



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, February 26, 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, February 26, 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. BILT Updates (40 minutes)
- 2. District Operational Plan Update (30 minutes)

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26

B. Teaching and Learning Reports

C. Human Resource Services Reports

D. Finance and Operation Reports

E. School Board

- 1. MSBA Conference Updates/Sharing (30 minutes)
- 2. **ADJOURN**



Building Instructional Leadership Team (BILT) Update

School Board Work Session
February 26, 2024

Strategic Roadmap 2023-2027

WAYZATA PUBLIC SCHOOLS Strategic Roadmap 2023-2027



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

Adopted September 2023



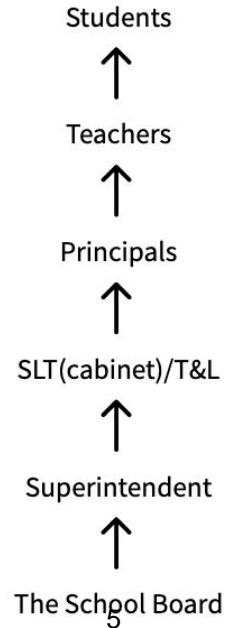
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Instructional Throughline

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



This is called the through line of instructional leadership.

Examples of Planned DOP Goals

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

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What is BILT?

- BILT stands for **B**uilding **I**nstructional **L**eadership **T**eam
- It is an aligned leadership team consisting of six teachers, the building principal, the site professional development lead, and the site equity lead
- Help determine the site goals for:
 - Student Experience
 - Academic Focus
- Assist in leading site professional development aligned to district work

Why is a BILT Important?

- Research Based
 - The #1 influence on student learning is the teacher
 - The #2 influence on student learning is the principal
- Shared Leadership
 - Partnering the two greatest factors in student learning in a deliberate shared leadership model, we seek to maximize our impact on student learning

BILT Background - What Was

- Prior to the 2022-2023 school year all buildings had many variations of site leadership teams
- Limited consistency across sites
- Leadership teams varied in:
 - focus areas (operational vs. instructional)
 - team size (staff representation)
 - frequency of meeting times
- Summer Data Retreat was the focus of site goals

BILT Background - What Is

- Beginning in the 2022-2023 school year all sites implemented a common BILT structure to help lead the work surrounding professional development and site goals
- BILT Leadership Institute replaced the Summer Data Retreat increasing a greater focus on action plans to meet site growth goals
- BILT teams meet 2x monthly
- BILT teams meet with district leadership 3x per year (fall - winter - spring) to review progress and supports

BILT Background - What We Want to Be

- Shared leadership and collaborative partnership to better student outcomes
- District aligned but site driven
- Ongoing leadership development for teachers and principals

Birchview BILT



- Shared Leadership
 - Building Capacity with teacher leaders
- Design, review, sustain, and carry out School Growth Plan
- Infrastructure for continuous improvement
- Alignment between school and district (Connected, but meet the needs of our site)

Birchview BILT



- Instructional planning, preparation, implementation and analyzation
- Multiple perspectives to ensure success school-wide
- Feedback Cycle
- Data Driven/Solution Focused
- Success for all students

THE BIRCHVIEW EXPERIENCE

Our goal is for *ALL* students to thrive and reach their highest potential in an inclusive, safe & supportive community.

Student Experience

You Matter
Authentic Relationships
Safe, Connected, Trusted
Adult

Bobcat Pride

Circles

Basic Needs

Restorative

**Hacking School
Discipline**

"Excellence. For *Each and Every* Student."



Academic Experience

Reading Focus
All students access to grade level instruction
Grade Level Essential Skills

Common Learning Targets & Assessments
Use DuFours - 4 PLC Questions
Data Tracking & Progress Monitoring
Student Support Plans
Collaborative Planning

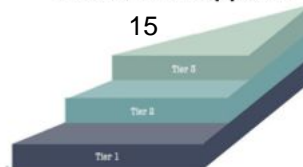
WIN Time
TIERED Instruction
Community of Readers

MTSS

Family & Community Engagement

PTA
Family Partnership Lead
Family Liaisons

Multi-Layered Practices & Supports



Assessment

Universal Screeners
District Assessments
Fast/MCA
Student Engagement Survey
Formative/Summative Assessments

