



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, May 24, 2021 - 4:05 PM
Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447

Minutes of Work Session Meeting

A Work Session Meeting of the Board of Education of Wayzata Public Schools was held Monday, May 24, 2021, beginning at 4:05 PM in the Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447.

1. **ROLL CALL/CALL TO ORDER**
 - A. **Superintendent's Reports**
 1. Introduction of New Administrators
 2. COVID Updates and Learning Model Overview
 - i. Current COVID-19 Metrics

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Wayzata Public Schools

May 24, 2021

School Board Work Session Update

Pandemic Metrics and Learning Model Update


Chace B. Anderson, Superintendent



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COVID-19 Hennepin County 14 Day Running Total

Most recent data for dates: April 25, 2021 through May 8, 2021

Hennepin County COVID-19 Data (14 Day Running Total)											
Date of data presentation from MDH:	3/11/2021	3/18/2021	3/25/2021	4/1/2021	4/8/2021	4/15/2021	4/22/2021	4/29/2021	5/6/2021	5/20/2021	Trend Line
Date Range for this 14 Day Data:	2/7-2/20	2/14-2/27	2/21-3/6	2/28-3/13	3/7-3/20	3/14-3/27	3/21-4/3	3/28-4/10	4/11-4/24	4/25-5/8	
Hennepin County Parameter Number	17.65	19.03	21.23	25.68	33.46	43.06	48.54	47.07	38.94	28.43	
Hennepin County Points	3.19	3.05	2.84	2.39	1.81	1.32	1.05	1.12	1.53	2.11	

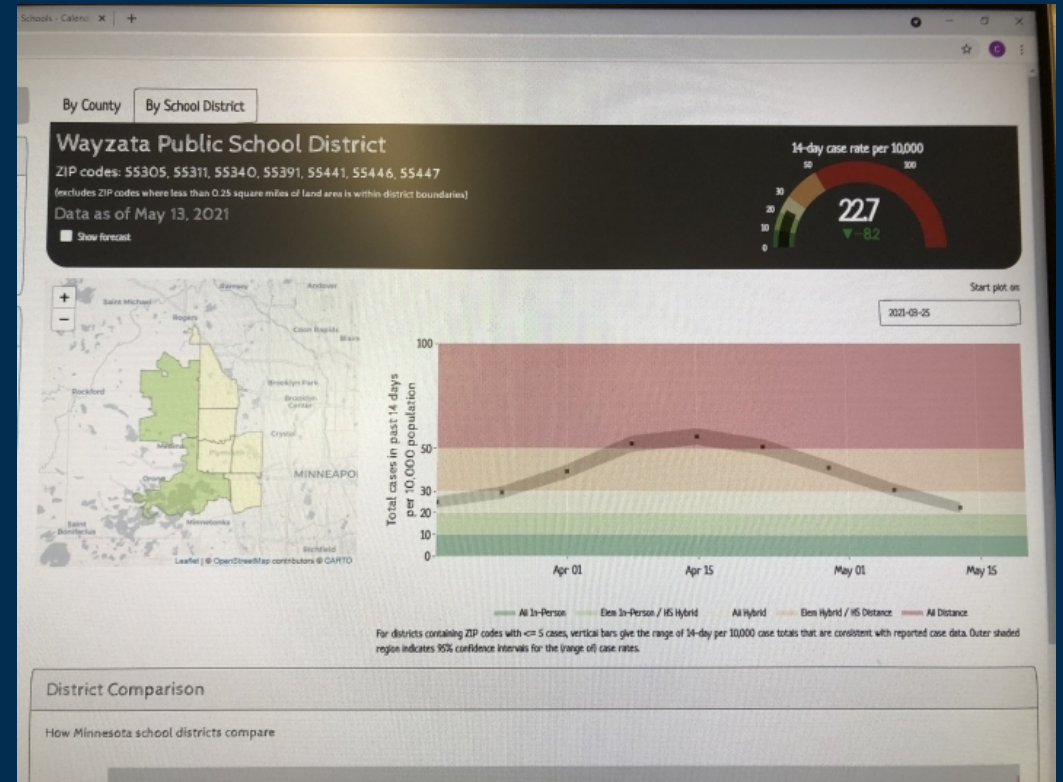
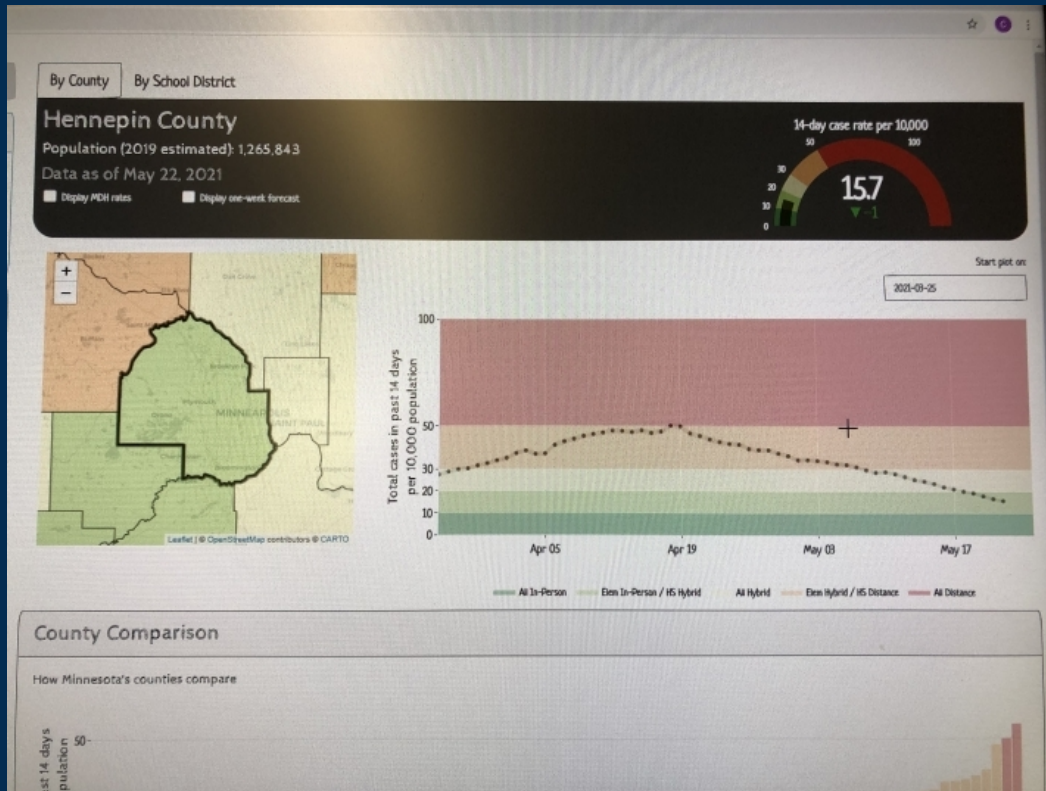


