



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, July 28, 2025 - 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, July 28, 2025, beginning at 4:05 PM in the Creekside
16000 41st Ave N.
Plymouth, MN 55446.

1. ROLL CALL/CALL TO ORDER

A. Human Resource Services Reports

1. K-12 Student Enrollment and Staffing Update (30 minutes) 2

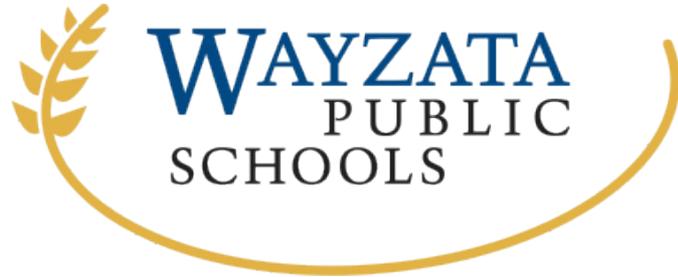
B. School Board Reports

1. School Board Member Visits to Schools (30 minutes) 19

C. Superintendent's Reports

1. Strategic Road Map/District Goals Update (30 minutes) 25

2. ADJOURN



Welcome Center, Student Enrollment and Staffing Update

**School Board Work Session
July 28, 2025**

Agenda



- Welcome Center
- Student Enrollment & Projections (MARSS)
- Human Resources - Staffing
- Questions

Welcome Center Summer Update

- Summer Outreach Activities
- Census Data Collection (Birth to 5)
- Summer Enrollment Trends
- Support for Incoming Kindergarteners



Summer Outreach Activities

- We welcome walk-ins and appointments at the District Service Center
 - Online or in-person appointments are available
- Community Outreach
 - Welcome Center team engaged with three apartments in the Birchview and Sunset Hill school boundary, working to set up office hours at those sites
 - Family Liaisons help facilitate enrollment when they are out in community
 - Collaborating with Family Liaisons to attend multiple *Night to Unite* events at apartment complexes on August 5
 - Attending community events this summer such as Somali Cultural Festival and Kids Fest

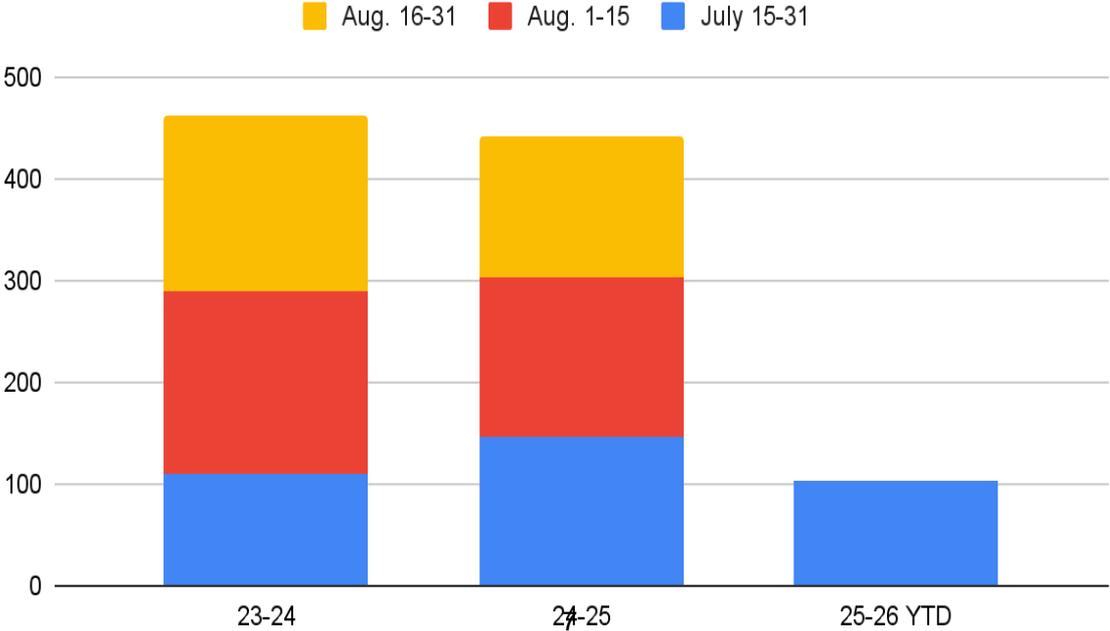
Collection of Census Data (Birth to 5-Year-Olds)