Data Based Decision Making

Levels of Data Dialogue
School Growth Plan
Reading Goal
Student Experience Goal

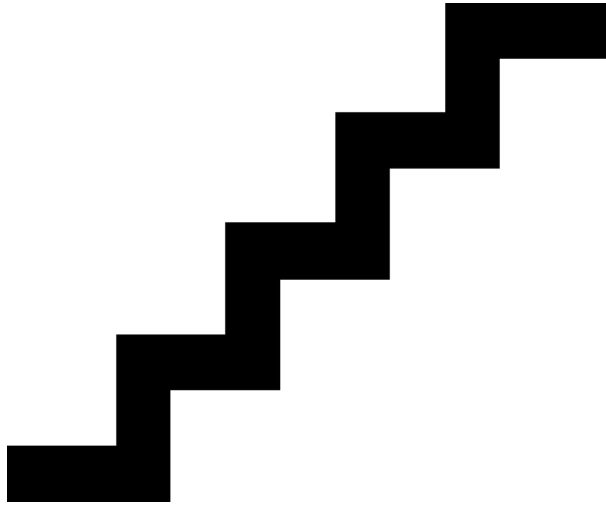
Infrastructure for Continuous Improvement

BILT
Bobcat Pride
Equity Team
WRAP/S.S Team

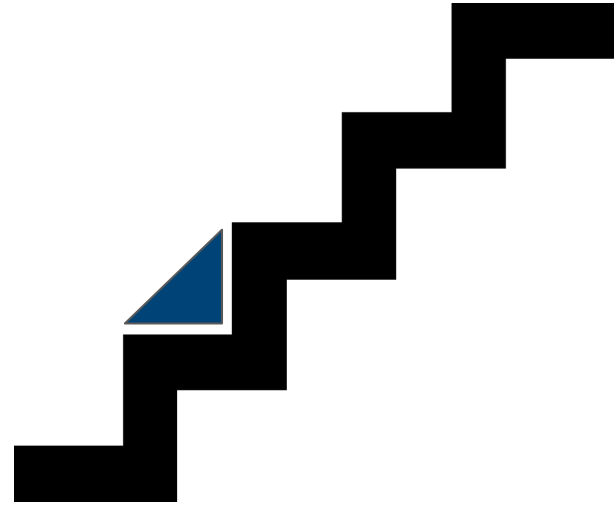
Inter./Enrich.
EL/SPED
Literacy Coach
Peer Coach

Desired Student Experience
Building Goals
PLC/Team Goals
District Strategic Direction

Greenwood BILT



Operational Leadership

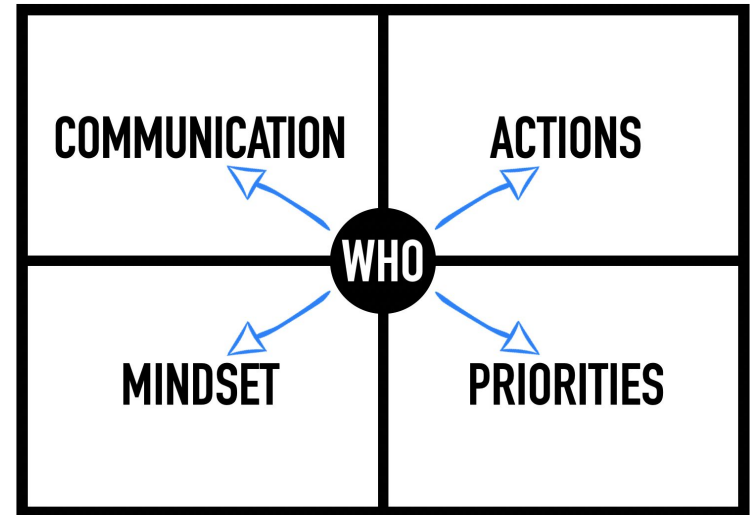


Instructional Leadership

Greenwood BILT

Improving Team Performance starts with “Who”