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COVID-19 Hennepin County and WPS 14 Day Running Total-U of MN Wolfson Model

Hennepin County 5-22-21 (15.7)

WPS School District 5-13-21 (22.7)



COVID-19 Hennepin County Selected Cities 14 Day Running Total

Hennepin County City Level COVID-19 Data (14 Day Running Total)											
Date:	2/16/2021	2/23/2021	3/2/2021	3/30/2021	4/6/2021	4/13/2021	4/20/2021	4/27/2021	5/4/2021	5/18/2021	Trend Line
Date Range:	2/16-3/1	2/23-3/8	3/2-3/15	3/9-3/22	3/16-3/29	3/23-4/5	3/30-4/12	4/6-4/19	4/13-4/26	4/27-5/10	
Maple Grove	18.00	21.60	32.30	38.20	42.50	54.50	57.80	50.20	42.10	22.00	
Minnetonka	19.60	17.30	16.60	20.60	32.90	37.20	44.90	40.00	27.40	19.60	
Plymouth	13.20	15.70	19.30	26.80	37.00	47.10	54.00	48.80	40.10	25.80	
*Other NW Suburban in Hennepin County	20.70	18.10	19.40	22.70	26.60	31.40	34.70	36.00	34.00	17.80	
**Other W/S Suburban in Hennepin County	20.60	16.70	23.50	34.70	50.00	61.70	64.80	54.20	38.10	35.60	
Average #284 Cities and Local Vicinities	18.4	17.9	22.2	28.6	37.8	46.4	51.2	45.8	36.3	24.2	
Points	3.11	3.16	2.74	2.09	1.59	1.16	0.00	1.19	1.66	2.54	

*Other NW Suburban in Hennepin County

Corcoran, Dayton, Greenfield, Hanover, Medicine Lake, Osseo, Rockford, St. Anthony





**Other W/S Suburban in Hennepin County

Chanhassen, Deephaven, Excelsior, Ft. Snelling, Greenwood, Independence, Long Lake, Loretto, Maple Plain, Medina, Minnetonka Beach, Minnetrista, Mound, Orono, St. Bonafacius, Shorewood, Spring Park, Tonka Bay, Wayzata, Woodland

COVID-19

State Pre-K-12 School Building Cases





14 Day Running Total

State of MN Cases Associated with Pre-K through Grade 12 School Buildings											
Date:	3/11/2021	3/18/2021	3/25/2021	4/1/2021	4/8/2021	4/15/2021	4/22/2021	4/29/2021	5/6/2021	5/20/2021	Trend Line
Date Range for this 14 Day Data:	2/7-2/20	2/14-2/27	2/21-3/6	2/28-3/13	3/7-3/20	3/14-3/27	3/21-4/3	3/28-4/10	4/11-4/24	4/25-5/8	
Total Pre K-12 School Staff Cases	7316	7465	7581	7731	7851	7998	8201	8389	8389	8778	
Total Pre K-12 Student Cases	8195	8720	9349	10112	10788	11632	12890	14176	14176	17039	
Total Pre K-12 School Building Cases	15511	16185	16930	17843	18639	19630	21091	22565	22565	25817	
Percentage Change		4.3%	7.6%	7.5%	7.4%	7.4%	7.1%	7.0%	6.9%	6.8%	
Points (Hennepin County)		4.00	0.00	0.00	0.00	0.00	0.00	0.00	1.10	1.30	

COVID-19

Hennepin County and State of MN

COVID-19 New Cases Reported

Hennepin County and State of Minnesota COVID-19 New Cases Reported											
Date:	3/11/2021	3/18/2021	3/25/2021	4/1/2021	4/8/2021	4/15/2021	4/22/2021	4/29/2021	5/6/2021	5/20/2021	Trend Line
Date Range for this 14 Day Data:	2/7-2/20	2/14-2/27	2/21-3/6	2/28-3/13	3/7-3/20	3/14-3/27	3/21-4/3	3/28-4/10	4/11-4/24	4/25-5/8	
Hnpn County Cumulative Total	102498	104017	105974	108453	111536	114517	117078	119243	121148	123410	
Hennepin Cty Weekly Change		1519	1957	2479	3083	2981	2561	2165	1905	2262	
Hennepin Cty % Change		1.5%	1.9%	2.3%	2.8%	2.7%	2.2%	1.8%	1.6%	1.9%	
Hennepin County Points			2.26	2.28	2.26	2.28	2.22	2.20	2.12	2.04	
Date:	3/11/2021	3/18/2021	3/25/2021	4/1/2021	4/8/2021	4/15/2021	4/22/2021	4/29/2021	5/6/2021	5/20/2021	Trend Line
Statewide Cumulative Total	494106	501458	510398	521667	535182	549830	562420	573938	584227	597052	
Statewide Weekly Change		7352	8940	11269	13515	14648	12590	11518	10289	12825	
Statewide % Change		1.5%	1.8%	2.2%	2.6%	2.7%	2.3%	2.0%	1.8%	2.2%	
Statewide Points			2.26	2.26	2.26	1.837	2.22	2.20	2.14	2.06	

COVID-19

Total Cases and % Change by School Age Group

Total State of Minnesota Cases and Percentage Change by School Age Group											
Date:	3/11/2021	3/18/2021	3/25/2021	4/1/2021	4/8/2021	4/15/2021	4/22/2021	4/29/2021	5/6/2021	5/20/2021	Trend Line
Date Range for this 14 Day Data:	2/7-2/20	2/14-2/27	2/21-3/6	2/28-3/13	3/7-3/20	3/14-3/27	3/21-4/3	3/28-4/10	4/11-4/24	4/25-5/8	
0-4 Year Olds											
All Cases	10576	10764	11006	11318	11714	12170	12589	13047	13482	14040	
Weekly Change (New Cases)		188	242	312	396	456	419	458	435	558	
Weekly % Change		1.8%	2.2%	2.8%	3.5%	3.9%	3.4%	3.6%	3.3%	4.1%	
5-9 Year Olds											
All Cases	13878	14228	14668	15163	15789	16565	17278	17932	18561	19354	
Weekly Change (New Cases)		350	440	495	626	776	713	654	629	793	
Weekly % Change		2.5%	3.1%	3.4%	4.1%	4.9%	4.3%	3.8%	3.5%	4.3%	
10-14 Year Olds											
All Cases	20168	20688	21346	22113	23033	24080	25093	26100	27132	28445	
Weekly Change (New Cases)		520	658	767	920	1047	1013	1007	1032	1313	
Weekly % Change		2.6%	3.2%	3.6%	4.2%	4.5%	4.2%	4.0%	4.0%	4.8%	
15-19 Year Olds											
All Cases	38908	39364	40478	41448	42624	44057	45312	46579	47654	48895	
Weekly Change (New Cases)		456	1114	970	1176	1433	1255	1267	1075	1241	
Weekly % Change		1.2%	2.8%	2.4%	2.8%	3.4%	2.8%	2.8%	2.3%	2.6%	
All Age Groups											
All Cases	83530	85044	87498	90042	93160	96872	100272	103658	106829	110734	
Weekly Change (New Cases)		1514	2454	2544	3118	3712	3400	3386	3171	3905	
Weekly % Change		1.8%	2.9%	2.9%	3.5%	4.0%	3.5%	3.4%	3.1%	3.7%	
Points		2.16	2.18	2.20	2.16	2.16	2.14	2.08	1.94	1.82	

