



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, October 23, 2023 - 4:05 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, October 23, 2023, beginning at 4:05 PM in the Creekside 16000 41st Ave N. Plymouth, MN 55446.

1. ROLL CALL/CALL TO ORDER

A. Superintendent Reports

- 1. BILT & Center for Educational Leadership Update (30 minutes)
- 2. E-Learning Day Plan of Action for 2023-2024 (15 minutes)

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B. Teaching and Learning Reports

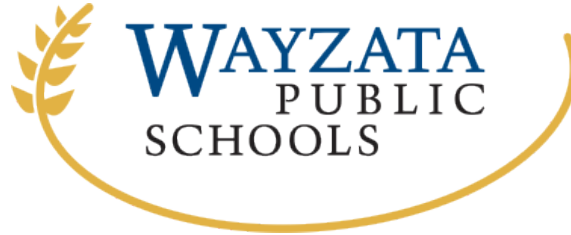
C. Human Resource Services Reports

D. Finance and Operation Reports

E. Board Reports

- 1. School Board Discussion Regarding Board Self-Evaluation (30 minutes)

2. ADJOURN



BILT & Center for Educational Leadership (CEL) Update

School Board Work Session - 10.23.2023

How Principals Affect Students and Schools

A Systematic Synthesis of Two Decades of Research

Jason A. Grissom
VANDERBILT UNIVERSITY

Anna J. Egalite
NORTH CAROLINA STATE
UNIVERSITY

Constance A. Lindsay
UNIVERSITY OF NORTH
CAROLINA AT CHAPEL HILL

February 2021

Across six rigorous studies estimating principals' effects using panel data, principals' contributions to student achievement were nearly as large as the average effects of teachers identified in similar studies. Principals' effects, however, are larger in scope because they are averaged over all students in a school, rather than a classroom.

The impact of principal leadership & the size of principal effect

- We find that a 1 standard deviation increase in principal effectiveness increases the typical student's achievement by 0.13 standard deviations in math and 0.09 standard deviations in reading.
- To translate this result, we estimate that **the impact** of replacing a below-average elementary school principal (i.e., one at the 25th percentile of effectiveness) with an above-average principal (i.e., at the 75th percentile) would result in **an additional 2.9 months of math learning and 2.7 months of reading learning each year** for students in that school.
- Effects of this replacement in math would be larger than more than two-thirds of educational interventions compiled in a recent review, and the effects in reading would be larger than about half of interventions (Kraft 2020).

What Drives Principals' Contributions?

- **Engaging in instructionally focused interactions with teachers.** Forms of engagement with teachers that center on instructional practice, such as teacher evaluation, instructional coaching, and the establishment of a data-driven, school-wide instructional program to facilitate such interactions.
- **Building a productive school climate.** Practices that encourage a school environment marked by trust, efficacy, teamwork, engagement with data, organizational learning, and continuous improvement.
- **Facilitating productive collaboration and professional learning communities.** Strategies that promote teachers working together authentically with systems of support to improve their practice and enhance student learning.
- **Managing personnel and resources strategically.** Processes around strategic staffing and allocation of other resources.

*Principals **really** matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.*

CEL Timeline

- 2021-2022
 - Principal Support Academy
 - Instructional Leadership Academy
 - 3 lead principals, one from each level
- 2022-2023
 - Instructional Leadership Academy
 - 10 lead principals, 2 high school associate principals
- 2023-2024
 - Instructional Leadership Academy
 - 2 lead principals
 - All associate principals
 - 5D+
 - All administrators/supervisors
- 2024-2025
 - Coaching Academy

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 effective and efficient use of district resources
7. Align internal district processes and procedures to improve communication, decision-making, accountability and collaboration, resulting in operational excellence

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Districtwide Priority Goals

Improving student experiences, learning and equity

- **Focus on the student experience**
 - Creating positive, meaningful, and healthy experiences for each and every one of our students.
- **Focus on reducing academic disparities**
 - Student achievement will not be predictable by any demographic classification, i.e., race, socioeconomic status, gender, or disability
 - Established Building Instructional Leadership Teams (BILT) at all sites to focus on increased partnership and collaboration in identifying areas for systemic instructional improvement.
- **Focus on high quality instructional practices**
 - Focused Leadership Development partnering with the Center for Educational Leadership.