- New process for collecting information, changed from printed PDF to online form
- Collecting census data through WPS News, district website, Community Ed catalog, emails, etc.
- Census list clean up through mailings and returned mail
- Expanded K data tracking spreadsheet; Collecting baseline data such as number who no longer live in the district, chose to enroll elsewhere and families choosing to wait until next year to enroll



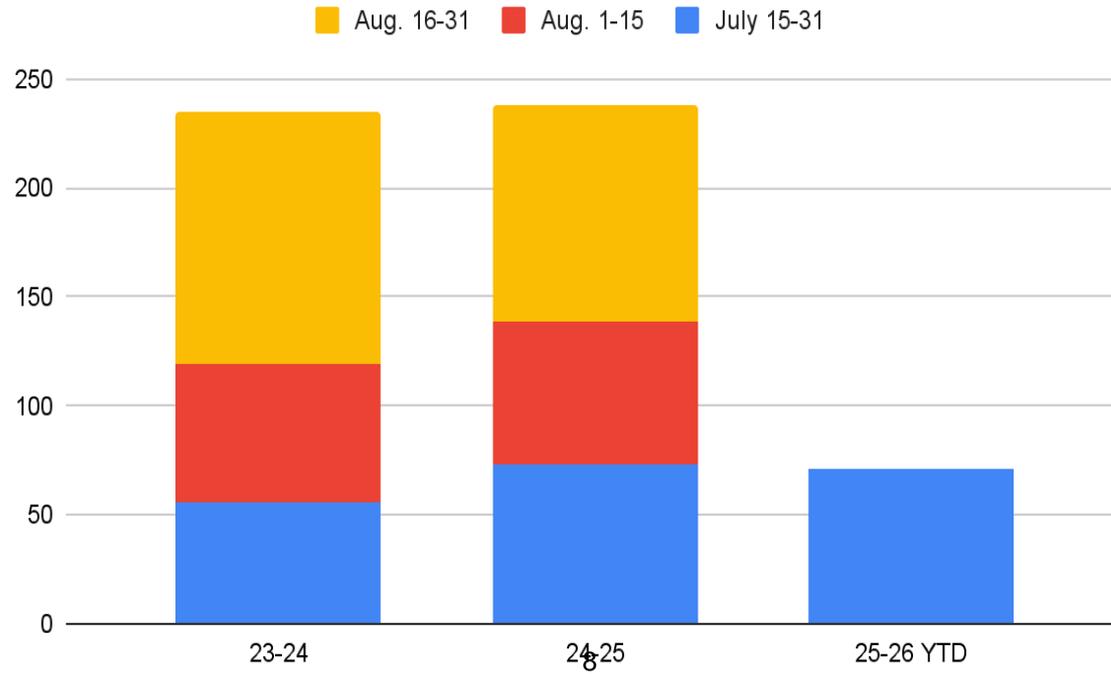
Summer Enrollment Trends

This includes ALL student enrollments processed during these time periods (new K-12+, open enrollment, intradistrict transfers, non-tuition agreements, and continuity students).



Net K-12+ Student Enrollment By Time Period

This represents the net total of only new K-12+ enrollments minus withdrawals by time period.



Supporting Incoming Kindergarten Families

Bus Ride and Information Night

on August 7 from 3:30 to 6:00 p.m. at Wayzata High School

**GET
READY FOR
K**

ALL ABOARD KINDERGARTENERS!



1

PICTURES

Have your picture taken for school in case of an emergency.

2

SAFETY VIDEO

Watch the school bus safety video. The information begins every 30 minutes in the Auditorium.

3

RIDE THE BUS!

Ride the school bus to the turf fields and learn about the rules in and around the bus.

4

SCHOOL TABLE

Visit your school's table to meet the principal, color your school logo, and more!

5

AND MORE!

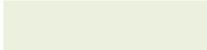
The district Welcome Center, Early Learning School, Community Ed, Technology, and Wayzata Cafés are here to answer your questions!