Thank You!

- ii. Masking Guidance
 - iii. Summer Programming Update and Health and Safety Protocols
 - iv. Vaccination Clinic
- B. Teaching and Learning Reports**
- 1. Curriculum Planning and Materials Updates

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Curriculum Updates

May 24, 2021
School Board
Work Session



Excellence. For each and every student.

Presenters

- Art, Ericka Bachmeier
- Secondary English Language Arts, Ann Fehrenbach
- Social Studies, Peter McKown
- World Language, Megan Budke
- K-8 Science, Michelle Allen
- Literacy Intervention Update, Julie Schneider



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Art

We wanted to create a curriculum that:

- Aligns with the new state and national standards
- Allows for student voice and choice
- Encourages the entire artistic process (**the product is part of the process, not the main focus**)
- Allows for Teacher voice
- Creates artistic “Thinkers” **AND** artistic “Doers”.
- Is clear and concise (easy to navigate as an educator...if the teacher understands what the learning outcomes are and can navigate what they need to do, they will do a better job teaching the students....**WE ARE ALL HERE FOR THE STUDENTS.**



Excellence. For each and every student.

New (2018) Visual Arts Standards

The new 2018 standards go into effect in the 2021-22 school year.

The overarching goal of the new 2018 Visual Arts standards is:
the development of artistic literacy for all Minnesota students.

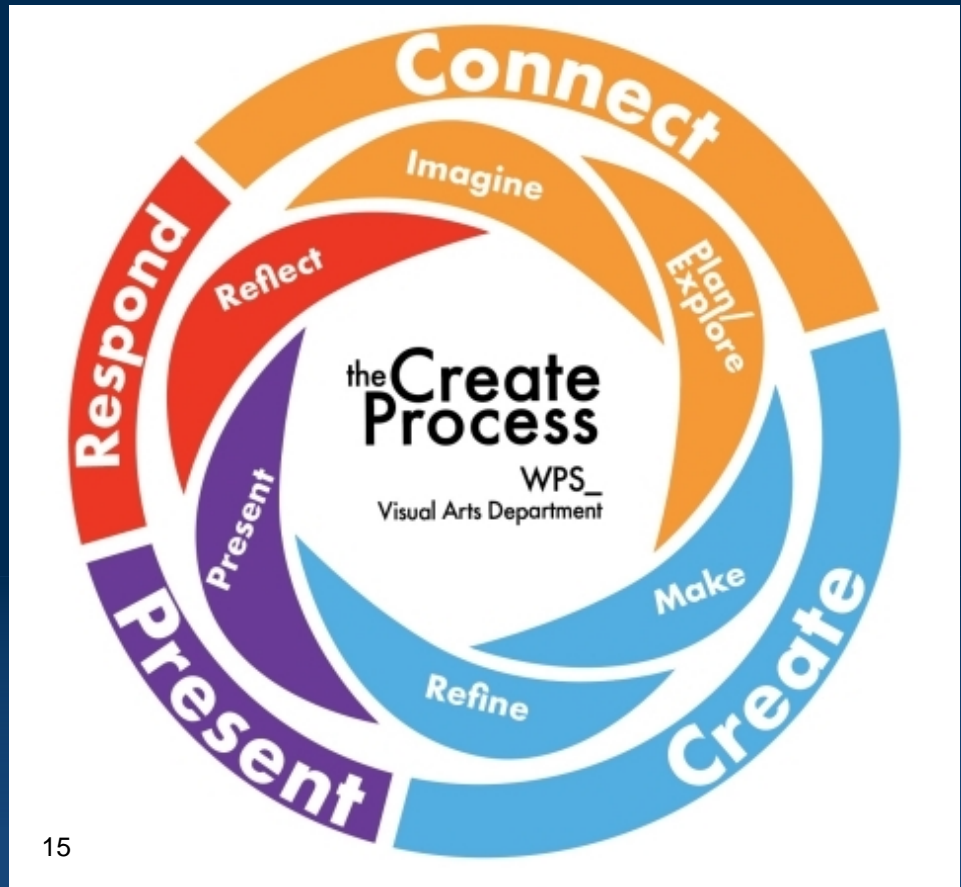
Artistic literacy is defined as “the ability to combine foundational knowledge and skills in an art form with four processes fundamental to the arts: **Creating, Performing or Presenting, Responding, and Connecting.**”



How are we adopting these new standards in our new curriculum?

The Create Process

When used by teachers and students the Create Process helps art making to become more intentional, while making the final product a part of the process rather than the focus. **The Create Process directly aligns with the four strands of the MN Visual Arts Standards.**