Focus on the student experience

- Creating positive, meaningful, and healthy experiences for each and every one of our students.

1. Ensure a high-quality daily experience for each and every student

Focus on reducing academic disparities

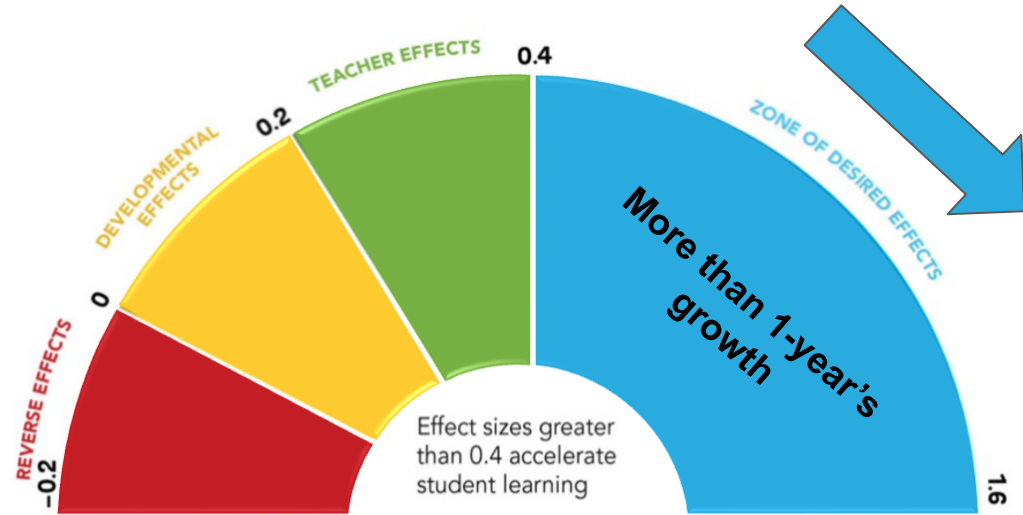
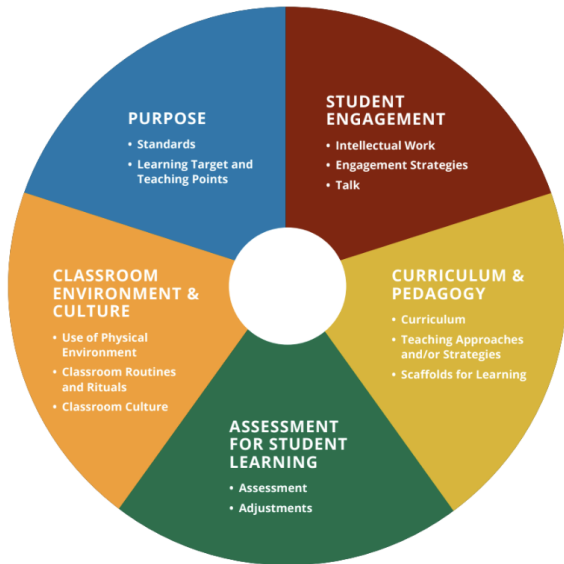
- Student achievement will not be predictable by any demographic classification, i.e., race, socioeconomic status, gender, or disability
- Established Building Instructional Leadership Teams (BILT) at all sites to focus on increased partnership and collaboration in identifying areas for systemic instructional improvement.

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

Focus on high quality instructional practices

- Focused Leadership Development partnering with the Center for Educational Leadership.

