesson where I think I could push my students and he asks questions to help me think how I can take my students to the next level.”

Review Findings

4. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

One question on the 2016 Peer Coach Survey addressed teacher perception of the impact of the observation/evaluation on self-reflection and improved instructional practice.

- *My peer coach supplies data/evidence that helps me reflect on my teaching practices – 96% agree (five-year increasing trend, up from 89% in 2012)*

Below are two direct quotes from Wayzata teachers.

“[My Peer Coach] provides me with honest feedback which helps me evaluate my effectiveness. I am willing to try new (challenging) things because of her support and encouragement.”

“[My Peer Coach] has great insights! I’ve really enjoyed her feedback. She asks meaningful questions that force me to reflect on aspects of my practice I may not have previously.”

5. How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

During the Cognitive Coaching Seminar and bi-monthly PLC meetings, as a group peer coaches watched videos of teachers in the district, scored teachers individually using the rubric, and then discussed the evidence. Scores were in alignment with one another. Peer coaches also conducted some observations in teams and discussed the rubric placements for consistency. Finally, peer coaches shared written feedback and modeled conversations to provide examples for one another.

Below is a summary of reflections from a few peer coaches regarding the impact of the training on inter-rater reliability and their ability to provide constructive and meaningful feedback to teachers.

- *Inter-rater reliability exercises allow us to have meaningful conversations and opportunities to make sure we were consistent with expectations.*
- *I felt confident going into my meetings with teachers and used many of the tools and resources as a guide to get started and building off of my initial experiences.*

Recommendations

6. How will the district use the review findings to improve the effectiveness of teacher evaluation?

According to information from the Peer Coach Survey, overall teacher satisfaction with the observation/evaluation process in the peer coaching program is very high. No major changes will occur based on the review findings. However, the district will work on updating and differentiating the rubric and aligning the QComp and TDE evaluation processes, as per teacher suggestions in the Peer Coach survey.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

1. Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Xyes no

a. If no, please explain the changes that have occurred and why?

2. Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Xyes no

a. If no, please explain the changes that have occurred and why?

Impact

3. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? %

We did not separate out the student achievement data from the observation/evaluation data. We know that 97% of all teachers earned the individual performance payment. In order to receive performance payment, teachers must successfully complete the observation/evaluation.

4. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? %

a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? %

b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? %

5. Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?

yes Xno

a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? %

6. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

Recommendations

7. How will the district use the data to improve the effectiveness of this core component?

In 2015-16, 99% of tenured staff and 84% of probationary staff earned performance pay and movement on the salary schedule based on observation/evaluation results. We believe our process within this core component effectively identifies high quality teaching practices. We will continue to review and refine these practices as part of the QComp and TDE review processes.

General Program Impact and Recommendations

1. What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

Based on teacher self-report, we have seen an increasing positive trend in the percent of teachers who report that working with their peer coach has allowed them to meet the learning needs of their students in a more effective manner. The percent of teachers who agree has increased from 81% in 2012 to 90% in 2016. We have also seen a consistent positive trend in the percent of teachers who report that the peer coaching program supports teacher effectiveness. The percent of teachers who agree to that statement has increased from 90% in 2013 to 96% in 2016.

In addition, of the teachers who participated in AWE offerings in 2015-16, 99% who took an AWE Course and 100% of teachers who participated in AWE Study Groups, agreed or strongly agreed that they learned concepts that will increase their effectiveness as a teacher.

2. What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

We do not have data that can demonstrate a direct link between the QComp program and student achievement. We have implemented the QComp program since 2006-07. Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation QComp. However, the QComp program is designed to promote teacher practices that have been shown through research to increase student achievement. Based on the self-report of Wayzata teachers, the QComp program has helped them apply these practices in their teaching.

3. How will the district use the review findings to improve the overall effectiveness of the program?

Based on the data collected in teacher feedback surveys, AWE course and study group evaluations, district PLC committee work, the district will work on the following improvements to the QComp program in 2016-17.