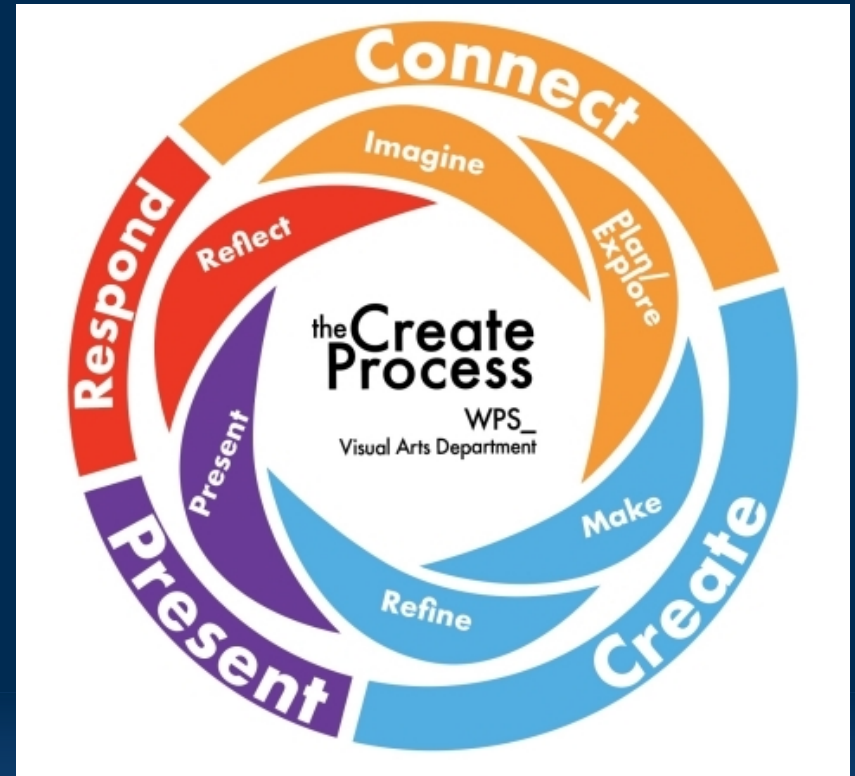


The Create Process

We introduced the idea of the “Create Process” during our last curriculum review, however this process is truly the **core of the new curriculum.**

This process includes:

- Steps that an artist goes through (not necessarily in a chronological order) as they work through the Creative process. **The end product is no longer the focus...it is a part of the PROCESS.**



Creating artistic “thinkers” AND “doers”

Elementary:

Begin teaching the foundational skills, but allow students to think and make connections to their learning.



Middle School

Overall BIG IDEA of Middle School art: “ME....Who I am, how I impact others, how the world impacts me.”

*Again, making Connections!



High School

By the time students enter high school, we hope that they feel confident in their thinking and ideation skills.

In high school, we will begin to fine-tune their skills and help students learn how to truly tell their story through their medium of choice.



What does this look like in an (elementary) art class?

EXAMPLE: 1st grade MN Indian lesson-**Current Curriculum:**



- Teachers taught a lesson about MN Native Artist, Julie Buffalohead
- Most chose to have students recreate her style, resulting in artwork that looked very similar no matter where they went to school.

New Curriculum:

- No longer specific artists to research and discuss at different levels
- Grade levels are divided into specific themes to study and given a list of multiple MN Native artists and artwork to learn from.
- **The focus is on the learning and the process/meaning vs. recreation.**



Dream Catchers



What does this look like in an (Middle School) art class?

Color Wheel EXAMPLE-Current Curriculum:



- All Teachers taught a color wheel lesson.
- The results were very similar no matter which school/teacher you had.
- Very skill based...very little student or teacher voice.

New Curriculum:

- Students EXPERIMENT with mixing colors.
- Students create their own colors
- Students name the colors that they create
- Students understand color can be used for expression.
- how this is done at each location may look different, but the learning will be the same.



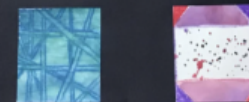
Color as Expression Unit

The red-orange color in the top left represents my risk taking and is called butterfly. Whenever I'm taking new and endangering risks I have butterflies in my stomach. The waviness and all the ups and downs represent how my stomach feels and how it's churning.

The blue-green color in the bottom left represents my athletic ability and is called unstoppable. The chaotic lines show how the sports industry isn't always easy and the hole in the center is my goal in the sports.



The yellow-orange color in the top right represents my selflessness and it's called first. The different sections of the artwork are the different things do for people and the splashes of dot are the people I use my selflessness towards.



The red-violet color in the bottom right represents my humor and is called joyful. Whenever I'm with my friends I'm humorous and that makes me joyful. The dots are the jokes I make, and the outliner around the dots are who is listening to me.

Casper Cleveland

What does this look like in a (High School) art class?

Drawing 1-Pencil shading / Value EXAMPLE: **Current Curriculum**



- All egg drawings using pencil.
- No student or teachers voice.
- Solely skill-based.
- No reflection.
- End Product is main focus.

Step 1) Choose only white objects to set up your still life. Remember the rule of thirds while creating your composition. Take a photo of your still life and tell us what you are most excited to draw.



//Ph

I am most excited to draw the 'love' sign because the shading is very complicated on the sign. I am pretty good at shading but I have never done something like this, so we will have to see how it turns out.

Step 2) Begin with a contour drawing of your Still life. This will help you easily place objects and create the perfect composition. Take a photo and place it here. Tell me about your process.

My contour process was pretty easy except for the 'love' sign because it had a little more curves than the heart symbols, so it took me long to complete the sign.

//Photo Example here//

I forgot to take a picture of my contour process :(

Step 3) Take a picture of your value shading process, and add it to the right. Tell me, what is working well while doing this?

For me using the eraser to do the highlights very well. The eraser was my best friend while shading. And I used the 4B pencil to make some shadows as well as to fill up dark spaces.

//



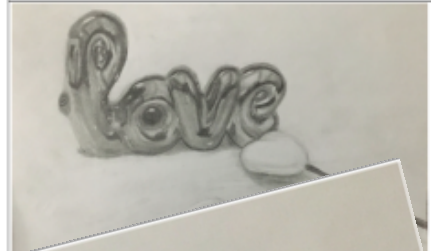
Step 4) Tell me what experiments and revisions did you do as your work progressed? Explain.

I used different types of erasers to see which one works best for doing highlights. I also tried using a HB pencil and 2H pencil to see which is lighter.



Step 5) Tell us about your final work. What do you think you did well, and not so well? What was the most difficult and the easiest parts of this project? Tell me, how do you think you did?

I think I did the 'love' sign the best because the shading seems to be very realistic and that's what I was going for. I think I can improve on the heart symbols. They had a texture but I wasn't able to impersonate it, my heart symbols turned out flat but they do look dimensional. I would say the most easiest parts of this project were the shadows. Though the drawing didn't have much shadows, the shadows it did have were easy to shade.



40%

Step 2) Begin with a contour drawing of your Still life. This will help you easily place objects and create the perfect composition. Take a photo and place it here. Tell me about your process.

//Photo Example here//

I forgot to take a picture of my contour process :(

My contour process was pretty easy except for the 'love' sign because it had a little more curves than the heart symbols, so it took me long to complete the sign.

New Curriculum:

- Student choice
- Process reflection (words and photos)
- The product becomes a part of the process.