5 Dimensions of Teaching and Learning™



Effect sizes greater than 0.4 accelerate student learning

John Hattie's latest Visible Learning Research

based on
1,400 meta-analyses
 of over
80,000 studies
 involving over
300 million students

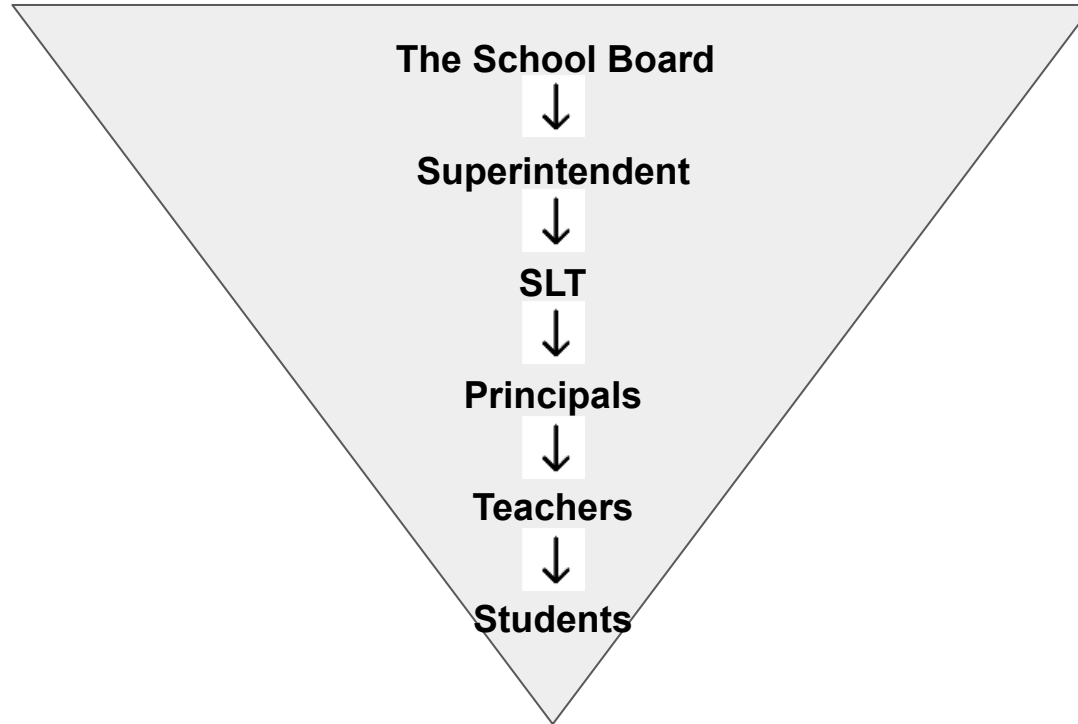
Our Compelling Why

“Excellence. For **Each and Every** Student.”