- *Continue to work on alignment of QComp evaluation process and the TDE evaluation process to minimize redundancies*
- *Expand the involvement of peer coaches in PLCs, with special emphasis at the elementary level.*
- *Expand the involvement of the peer coaches in building professional development, which may include delivering PD on site and/or participating in the building PD committee, as determined by the needs of the building.*
- *Continue to refine and personalize the evaluation rubric for different teacher roles.*
- *Review the QComp program structure as district enrollment grows, in an effort to maintain sustainable cost expenditure for the program.*

2017 - 2018 Calendar

July				
3	4 Holiday	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
October				
2	3	4	5	6
9	10	11	12	13
16	17	18 PD Early	19 Teacher Convention	20
23	24	25	26	27
30	31			
January				
1 Holiday	2 School Resume	3	4	5
8	9	10	11	12
15 MLK Holiday	16	17	18	19
22	23	24	25 End of Qtr. 2	26 Grading Day
29 Qtr. 3 Starts	30	31		
April				
2	3	4	5	6
Spring Break				
9 Qtr. 4 Starts	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

August				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
New Teacher Training				
28	29	30	31	
Teacher Work Days				
November				
	1	2	3	
6	7	8 End of Qtr. 1	9 PD/GR Day	10 Comp Day
13 Qtr. 2 Starts	14	15	16	17
20	21	22 Comp Day	23 Thanksgiving Holiday	24
27	28	29	30	
February				
			1	2
5	6	7	8	9
12	13	14	15	16 PD Early
19 President's Holiday	20	21	22	23
26	27	28		
May				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 Memorial Day	29	30	31	

September				
				1
4 Labor Day	5 School	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
December				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21 Winter Break	22 Holiday
25 Holiday	26	27	28	29
Winter Break				
March				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28 End of Qtr. 3	29 PD/GR Day	30 Comp Day
June				
				1
4	5	6	7 End of Qtr. 4	8 Grading Day
11 Comp Day	12	13	14	15
18	19	20	21	22
25	26	27	28	29

District Offices Closed: July 4, September 4, November 23 & 24, December 22 & 25, January 1, January 15
February 19, May 28

KEY:				
	Holiday			New Teacher Training
	Professional Development, Grading, Teacher Work Day			School Not in Session
				Two Hr. K-12 Early Release for Professional Dev

Qtr. 1: 45 Student Days; 47 Teacher Days	Student Days - 172 Days: Sem 1 = 87 Sem 2 = 85
Qtr. 2: 42 Student Days; 44 Teacher Days	Teacher Days - 184 Days: Sem 1 = 91 Sem 2 = 89
Qtr. 3: 42 Student Days; 44 Teacher Days	Workshop Week = 4
Qtr. 4: 43 Student Days; 45 Teacher Days	

SCHOOL HOURS

- 7:45 - 2:25 - Greenwood, Kimberly Lane, Meadow Ridge, Oakwood, Plymouth Creek
- 8:20 - 3:10 - High School
- 8:30 - 3:10 - Birchview, Gleason Lake, Sunset Hill
- 9:10 - 4:00 - East Middle School, Central Middle School, West Middle School

2017 - 2018 Calendar

July				
3	4 Holiday	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
October				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20 Teacher Convention
23	24	25	26	27
30	31			
January				
1 Holiday	2 School Resume	3	4	5
8	9	10	11	12
15 MLK Holiday	16	17	18	19
22	23	24	25 End of Qtr. 2	26 PD and Grd Day
29 Qtr. 3 Starts	30	31		
April				
2	3	4	5	6 Spring Break
9 Qtr. 4 Starts	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

August				
1	2	3	4	
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25 New Teacher Training
28	29	30	31	Teacher Work Days
November				
1	2	3		
6	7	8 End of Qtr. 1	9 PD/GR Day	10 Comp Day
13 Qtr. 2 Starts	14	15	16	17
20	21	22 Comp Day	23 Thanksgiving Holiday	24
27	28	29	30	
February				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20 President's Holiday	21	22	23
26	27	28		
May				
1	2	3	4	
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 Memorial Day	29	30	31	

September				
				1
4 Labor Day	5 School Starts	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
December				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21 Winter Break	22 Holiday
25 Holiday	26	27	28	29 Winter Break
March				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28 End of Qtr. 3	29 PD/GR Day	30 Comp Day
June				
				1
4	5	6	7 End of Qtr. 4	8 Grading Day
11 Comp Day	12	13	14	15
18	19	20	21	22
25	26	27	28	29