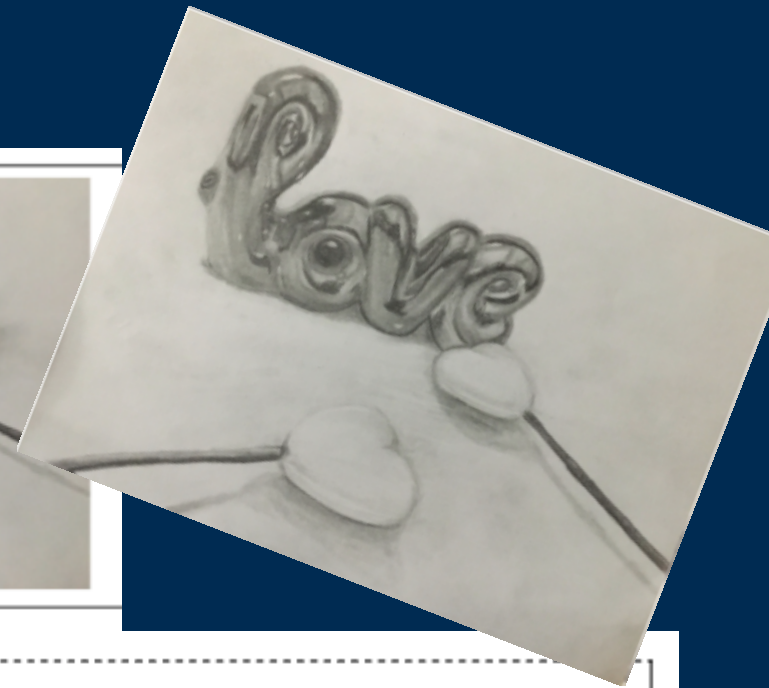


60%

PROCESS...

Step 3) Take a picture of your value shading process, and add it to the right. Tell me, what is working well while doing this?

For me using the eraser to do the highlights very well. The eraser was my best friend while shading. And I used the 4B pencil to make some shadows as well as to fill up dark spaces.



I think I did the 'love' sign the best because the shading seems to be very realistic and that's what I was going for. I think I can improve on the heart symbols. They had a texture but I wasn't able to impersonate it, my heart symbols turned out flat but they do look dimensional. I would say the most easiest parts of this project were the shadows. Though the drawing didn't have much shadows, the shadows it did have were easy to shade.



Reflection

We are creating.....

Artistic

THINK & DOERS

We've enlisted the help of our amazingly talented Art teachers to create new visuals to use within our curriculum.

HOW TO HAVE A **GLOW and GROW** ART TALK 

STEP 1 LOOK CLOSELY AND LISTEN: NOTICE
What do you see?
(Use the Elements of Art)

STEP 2 MAKE A CONNECTION:
What does the artwork remind you of?
How can you personally connect to this?

STEP 3 GIVE A "GLOW"
How does this artwork make you feel?
What do you think is working?

STEP 4 GIVE A "GROW"
What questions do you have?
How could the artist improve this?

THE SANDWICH ART TALK

Artist's Name: _____
Critiquer's Name: _____

Something I like about your art is...
○○○○○○

Something that could make your art even better...

Something else I like about your art is...

CONDUCTING A **VISUAL ANALYSIS** conversation

STEP 1 NOTICING:
What do you Notice?
(Use the Elements and Principles of Art)

STEP 2 MAKING CONNECTION:
What does the artwork remind you of?
How can you personally connect to this?

STEP 3 FEELING:
How does this artwork make you feel?
How do you think the artist is using color?

STEP 4 QUESTIONS:
What questions do you have?

STEP 5 EVALUATION:
How successful is this artwork and why?



CONDUCTING AN **ART CRITIQUE**

STEP 1 DESCRIBE:
Tell exactly what you see.
(Use the principles and elements of design)

STEP 2 ANALYZE:
How is the artwork organized with the principles and elements of design?

STEP 3 INTERPRET:
Determine the meaning of the artwork.

STEP 4 EVALUATE:
How successful is this artwork and why?



Secondary ELA



Goals for Review

Update/enhance programming

Ensure alignment K-12

Make a materials recommendation



Committee

- Middle and High ELA School Teachers
- Middle and High School Administrators
- Media Specialists
- Tech Integration Teachers
- G/T Teachers
- Community Member
- Others added ad hoc



Responsibilities of Committee Members

- Follow norms
- Communicate with building colleagues
- Read, read, read!
- Maintain a focus on equity
- Make a materials recommendation



New Standards



Career and College Readiness Statement

The standards and benchmarks should be aligned with the knowledge and skills needed for career and college readiness. Included here is the first draft of the ELA Career and College Readiness Statement.

Career- and college-ready students are effective and critical consumers and producers of ideas, who are able to successfully function in and contribute as citizens to their local and global communities. Post-secondary success and personal fulfillment demands that individuals have a broad foundation of language and literacy skills and are able to transfer these skills and apply learning in order to:

...demonstrate their understanding, value, and respect of other perspectives, identities, and cultures. They understand their own perspectives, identities, and cultures in relation to those of others; they engage with a wide variety of texts with a diverse representation of perspectives, identities, and cultures like and unlike their own; they are inclusive of others. They are conscious and critical of their own biases and those of larger society.

...become self-directed learners who value expanding knowledge, skills and understanding through literacy. They are able to express themselves clearly and creatively; they reflect on their learning and revise their own thinking; they persevere in the face of educational challenges; they read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise; they read a wide variety of self-selected texts for personal fulfillment; and they are lifelong learners who value knowledge.

...possess effective learning and work behaviors. They advocate for themselves; they are able to problem-solve; they comprehend as well as critique texts; they make informed decisions; they give and utilize constructive criticism; and they communicate and collaborate with others.

...build and communicate strong content knowledge. They adjust to, interact with, and interpret a wide variety of texts, including but not limited to informational, fictional, technical, and procedural; they synthesize information to articulate their thinking; they refine and share their knowledge; and they respond to the varying demands of audience, task, purpose, and discipline.

...become responsible digital citizens. They are critical consumers of information; they analyze and evaluate sources; they honor intellectual property; they find, use, and value credible evidence; they create and interact with content intentionally; they demonstrate safe and responsible use of technology; and they identify and articulate the strengths and limitations of various technological tools and mediums to select and use those best suited to their communication goals.

2020 Minnesota K-12 English Language Arts Standards (Commissioner Approved Draft)

1



We ask that you keep the following key concepts in mind as you start to review the 2020 Minnesota English Language Arts Standards (Commissioner-Approved Draft).