Exceptional Student Learning, Experiences and Relationships

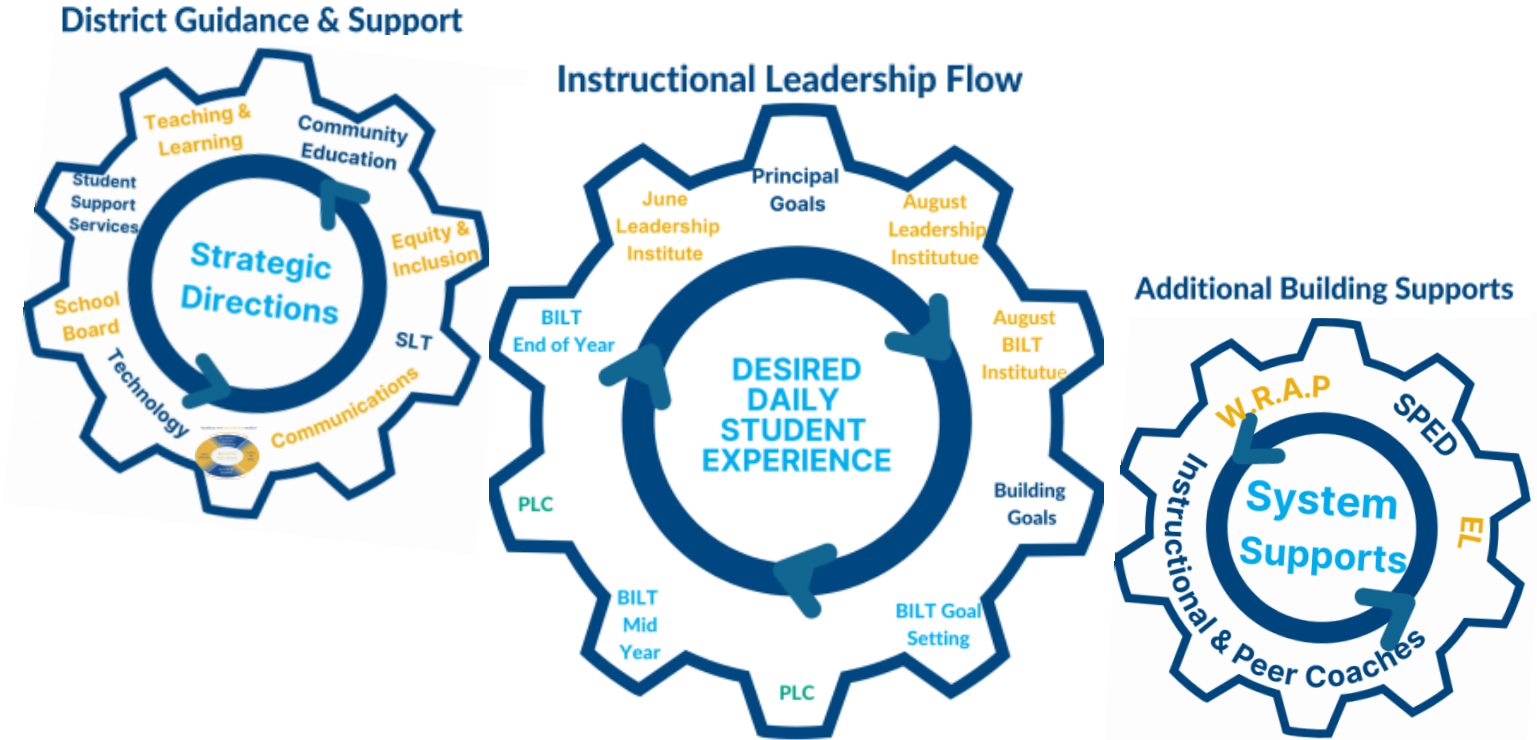
- As educational leaders, we believe that what is most important is what happens in our **classrooms** and the **student experience**.
- A student’s experience does impact their ability to achieve at a higher level.

To improve instruction it takes all of us engaging in the work of alignment.



This is called the through line of instructional leadership.

Infrastructure for Continuous Improvement



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Continuous Cycle of Improvement Key Dates

June - All Admin End of Year (Setting the stage)