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School Board Update: Strategic Roadmap

Prepared by Chace B. Anderson, Superintendent

June 27, 2016

Introduction and Overview

The 2015-2016 school year had many successes with many major initiatives including: 1) changing school start times, 2) implemented new school attendance areas, 3) building a new elementary school, 4) expanding Wayzata High School, 5) planning for the installation of additional athletic fields at WHS, 6) opening the new Early Learning School, 7) remodeling the former “D Wing” into more middle school classrooms, 8) relocating the district’s welcome center and 9) doing a number of renovation projects at the other schools and facilities.

In addition to the happenings noted above, nearly 11,000 Pre-K-12 students received a great education. Curriculum reviews were conducted including the piloting of a new elementary math curriculum, implementation of a new middle school math curriculum and selection of a new high school math curriculum. Technology systems were refreshed, Community Education rebranded and the district maintained its Triple A bond ratings with both Moody’s and Standard and Poor’s. The high school athletics teams again experienced incredible success with several state championships; including a tenth straight title for the synchronized swim team and first time ever state titles for boy’s hockey and baseball. Further, the district’s academic programs at all three levels once again enjoyed great success including debate, speech, Destination Imagination, DECA, World Language, etc. The list could go on and on. It was a busy and very successful school year!

In June of 2015, the school board approved a refreshed strategic road map. The Mission and Core Values were left unchanged. Minor edits were made to the Vision and the Strategic Directions were totally rewritten. The Mission and Core Values are listed below. Survey data from five years of community surveys, periodically administered by a consultant between 2005 and 2016, have been used to serve as progress indicators related to the ideas of the Vision statements. A summary of some of the work and anticipated activities for the coming year are highlighted under the four Strategic Directions listed on the final page of this document. Important work in 2016-2017 will be further development of a systemic strategic approach to implementing strategic directions and bringing greater clarity to the critical work for each Direction and how to best measure success. It has been a fantastic school year and all can look forward to the 2016-2017 school year with much anticipation!

Mission (Our Core Purpose)

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.

Core Values (Driver 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

Vision (What We Intend to Create and Experience)

The Vision of Wayzata Public Schools is to be a model of excellence where students of all ages discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships

High achievement by each and every student – no exceptions, no excuses

Progress Indicators:

Overall, do you think Wayzata Public Schools meets the learning needs of all students, most students, only some students or very few students?

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
All	0%	47%	48%	46%	56%	
Most	0%	33%	44%	45%	36%	
All + Most	0%	80%	92%	91%	92%	

Content-rich, rigorous and personalized education

Progress Indicators:

How would you rate the overall quality of education provided by Wayzata Public Schools; excellent, good, only fair, or poor?

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Excellent	68%	67%	75%	73%	61%	
Good	19%	17%	18%	22%	35%	
Excellent + Good	87%	84%	93%	95%	96%	

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

Progress Indicators:

I trust the Wayzata School District Board and Administration to do what is right for the children in this district.

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Strongly Agree	8%	7%	12%	8%	35%	
Agree	68%	74%	75%	80%	59%	
Strongly A + A	76%	81%	87%	88%	94%	

Community Trust, Confidence and Partnership

Comprehensive learning opportunities meeting diverse learner needs and community aspirations

Progress Indicators:

Committed to being the first choice for students and families

Progress Indicators:

I am proud of our schools and would recommend them to friends.

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Strongly Agree	0%	22%	24%	20%	33%	
Agree	0%	60%	67%	72%	60%	
Strongly A + A	0%	82%	91%	92%	93%	

Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Progress Indicators:

Our community receives a good value from its investment in local public schools.

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Strongly Agree	16%	13%	21%	18%	29%	
Agree	69%	69%	70%	74%	66%	
Strongly A + A	85%	82%	91%	92%	95%	

The high quality of the Wayzata Public Schools increases home values for its residents.

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Strongly Agree	23%	21%	21%	21%	33%	
Agree	68%	63%	73%	70%	59%	
Strongly A + A	91%	84%	94%	91%	92%	

The high quality of the Wayzata Public Schools teachers contributes to the overall excellence of the district.