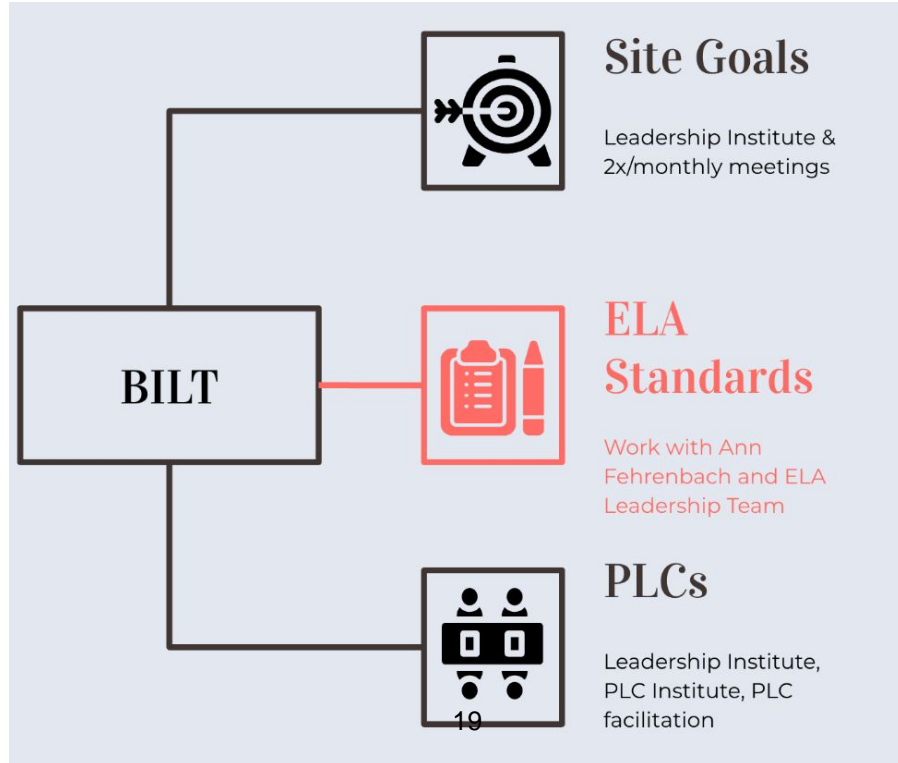
- The impact of self-discrepancy is stronger in people who compare their actual selves to their ideal selves
(Mason, Smith, Engwall, et al, 2019)
- Teams with strong identities outperform those with weaker identities by 53%
(University of Sussex, 2023; Dr. Vivian Vignoles, 2006)
- Collective Efficacy has 2x the effect size of a student’s past achievement
- Collective Efficacy is 3x more predictive than socioeconomic status
- Collective Efficacy has the largest effect size (1.67 – hinge point is 0.4)
(Hattie, 2015)