July - Principals review site data

August - All Admin Back to School

August - BILT Institute

September/October - BILT & Principal Goal Setting

Monthly (September - May) - Principal check-ins

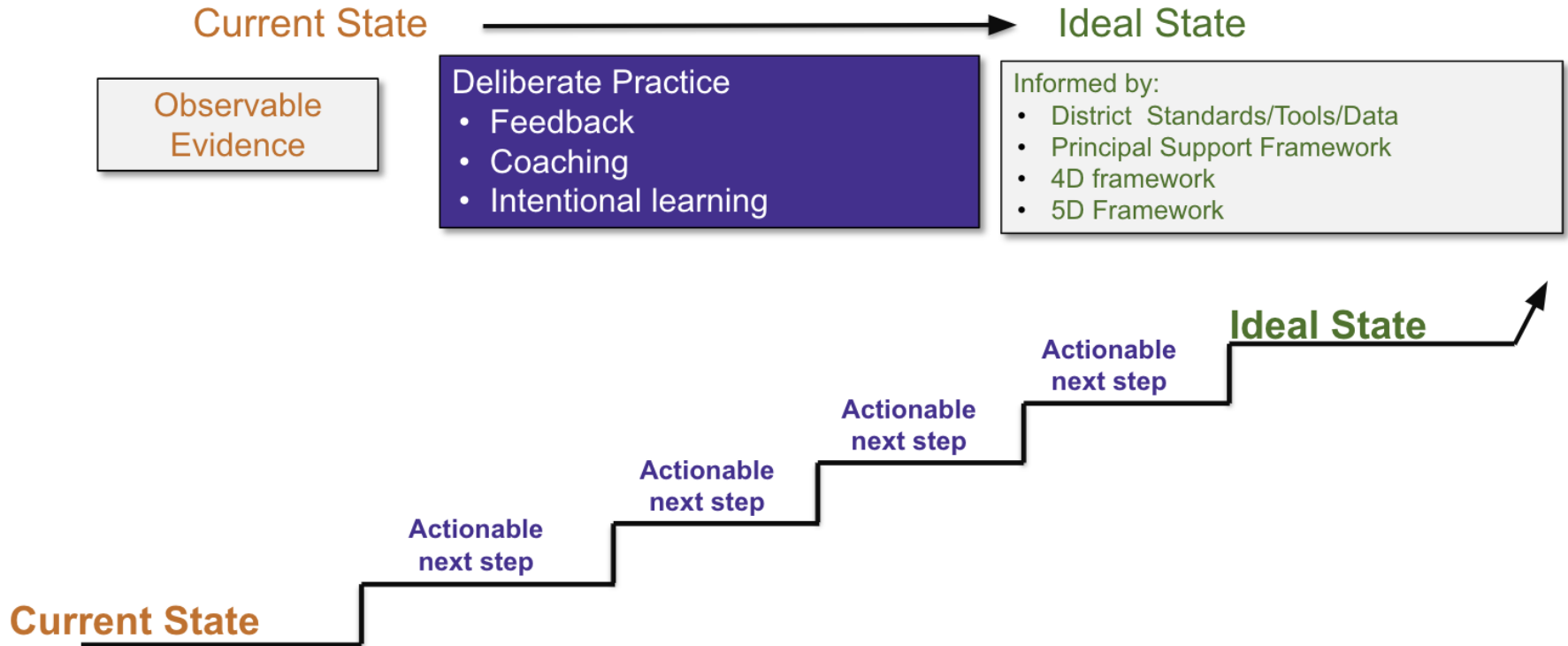
January/February - BILT & Principal mid-year check-ins

May - BILT end of year

June - Principal and All Admin End of Year



Getting Better is a Process



PHASE 1:

Analyze Evidence of Student Learning and Teaching

Principal and principal supervisor gather and analyze evidence to identify a student learning problem and contributing teaching problem of practice.

PHASE
1

PHASE 2:

Analyze Evidence of Leading

Principal and principal supervisor gather and analyze evidence to identify a contributing principal and principal supervisor problem of practice and develop a theory of action, evidence of success and how success will be measured.

PHASE
2



PHASE
4

PHASE 4:

Analyze Impact

Principal and principal supervisor analyze the results of the Inquiry Cycle based on identified evidence of success.

PHASE
3

PHASE 3:

Implement and Support

Principal and principal supervisor collaboratively develop and implement a plan based on the theory of action.



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Principal Growth & Development Goals 2023-2024

Principal goals support the theme of increasing achievement for “Each and Every” student. It is the role of the site administrator to effectively lead the staff in continuous improvement through refining the instructional model, to create a laser-like focus on instructional strategies that work, and working with BILT and staff to ensure continuous student growth at all grade levels.

ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE

To be completed by the principal prior to goal setting meeting (summer - July/August)

During this phase, the principal gathers and analyzes evidence to identify a student learning problem and a teaching problem of practice.

Analyze evidence of student learning to identify a student learning problem.

1. Based on the analysis of data, what are some concerns about student learning?

2. What evidence supports these concerns?

3. What student strengths are there to build upon?

4. What is the specific student learning problem to be addressed in this cycle of inquiry?

5. Why this one over others?

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Analyze evidence of instruction to identify a contributing teaching problem of practice.

1. What would teaching practice look like and sound like if the student learning problem is effectively addressed?

2. When you think about this student learning problem, which teaching practices effectively address it?

3. Which concerns you the most?

4. What is the specific problem of teaching practice to be addressed in this cycle of inquiry?

5. Why this one over others?

DETERMINE AN AREA OF FOCUS

To be completed at Goal Setting (late summer - August/early fall-September - AFTER BILT Leadership Institute)

During this phase, the principal and principal supervisor gather and analyze evidence of principal practice to identify a principal instructional leadership area of focus.

Analyze evidence of principal leadership and determine an instructional leadership area of focus.