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Strongly Agree	23%	21%	21%	21%	33%	
Agree	68%	63%	73%	70%	59%	
Strongly A + A	91%	84%	94%	91%	92%	

Operational Excellence

Attraction, development and retention of exemplary, creative and engaged employees

Progress Indicators:

Accountability by all staff for individual and collective performance

Progress Indicators:

The Wayzata Public Schools are held accountable enough for the quality of education provided to their students.

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Strongly Agree	7%	7%	8%	8%	29%	
Agree	66%	62%	69%	76%	64%	
Strongly A + A	73%	69%	77%	84%	93%	

The WPS district has been honest with residents about the ways in which they spend tax money.

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Strongly Agree	0%	6%	5%	4%	16%	
Agree	0%	54%	69%	71%	62%	
Strongly A + A	0%	60%	74%	75%	78%	

Effective and efficient use of time and human, financial and physical resources

Progress Indicators:

During the last couple of years, the Wayzata Public Schools Administration and Board have spent tax money effectively and efficiently.

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Strongly Agree	6%	6%	7%	4%	9%	
Agree	54%	52%	58%	65%	68%	
SA + A	60%	58%	65%	69%	77%	

How would you rate the financial management of the Wayzata School District; excellent, good, only fair, poor?

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Excellent	0%	8%	8%	10%	13%	
Good	0%	48%	66%	56%	64%	
Excellent + Good	0%	56%	74%	66%	77%	

Culture of continuous improvement and responsive innovation

Progress Indicators:

Compared with three years ago, would you say the overall quality of education provided by the Wayzata Public Schools is much better, somewhat better, about the same, somewhat worse or much worse?

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Much Better	1%	4%	3%	7%	11%	
Somewhat Better	10%	22%	29%	20%	35%	
About the Same	44%	38%	56%	50%	41%	
Much B + SW B	11%	26%	32%	27%	46%	

High performing district governance, management and partnerships

Progress Indicators:

How would you rate the job performance of the Wayzata School Board; excellent, good, only fair, or poor?

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Excellent	11%	12%	14%	11%	15%	
Good	38%	41%	53%	60%	72%	
Excellent + Good	49%	53%	67%	71%	87%	

How would you rate the job performance of the superintendent and district office administration; excellent, good, only fair, or poor?

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Excellent	7%	7%	7%	9%	15%	
Good	43%	43%	61%	61%	69%	
Excellent + Good	50%	50%	68%	70%	84%	

How would you rate the job performance of the school building principals and administrators; excellent, good, only fair, or poor?

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Excellent	13%	7%	12%	17%	30%	
Good	46%	45%	61%	61%	58%	
Excellent + Good	59%	52%	73%	78%	88%	

The WPS board and Administration do a good job of involving community leaders, parents and interested citizens in decisions about the schools.

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Strongly Agree	6%	6%	12%	5%	22%	
Agree	56%	65%	69%	76%	68%	
Strongly A + A	62%	71%	81%	81%	90%	

Are you satisfied with the number of opportunities available to District respondents to provide input to the School Board and Administration?

	2005	2008	2011	2013	2016	2005-2016 Trend Lines
Yes	0%	93%	94%	88%	84%	
No/Other	0%	3%	3%	6%	13%	
Don't Know/Refused	0%	4%	3%	6%	3%	
% Change: Yes	#REF!	93%	1%	-6%	-4%	

Strategic Directions (Focused Allocation of Resources):

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

Some current/pending activities for this strategic direction:

- Currently working with the Rendement Group to develop specificity for this strategic direction.
 - Annual Data Retreats
 - Others...
2. **Each and Every:** Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.

Some current/pending activities for this strategic direction:

- Refocusing alignment of duties
 - WMEP reorganization
 - Rendement Group work will impact this strategic direction also
 - Community Initiative: Great Expectations
 - Others...
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.

Some current/pending activities for this strategic direction:

- MyWay
 - Compass program design and planned implementation for 2016-2017
 - Others...
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.

Some current/pending activities for this strategic direction:

- School Start Time Changes effective with the 2016-2017 School Year
- Mental Health Supports
- Preplanning for a comprehensive safety drill scheduled for October 2016
- Others...