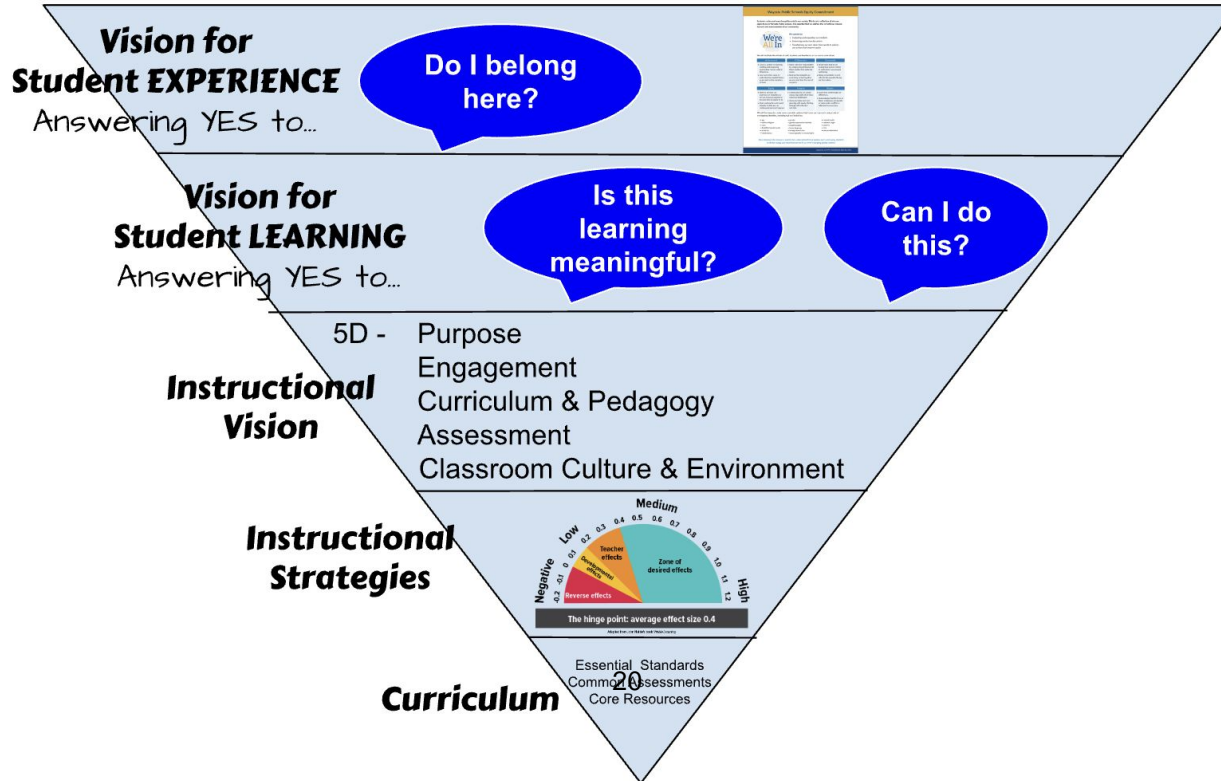
Plymouth Creek BILT

- Shared ownership & increased accountability
- Growing leaders from within & building collective efficacy
- Consistency in messaging around building goals
- Improving instructional practices & supportive common language
- Linking work with Literacy Coach