1. What would a principal be doing if they were effectively addressing the teaching problem of practice and identifying the student learning problem?

2. When you think about this teaching problem of practice and student learning problem, which leadership practices effectively address it?

3. Which concerns you most?

4. What is the specific problem of principal instructional leadership practice to be addressed in this cycle of inquiry?

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5. Why this one over others?

Generate a theory of action.

- Using the responses above, generate a theory of action that explains the specific changes the principal intends to make to improve teaching and learning in the school.

If the principal...

Then teachers will be able to...

So that students will be able to...

Determine evidence of success.

- Based on the data and information gathered, what is the current state of student learning, teaching and instructional leadership practice? What is evidence of success and how will the evidence be measured?

Area of Change	Principal Practice	Teaching Practice	Student Learning
What is the current reality?			
What will success look like?			
How will success be measured?			
What support(s) is/are necessary?			

IMPLEMENTATION AND SUPPORT

Four check-ins focused on theory of action (does not include goal setting or end of year summary meetings)

During this phase, the principal and principal supervisor engage in action, study and learning around the identified area of focus.

Restate the principal area of focus and co-create the learning plan.

Learning Plan October December February (mid-year) April	Possible Actions:	Why do you think these actions are likely to improve principal performance?
Learning Session 1 Date:		
Learning Session 2 Date:		
Learning Session 3 Date:		
Learning Session 4 Date:		

Prompts to prepare for each learning session.

- This section is designed to guide the pre-planning process for an individual learning session. Respond to the following questions and incorporate responses into the planning process. You will repeat this process for each learning session that makes up the learning plan.

PURPOSE: What is the purpose of the learning session? How does the purpose relate to the ongoing work of the school? The area of focus for the principal? The teachers? The students?

OUTCOMES: What are the outcomes for this learning session? What evidence will be collected?

LEARNING ACTIVITIES: Which learning activities will best further the principal's learning (e.g., observing classrooms, co-planning, professional development, examining student work)?

TEACHING/COACHING PRACTICES: Which teaching/coaching practices will best further the principal's learning (e.g., modeling, coaching and feedback, inquiry)?

JOINT WORK: How will the planning of this session ensure that the principal supervisor and principal engage in joint work? That the principal has ownership for the learning? What strategies will be used? Which questions will be posed? How will the opening be used?

EVIDENCE GATHERING: How will evidence of the principal's practice be gathered throughout the visit? What will be observed with the principal? How will the information be shared?

Reflect after each learning session and revise the learning plan if necessary.

- The principal and principal supervisor reflect on the following questions to summarize each learning session. After reflection, both the principal and principal supervisor keep a copy to use as a running record of principal progress over time.

1. What did we learn today?
2. What is the state of the principal's practice in relation to the area of focus? What growth is being made? What is the evidence?
3. What do we need to pay attention to?
4. What are the principal's next steps?
5. What are the principal supervisor's next steps?
6. How will we communicate in-between sessions? 27
7. What do we need to consider in planning the next session on the learning plan? How, if at all, does the next session need to be revised?

ANALYZE IMPACT

Completed at the end of the school year (June)

During this phase, the principal and principal supervisor analyze and formally close an inquiry cycle.

Analyze student and teacher evidence.

1. What has changed with student learning since the beginning of this cycle? What is the evidence?

2. What has changed with teaching practice since the beginning of this cycle? What is the evidence?

Analyze student and teacher evidence.

1. What has changed with the instructional leadership practice since the beginning of this cycle?

2. What is the evidence?

What Drives our Work?

MISSION

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To see a model of excellence where students of all ages discover their unique talents, develop a love and mastery for learning and demonstrate confidence and capacity for success through:

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DRIVERS

Drivers of our words and actions

Accountability: 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.