- Career and College Readiness
- Reciprocity Between Strands
- Bundling Capability
- Student Self-Selection
- Perspective
- Setting a Purpose for Learning



Standards Highlights



- Full implementation ~~2024-25~~ 2025-26
- 20 Anchor Standards
- 3 Strands:
 - Reading
 - Writing
 - Listening, Speaking, Viewing and Exchanging Ideas
- Reciprocity between strands/bundling

- Shifts/Updates

- Expanded definition of text, specific texts not required
- Grammar and Vocabulary embedded in all 3 strands
- Recognition of Dakota and Anishinaabe
- Gr. 9 and 10 separated, 11-12 banded
- Media Literacy included in each strand
- New Anchor Standard: Foundations of Writing
- Writing: Argue, Persuade, Inform/Explain, Create



2020-21

Established working committee

Began work on Roadmap for Secondary Literacy

Reviewed Equity Commitments

Reflected on pandemic teaching and learning



2020-21 - early 2021-22

Create the vision



2021-22

Explore options and plan for the future

Survey students,
families, staff
Examine data

Examine
materials

Sub-
committee
work
and/or pilot

Professional learning for all staff



2022-23

Move toward implementation

Evaluate pilot, come
to consensus

Communicate
to
stakeholders

Plan for
implementation

Professional learning for all staff



Summer 2021



Absent Narratives Workshop

- June 15
- Meadow Ridge



Social Studies

Peter McKown - Resource Teacher



Social Studies C3 (College, Career and Civic Life)

Four Strands (Disciplines): Geography, History, Economics, and Civics

Four Dimensions:

- Developing and Planning Inquiries,
- Applying Disciplinary Tools and Concepts
- Evaluating Sources and Using Evidence
- Communicating Conclusions and Taking Informed Action



“Bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read write, and think deeply; and act in ways that promote the common good.

There will always be differing perspectives on these objectives. The goal of KNOWLEDGEABLE, THINKING and ACTIVE CITIZENS, however, is UNIVERSAL”

-C3 Framework

Update on State Standards Committee Work

22 Anchor Standards within the 4 strands

The MDE Committee is considering adding Ethnic Studies standards.

Benchmarks for each standard

Draft #2 should be released soon

MDE approve in the Fall 2021



1. Develop and demonstrate civic values and skills for informed and engaged life-long civic participation.
2. Explain democratic values and principles that guide government, society, and communities and analyze the tensions within the United States constitutional government.
3. Explain and evaluate rights, duties and responsibilities in democratic society.
4. Explain and evaluate processes, rules and laws of governmental institutions at local, state, tribal and federal levels.
5. Analyze how public policy is shaped by governmental and non-governmental institutions and how people take action to solve problems and shape public policy.
6. Evaluate the unique status, relationships and governing structures of indigenous nations and the United States.
7. Use economic models/reasoning and data analysis to construct an argument or propose a solution related to an economic question.
8. Analyze how scarcity forces individuals, organizations and governments to make choices and incur opportunity costs, and how competing goals like equity and efficiency can influence these choices.
9. Apply economic concepts and models to develop personal financial goals (such as personal financial security) and strategies for achieving these goals.
10. Analyze how the behavior of individual consumers and producers interacting in markets can lead to efficient outcomes, how various market imperfections can lead to less than optimal outcomes, and how economic tools can be used to analyze and develop solutions to societal problems.
11. Measure and evaluate national economic performance; use economic models to explain the causes of fluctuations in the economy, and evaluate the impact of economic institutions and policies.
12. Analyze the impact of international trade on individuals, businesses and the national economy, both by applying economic concepts and models and by interpreting the impact of actual trade policies.
13. Apply geographic tools and spatial ways of thinking to solve problems using geographic inquiry.
14. Describe how physical and human characteristics influence an individual's sense of place and their construction of regions from a local to global scale.
15. Analyze patterns of interconnectedness within and between cultural, economic and political systems from a local to global scale.
16. Evaluate the relationship between humans and the environment including climate change.
17. Explore spatial ways of thinking, ways of knowing (culture) and ways of being (identity) from different perspectives, including indigenous voices.
18. Evaluate multiple narratives about change and continuity over time, taking into account historical context, i.e. how and why individuals and communities created those narratives.
19. Recognize diverse points of view and develop an informed and empathetic awareness of how identity (i.e. gender, race, religion, and culture), class, and geography influence historical perspective.
20. Evaluate historical sources and evidence by A) identifying a variety of primary and secondary sources, such as written accounts, oral narratives, objects, and artistic works, B) Considering what perspectives and narratives are absent from the available sources, and C) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.
21. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.
22. Use historical methods and sources in order to reflect upon the roots of contemporary social and environmental problems, and draw on lessons from the past in order to imagine and work toward an equitable and caring future.

2020-2021:

- Established the committee
- High School started 2 new electives:
 - Race and Ethnicity in America
 - Middle Eastern Studies
- Gather feedback about current practices and dreams for the future.



Curriculum Review Committee

23 Teachers

- 1 from each grade level K-6 and each elementary.
- 1 from each course (grade) and building in 6-8
- 2 from each core PLC and representation from a variety of electives.

3 Principals

- 1 From each level

2 Parents/Community Members

Next two years:

2021-2022

- Mission and Vision for Social Studies
- C3 Framework and best practices
- Equity Commitment and Strategic Roadmap

2022-2023

- Determine specific roadmap
- Materials Recommendation
- Subcommittee work
- Pilot?



World Languages & Cultures

Elementary

Grades 4-5

Spanish



Middle School

Grades 6-8

Spanish



High School

Grades 9-12

Chinese

French

German

Spanish



Minnesota Multilingual & Bilingual Seal

- Available to students grades 10-12
- College credit to MNSCU colleges
 - Certificate = 2 semesters
 - Gold Seal = 3 semesters
 - Platinum Seal = 4 semesters
- Transcript notations
- Students demonstrate proficiency in listening, reading, speaking, writing
- Tests available in 25 languages



To date, we have awarded **492** Wayzata seniors Certificates and Seals in **11** different languages

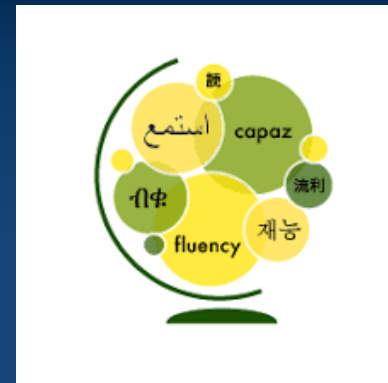


Global Seal

- Available to students in any grade
- College credit may be awarded
- Transcript notations
- Student demonstrate proficiency in speaking & writing
- Tests available in 41 different languages
 - Telugu
 - Urdu
 - Kannada