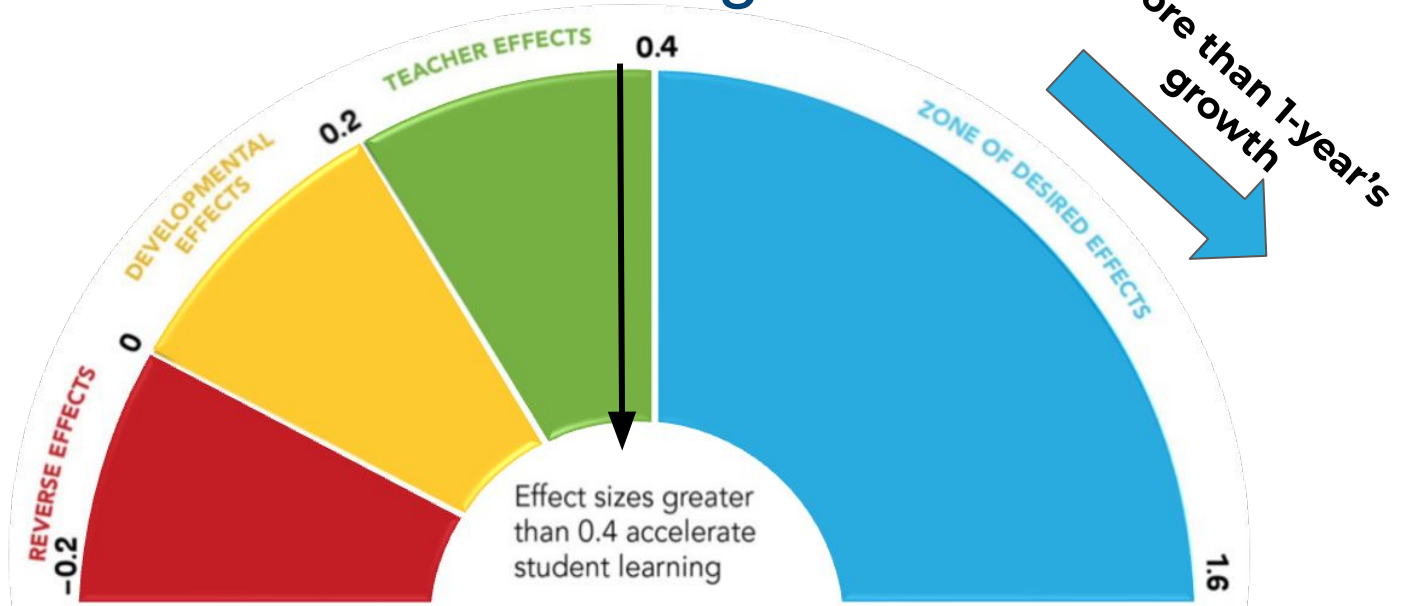
Plymouth Creek BILT



Plymouth Creek BILT



John Hattie's Research: Impact on Student Learning



1.57 Collective teacher efficacy/PLCs
1.29 Response to intervention/MTSS

Relationships
Intentionality
Innovation
Courage

LUCKY

High results, low understanding of antecedents

Replication of success unlikely

LEADING

High results, high understanding of antecedents

Replication of success likely

LOSING

Low results, low understanding of antecedents

Replication of failure likely

LEARNING

Low results, high understanding of antecedents

Replication of success likely

East Middle School BILT

- Distributed leadership ensuring a variety of perspectives
- Data driven progress monitoring leading to action
- Colleagues developing one another leading to shared belief and a broadened communication of our vision

Questions?



District Operational Plan 2024-2025

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

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

Shaded goals indicate Board-approved priority goals

ENSURE A HIGH-QUALITY DAILY EXPERIENCE FOR EACH AND EVERY STUDENT Strategic Direction 1

Rationale

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

Goal #1	Strategies	Performance indicators/Documentation	Timeframe
Define and articulate a high-quality student experience in Wayzata Schools.			

Leader(s)

Goal #2	Strategies	Performance indicators/Documentation	Timeframe
Improve the overall student experience at all levels: pre-school, elementary, middle school, high school and the Transition program.			

Leader(s)

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**DELIVER HIGH-QUALITY INSTRUCTION THAT LEADS TO HIGH ACADEMIC ACHIEVEMENT
FOR ALL STUDENTS
Strategic Direction 2**

Rationale

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

Goal #1	Strategies	Performance indicators/Documentation	Timeframe
<p>Implement an MTSS System to reduce disparities in academic outcomes based on Minnesota Comprehensive Assessments (MCAs), Formative Assessment System for Teachers (FAST), and ACT academic measures.</p>	<p>Using the framework created by the Center for Educational Leadership (CEL) out of the University of Washington, and now in partnership with the University of Minnesota, improve the principal’s instructional lenses and feedback on teacher instruction to improve the overall quality of instruction within the system.</p> <p>All principals attend the Instructional Leadership Academy (ILA).</p> <p>All principals attend 5D+ (5 Dimensions of Teaching and Learning) training.</p>	<p>Site-based annual growth plans will be created to focus on reducing academic disparities using both growth, state proficiency, and college readiness measures including, but not limited to:</p> <ul style="list-style-type: none"> ● MCAs ● FASTs ● ACT ● Formative assessment measures as determined by site and district <p>Site BILT teams will report out on their goals, progress, and outcomes three times per year. Fall (Goal Setting) Winter (Progress Report) Spring (Outcomes) This data is used to determine a building's goals and focus areas as part of the continuous improvement cycle.</p>	<p>2021-2022 Three principals, one from each level (elementary, middle, and high school) will attend ILA.</p> <p>SLT members will attend PSA.</p> <p>2022-2023 Nine principal leads and two HS APs will attend ILA, as well as all three directors of Teaching & Learning.</p>

	<p>“Collaboratively Linked Teams” — PLCs and BILT</p> <p>Update Principal Goal Setting Form to drive site-specific goals to focus on disparities between student groups.</p> <p>All principals and instructional leaders attend Coaching Academy.</p> <p>Principals focus on instructional walkthroughs to calibrate their feedback to teachers.</p> <p>Building Instructional Leadership Teams (BILT) - BILT teams for each site were established during the 2022-2023 academic school year. This goal focuses on the continued development of teacher leaders to help improve academic outcomes for all students.</p>	<p>BILT Institute (annually)</p> <p>BILT teams meet 2x monthly to review site data and focus on-site professional development needs.</p> <p>BILT teams meet with district leadership teams 3x per year to review site progress toward site growth plans.</p> <p>Site-growth plan outcomes</p> <p>MCAs</p> <p>FASTs</p>	<p>2023-2024 Principals who still need to attend ILA will attend ILA.</p> <p>2023-2024 5D+ Training</p> <p>2024-2025 Peer coach and principal collaborative training.</p> <p>Multi-year 2023-2024 and ongoing</p>
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		ACTs	
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Leader(s)