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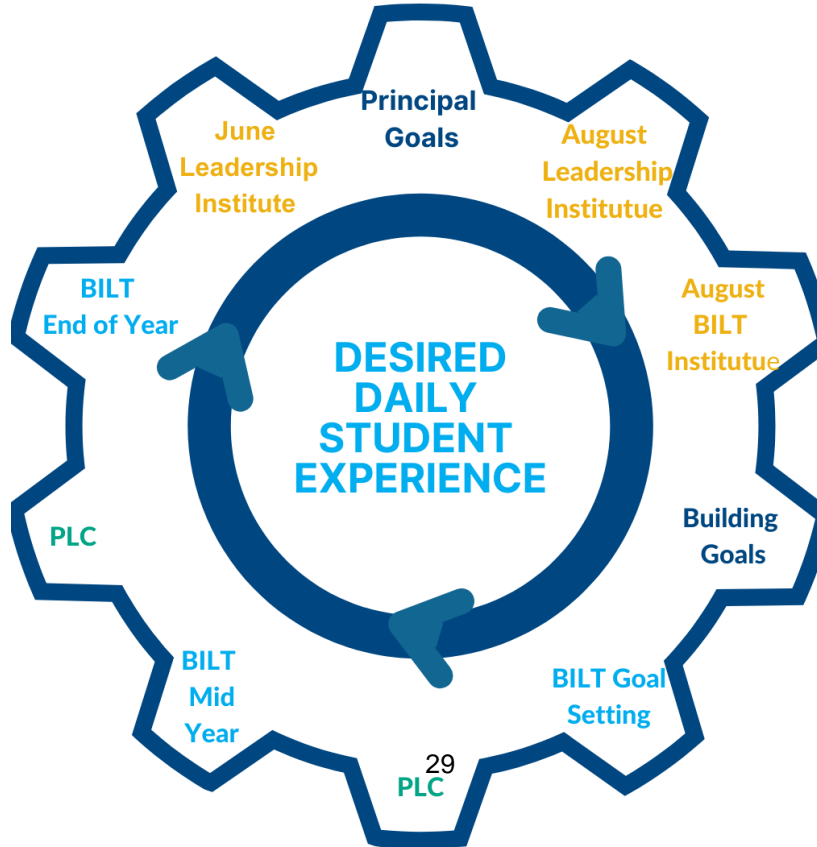
Respect: Valuing others for their diverse talents, backgrounds, cultures and viewpoints.

Strategic Initiatives

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

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Revised November 2022



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



We commit to:

- Enriching and expanding our students
- Embracing positive discomfort
- Transforming our core values, brain scans to policies and actions that improve equity

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

Accountability	Collaboration	Community
<ul style="list-style-type: none"> • Create a culture for learning, teaching and measuring success that honors cultural differences. • Give each other space to understand our roles in each other in the pursuit of being our best selves. 	<ul style="list-style-type: none"> • Share collective responsibility for responsible adherence to these and/or their academic values. • Build on the strengths we each bring so that together we can make the best use of our parts. 	<ul style="list-style-type: none"> • Understand that we all belong here and are critical to each other's success and well-being. • Being accountable to each other in the pursuit of being our best selves.
Equity	Integrity	Respect
<ul style="list-style-type: none"> • Work to increase our awareness of inequalities so we can begin our journey to become who we aspire to be. • Study our practices and report behavior so that we can understand them and improve. 	<ul style="list-style-type: none"> • Continually live our shared values, especially when these values are challenging. • Infuse our daily work and speaking with equity-minded, thoughtful reflection and dialogue. 	<ul style="list-style-type: none"> • Learn from and through our differences. • Acknowledge that the Best of Black, Indigenous and People of Color matter explicitly as reflected in our actions and dialogue.

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

- age
- ability/disability
- class
- disability/sexual needs
- ethnicity
- family status
- gender
- gender expression/identity
- height/weight
- income/language
- marital status
- mental health
- national origin
- parent
- race
- sexual orientation

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

Revised: 09/15/2022 (last updated 10/2022)

Vision for Student EXPERIENCE

Answering YES to...

Do I belong here?



Vision for Student LEARNING

Answering YES to...

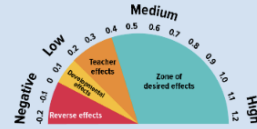
Is this learning meaningful?

Can I do this?