Indira Rao earned the first Wayzata Global Seal this year



Multilingual, Bilingual, & Global Seals

- Asset-building
 - Recognition
 - Awareness
 - Opportunities

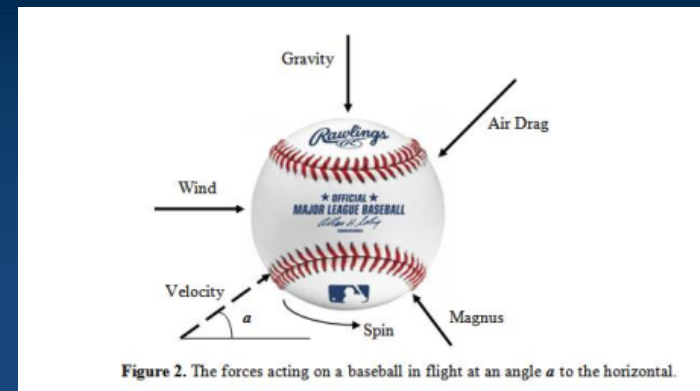




Designing a world class, **major league**, Science program

Science Department Mission

To empower the next generation of changemakers, the Science program will foster curiosity, critical thinking and local, as well as global awareness by providing all students with learning experiences that allow for their continual growth of science and engineering knowledge and practice and by ensuring that each and every student is better able to make sense of their natural and designed world.



“What is the best way to learn how to play baseball?”



“What is the best way to learn science and engineering?”

The processes of science and engineering are about “figuring out”, not just “knowing about”

2019 Minnesota Science Standards

Was...



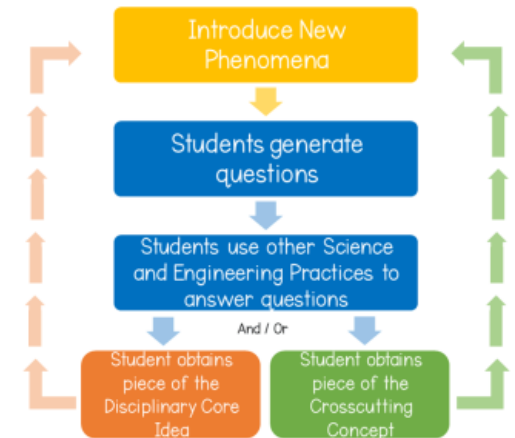
Recognize that plants need space, water, nutrients and air, and that they fulfill these needs in different ways.
(2nd grade)

Now...



Plan and conduct an investigation to determine how amounts of sunlight and water impact the growth of a plant. (2nd grade)

USE PHENOMENA TO DRIVE 3-DIMENSIONAL INSTRUCTION



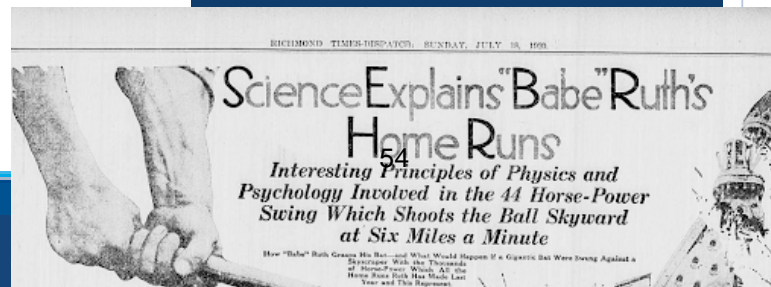
and student experiences will drive understanding!



NGSS Innovations

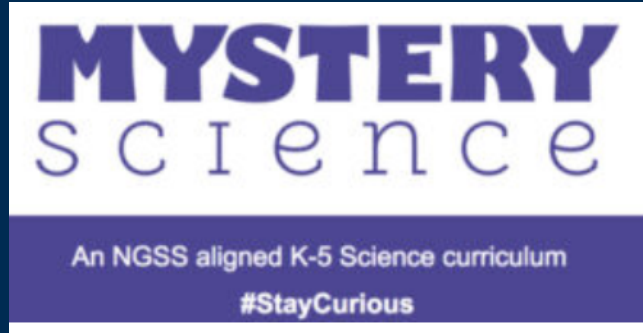
1. Making sense of phenomena and designing solutions to problems
2. Three-dimensional learning
3. Building K-12 progressions
4. Alignment with English Language Arts and Mathematics
5. All Standards, All Students

CCC - cause and effect
DCI - Ecosystems; Interactions, energy and dynamics



Curriculum Materials Decisions

K-5



Lesson 1

Animal Needs: Food

Why do woodpeckers peck wood?



Lesson 4

Trait Variation, Inheritance, & Artificial Selection

What kinds of animals might there be in the future?

6th grade: How does our use of natural resources impact the environment?

- What is the relationship between air pollution and human population?
- How does carbon dioxide affect organisms in the ocean?
- Was the Dust Bowl a result of human activities?
- How can we design a system to monitor the effects of human interactions and behavior on a natural habitat?



6-8

Science Department Vision

All people should have an appreciation of the beauty and wonder of science, and find connections to their current scientific understanding, in their everyday lives.

Implementation Timeline

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Kindergarten	2009 standards	2009 standards	*2019 standards	2019 standards	2019 standards
1st grade	2009 standards	2009 standards	*2019 standards	2019 standards	2019 standards
2nd grade	2009 standards	2009 standards	*2019 standards	2019 standards	2019 standards
3rd grade	2009 standards	2009 standards	*2019 standards	2019 standards	2019 standards
4th grade	2009 standards	2009 standards	*2019 standards	2019 standards	2019 standards
5th grade	2009 standards	2009 standards	*2019 standards	2019 standards	2019 standards
6th grade	Physical Science	*Earth Science	Earth Science	Earth Science	Earth Science
7th grade	Life Science	Life Science 2009	*Life Science 2019	Life Science 2019	Life Science 2019
8th grade	Earth Science	Earth Science	Earth Science	*Physical Science	Physical Science
9th grade	Physical Science	Physical Science	Physical Science	Physical Science	*Earth Science
10th grade	Biology	Biology	Biology	*Biology 2019	Biology 2019
11th grade	Chemistry or Physics 2009	Chemistry or Physics 2009	Chemistry or Physics 2009	Chemistry or Physics 2009	*Chemistry or Physics 2019
12th grade					

- Indicates first-year of implementation

You have to step up to the plate, and then hit one out of the park.