Supporting Incoming Kindergarten Families

Jumpstart to K on August 18 and 19

- Free for all incoming K thanks to a grant from Partners for Healthy Kids
- Engaging introduction to kindergartener's future elementary school
- Aims to familiarize children with the school to help a smooth transition into kindergarten
- Has activities aimed at building confidence and enthusiasm for the kindergarten classroom
- Brief introduction to school routines and learn to navigate common areas such as the classroom, cafeteria, and playground

Attending School	# Registered for Jumpstart to K Camp	# Registered for Kindergarten	% of K students participating in Jumpstart to K
Birchview	21	82	26%
Gleason Lake	26	81	32%
Greenwood	28	78	36%
Kimberly Lane	1	79	1%
Meadow Ridge	53	117	45%
North Woods	91	119	76%
Oakwood	0	74	0%
Plymouth Creek	48	99	48%
Sunset Hill	0	113	0%
Grand Total	268	842	32%

 = Jumpstart to K camp locations

Supporting Incoming Kindergarten Families

Rising Ks Preschool from June 11 to August 15

	# of Students Attending Rising Ks
Birchview	10
Gleason Lake	10
Greenwood	16
Kimberly Lane	10
Meadow Ridge	21
North Woods	12
Oakwood	14
Plymouth Creek	13
Sunset Hill	15
Grand Total	121

- Hosted at Wayzata Early Learning School
- Open for student registered for Kindergarten in the fall
- Full-day preschool experience for the summer months, students attend a minimum of 35 days
- Focus on learning through fun and utilizing Creative Curriculum



Student Enrollment & Projections

MARSS reporting/planning



Staffing Timeline



2025-26 Enrollment Projection Information

Enrollment Projections for 2025-26

- Demographic study with TeamWorks International
- Demographic study with Hazel Reinhardt
- Used internal modeling tool to provide projections per grade/school.
- Finance and HR, along with Dr. Anderson, met to discuss the final projections to be used to create staffing.

Continued analysis (March - May)

- Constant tracking of potential withdrawals and incoming applications.
- Weekly meetings between finance and HR to discuss current enrollment
- Watching for sections that may tip due to increase or decrease in student enrollment.

Continued Review (June - August)

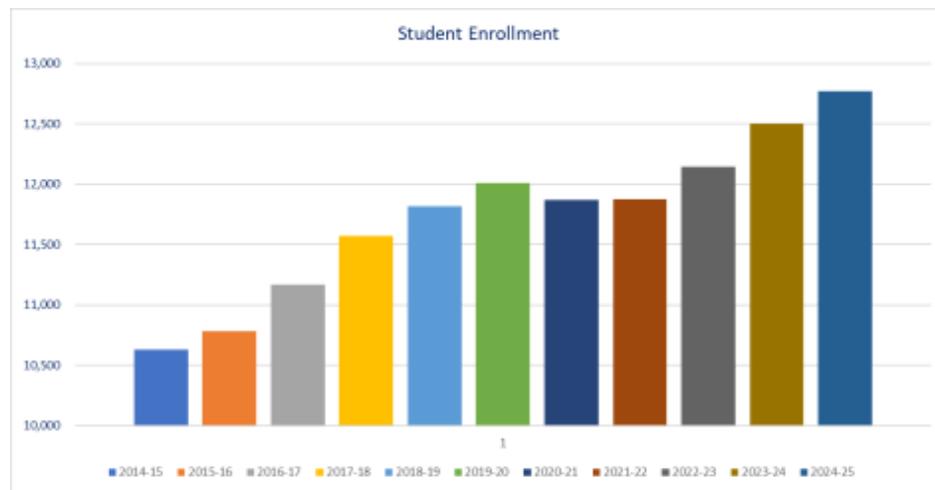
- Daily review of enrollment
- Weekly reports to key staff with enrollment updates

School Year Begins

- Monthly reports are generated with enrollment information.
- Watchful eye throughout the year to notice anomalies in enrollment growth.