Nathan Flansburg Dana Miller

Goal #2 Literacy	Strategies	Performance indicators/Documentation	Timeframe
Implement a culturally responsive approach to reading instruction that is aligned with Structured Literacy practices, integrating speaking, listening, reading and writing which ensures that all students are reading and comprehending at or above grade level at each grade level.			

Leader(s)

Dana Miller

RECRUIT, HIRE, SUPPORT, DEVELOP AND RETAIN THE HIGHEST QUALITY STAFF
Strategic Direction 3

Rationale

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

Goal #1	Strategies	Performance indicators/Documentation	Timeframe
Gather feedback about the staff experience	Will be aligned to Strategic Directions 4 and 7		

Leader(s)

Stacie Vos
 Solveig Harriday
 Ginny Nyhus
 Amy Parnell

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

Strategic Direction 4

Rationale

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

Healthy Minds + Healthy Bodies = Healthy Learners

Goal	Strategies	Performance Indicators/Documentation	Timeframe
WPS will support the social-emotional and developmental needs of students and staff.			

Leader(s)

Ginny Nyhus
 Dana Miller
 Solveig Harriday

LEARN AND IMPROVE FROM COMMUNITY ENGAGEMENT AND STRATEGIC PARTNERSHIPS
Strategic Direction 5

Rationale

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

Goal #1	Strategies	Performance Indicators/Documentation	Timeframe
Create a strategic community engagement and partnerships plan	Phase 1: Research (State of the State)	audit report and recommendations	spring/summer 2024
	Phase 2: Create strategic engagement and strategic partnerships action plan	plan created	winter 2024/2025
	Phase 3: Create a customer service plan	plan created	winter/spring 2025
	Phase 4: implementation		spring/summer 2025

Leader(s)

Amy Parnell
 Jenni Ebert
 Wade Phillips

Goal #2	Strategies	Performance Indicators/Documentation	Timeframe
Ensure families are identified and are connected to WPS	1. Districtwide B-5 connectedness plan	1.1 Plan created in partnership with Community Ed, Communications, Equity and Inclusion, Welcome Center and Principals; includes ongoing family feedback and community engagement; benchmarks identified, tracked and shared 1.2 Plan implemented	Spring and Summer 2024 2024-2025 School Year
	2. Community Ed communications and marketing plan for Connect at 3	2.1 Plan created in partnership with Community Ed, Communications, Equity and Inclusion, and community partners; includes ongoing family feedback and community engagement; benchmarks identified, tracked and shared 2.2 Plan implemented	Spring and Summer 2024 2024-2025 School Year
	3. Database (CRM) to manage B-5 customer/family relationships	3.1 Database options identified and evaluated 3.2 Database selected and implemented in Community Ed	Spring 2024 2024-2025 School Year

Leader(s)

Jenni Ebert
Amy Parnell
Wade Phillips

ENSURE THE EFFECTIVE AND EFFICIENT USE OF DISTRICT RESOURCES
Strategic Direction 6

Rationale

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

Goal #1	Strategies	Performance indicators/Documentation	Timeframe
Enrollment & Facilities			

Leader(s)

Chace Anderson
 Nathan Flansburg
 Scott LeSage
 Dana Miller

Goal #2	Strategies	Performance indicators/Documentation	Timeframe
Alignment of Budget Resources to Strategic Directions			

Leader(s)

SLT

**ALIGN INTERNAL DISTRICT PROCESSES AND PROCEDURES TO IMPROVE COMMUNICATION,
DECISION-MAKING, ACCOUNTABILITY, AND COLLABORATION, RESULTING IN
OPERATIONAL EXCELLENCE**
Strategic Direction 7

Rationale

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