Literacy Intervention Updates, 2021



Updates:

— Screening Process and Our System of Interventions

a. Reading Recovery Status

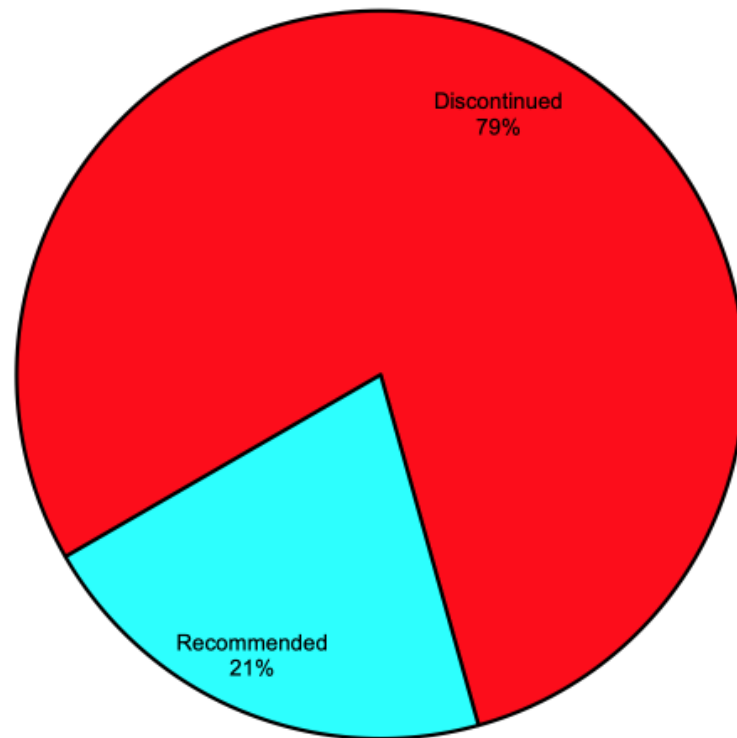
- Training Class 2019-2020
- Status in elementary buildings
- Making a Difference for Children

b. Ongoing Dyslexia Work

- Supporting families
- Building capacity in teachers
- Screening Process
- Further training



Figure 2.2 Intervention Status of Reading Recovery Students with Complete Interventions:
Wayzata SD, 2019-2020



Literacy Achievement

Table 3. Growth on text level and writing vocabulary for students who entered in fall and reached average performance of the class, compared to typical 1st grader, 2019-2020

	Average scores		Fall to Mid-Year Gain
	Fall	Mid-Year	
Text Level			
Reading Recovery	1	15	14
Typical 1st grader*	6	14	8
Writing Vocabulary			
Reading Recovery	8	48	40
Typical 1st grader*	20	42	21

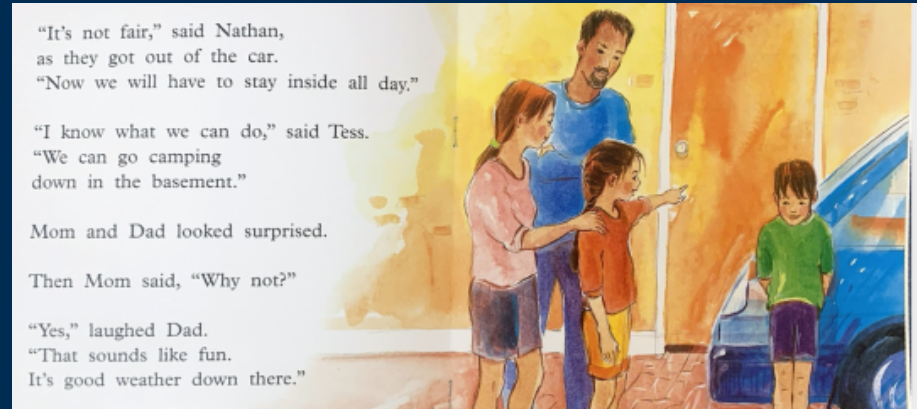
* Typical 1st grader is a random sample of 2,885 first grade students from the entire United States.



Meet a Kimberly Lane Student:

15 weeks of Reading Recovery, September to December

Text level: Level 2 to 18



the bus is coming
 it will stop here
 to let me get
 on

the bus is coming
 it will stop here
 to let me get
 on



From the parent survey:

“Before he entered first grade, (child) was not interested in reading and he began to quickly fall behind his peers. As he realized that he wasn't keeping up, he lost confidence, and as a result, had even less interest in reading as it made him feel as though he was "stupid". He began to make negative comments about himself, which was very difficult to hear as we knew that he was capable. He just didn't have confidence or interest. All of this was a downward spiral toward not learning to read.”

“Reading Recovery and Terah have been a tremendous resource and help for our son. We cannot say enough great things about the program or Terah. Over the time that he has been in the program, his reading has fully recovered to be in line with his peers. More importantly, he no longer makes negative comments about his abilities. Also, he has confidence in his reading and participates more in class.”



From the parent survey: (Cont.)

He started the year only able to read and write a handful of words. His vocabulary is in the hundreds now. It's tremendous.

(Child's) confidence was very low at the beginning of the year which was impacting interest in reading. He didn't want to look foolish in front of others so he would not read or write. He was quickly falling behind his peers. He also was critical of himself. Through the Reading Recovery program, his confidence is higher than ever, and we know that he now has the confidence in his abilities to learn and progress.

Based on our understanding, he was one of only a handful of students that were able to be in the Reading Recovery program. We feel for any students that are toward the bottom end of their peer group but were not able to be part of the program. Given the success that it has generated in his abilities, we would love to see any other students that may need help have the opportunity to go through a similar program. We hope that the program can be expanded (as needed) to help all students.



Dyslexia

1. Supporting Families

- a. Goals: Clear messaging and data
- b. Website improvement, screening transparency

1. Supporting Teachers

- a. Goals: Ongoing communication, intentional learning
 - i. Shared folder, articles, consistent sharing
 - ii. Literacy Specialist “A Fresh Look at Phonics” book study
 - iii. Literacy Specialist 2021-22 PD Focus: A Year of Study
 - iv. Ongoing availability as a resource, consultations

1. Screening Process - continuous improvement

- a. May 2021 Process



Further Training:

1. Currently Reading Recovery Teacher Leader, Trainer
2. Additional training as IMSE Orton Gillingham Trainer
 - a. Orton Gillingham Trained (Julie, 3x)
 - b. KPEERI Exam in August to earn the Structured Literacy Dyslexia Interventionist title to be added through the Center for Effective Reading Instruction, portfolio development
 - c. Certification Practicum, 2021-22 school year
 - d. Apply to train the trainer program January 1, 2022.
 - e. Train as a trainer April-August, five full weeks.
 - f. Able to train within Wayzata as well as outside in collaboration with other districts



Reflecting on Themes and Questions



- C. **Human Resource Services Reports**
- D. **Business and Finance Services Reports**
 - 1. Finance and Facilities Update
 - i. Enrollment Projections
 - 2. **ADJOURN**