Instructional Vision

- 5D - Purpose
- Engagement
- Curriculum & Pedagogy
- Assessment
- Classroom Culture & Environment

Instructional Strategies



The hinge point: average effect size 0.4

Curriculum

- Essential Standards
- Common Assessments
- Core Resources

BILT Goal Setting

Visits to 14 of our 15 sites thus far (including ELS and Transition)

Discussions centered around:

Student Experience Goal

Strategic Direction #1

1. Ensure a high-quality daily experience for each and every student

Focused Academic Goal

Strategic Direction #2

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

Questions?

	1st Day Weather/Emergency Closing	2nd-5th Day Weather/Emergency Closing	Learning Platform	Learning Format
Grades K-3	No Instruction	E-Learning Day	SeeSaw	Asynchronous
Grades 4-5	No Instruction	E-Learning Day	Canvas	Asynchronous

TEACHER ROLE

In preparation for E-Learning Days:

- Plan for a combination of self-directed, independent learning delivered via live Zoom sessions, prepared videos, See Saw/Canvas lessons and/or book/paper materials.
- Connect via Zoom or Phone with each individual student. This can be accomplished via live class sessions.
- Collaborate regularly with PLC members regarding continuity of learning and assistance for potentially ill colleagues.

On E-Learning Days:

- Communicate available office hours clearly.
- Regularly post a learning schedule including assignments, due dates and learning activities to Canvas or SeeSaw.
- Provide actionable and timely feedback to students.

STUDENT ROLE

- Know where to find E-learning assignments.
- Attend Zoom sessions daily. If this presents a challenge, connect with the teacher and student support team to develop a plan.
- Connect with teachers via Zoom, phone, email or Canvas/SeeSaw to ask questions or get feedback on assignments.
- Complete assignments as directed and on time.
- Students with an Individualized Education Plan (IEP) will follow lessons provided by their teachers.
- Families without home internet access, or with limited internet access, should inform teachers of this fact so needed modifications to assignments and due dates can be made.

FAQS

1. **Is attendance taken for an E-learning day?** Families must report absences via Skyward. Attendance will be recorded.
2. **Will teachers be available for questions/feedback?** Yes, teachers will be available until 3 p.m. via Zoom, phone, email or SeeSaw/Canvas.
3. **Are teachers expected to digitally deliver the same content they would in person?** The same state standards will be addressed digitally, however the district values face-to-face learning in a classroom setting and acknowledges the experience will not be the same.
4. **Why do we need E-learning days?** E-learning days allow us to continue to provide curriculum and instruction during extended school closures to ensure continued academic progress.
5. **Can families choose to opt out of E-learning days?** Students whose families chose to not participate in e-learning days should report their student's absense in skyward.
6. **How will students be expected to "make-up" assignments?** Students will be responsible for completing the required work on their own time as they would in any other situation in which they may have been absent from school.
7. **What if a student needs assistance with access to Wi-Fi?** Families who need Wi-Fi access should let their school office know and hot spots will be made available when possible.
8. **What is expected of licensed/non-instructional staff?** Staff should assume a professional duty day and be available for consultation as needed.
9. **What is an asynchronous learning format?** Asynchronous is a way of learning where students can access and complete assignments and activities at their own pace and on their own schedule. It doesn't require everyone to be online or present at the same time.



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Adopted September 2023



	1st Day Weather/Emergency Closing	2nd-5th Day Weather/Emergency Closing	Learning Platform	Learning Format
Grades 6-12	No Instruction	E-Learning Day	Canvas	Asynchronous

TEACHER ROLE

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- Plan for a combination of self-directed, independent learning combined with live Zoom sessions.
- Connect via Zoom or Phone with each individual student. This can be accomplished via live class sessions.
- Collaborate regularly with PLC members regarding continuity of learning and assistance for potentially ill colleagues.

On E-Learning Days:

- Communicate available office hours and/or synchronous support for the days learning, extensions and enrichments clearly.
- Regularly post a learning schedule including assignments, due dates and learning activities to Canvas.
- Provide actionable and timely feedback to students.

STUDENT ROLE

- Know where to find E-learning assignments.
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9. **What is an asynchronous learning format?** Asynchronous is a way of learning where students can access and complete assignments and activities at their own pace and on their own schedule. It doesn't require everyone to be online or present at the same time.



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Adopted September 2023