Student Enrollment - Historical

Student Enrollment (K-12)		
School Year	10/1 Enrollment	Change from Prior Year
2014-15	10,631	
2015-16	10,783	152
2016-17	11,170	387
2017-18	11,574	404
2018-19	11,819	245
2019-20	12,011	192
2020-21	11,870	(141)
2021-22	11,875	5
2022-23	12,145	270
2023-24	12,499	354
2024-25	12,768	269



*Data from MARSS12 Report - students enrolled on 10/1/XX

Licensed Teacher Staffing Update - As of 7/25/25

79 New Teachers Hired/Rehired

- 35 Elementary/Early Learning
- 7 High School
- 17 Middle School
- 20 Special Services Staff

10 still posted (as of Today)

- Mostly Part-time staff, Long Term Reserves
- Additional vacancies tend to surface throughout the summer (relocations, etc)

Secondary (Middle and High School) Staffing Plan is aligning with enrollment

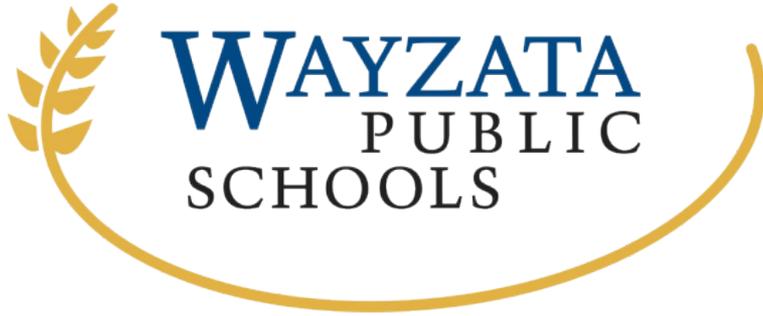
- Middle Schools - 3,170 projected, 3,151 currently enrolled
- High School - 4,025 projected, 4,043 currently enrolled

Closely Monitoring Elementary Sections

- Elementary Schools - 6,056 projected, 5,777 currently enrolled
- Elementary Principal meeting on 7/23/25 - feel we have approximately the amount of teachers we need
- Meeting again on 8/5/25 to review trends in the last 2 weeks
- Will be finalizing our K-5 staffing plan in early/mid-August



Questions?



Thank You

Jenni Ebert, Director of Community Ed

Judi Ohochukwu, Welcome Center Specialist

Jennifer Welk, Student Accounting & Finance Manager

Dave Lutz, Executive Director Human Resources

Guidelines for School Board Member Visits to Schools and Classrooms

DRAFT - Updated July 28, 2025

Introduction and Purpose

The School Board of Wayzata Public Schools plays a critical role in shaping the strategic direction of the district through policy development, supervision and oversight of the superintendent who is in charge of district operations, and general community representation. While Board members are not involved in the day-to-day management of schools, there is value in maintaining awareness about the district's programs, school culture, and instructional practices. One way to support this general awareness is through intentional, structured, and well-organized visits to school buildings.

The following guidelines provide a framework for School Board member visits to schools and classrooms. These visits are intended to reflect the Board's commitment to transparency, relationships, and informed governance while respecting and preserving the integrity of instructional time, student and staff privacy, and building operations. The intent of these guidelines is to foster a shared understanding between Board members, administrators, teachers and other educators regarding the purpose, process, and boundaries of school visits.

The overarching purpose of these guidelines is to facilitate visits that:

- Allow Board members to observe the outcome of district and Board-adopted policies.
 - Foster deeper understanding of school-level needs and opportunities.
 - Support the Board's ability to make informed decisions through firsthand perspective.
 - Build relationships between Board members and school leaders.
 - Demonstrate visible commitment to public education.
 - Celebrate positive accomplishments of students and staff.
 - Reinforce a shared sense of pride and purpose across the district.
-

Guiding Principles for School Board Visits

To ensure Board visits are constructive, equitable, and aligned with district priorities, the following guiding principles will be followed:

1. **Governance and Management:** Board members are not administrators and should not engage in evaluative or supervisory behaviors during visits. Observations are made in service of the Board's governance role and strategic priorities—not for operational oversight or assessment of individual staff or of specific academic programs.
2. **Non-Disruption:** Instructional time is the core of a school's mission. Visits should be designed to minimize disruption to learning, avoid shifting classroom dynamics, and preserve instructional flow. Board members are encouraged to observe, not directly participate unless specifically asked by the teacher or their designee to do so, during classroom visits.

3. **Confidentiality and Legal Compliance:** Board members are bound by data privacy laws including FERPA and the Minnesota Government Data Practices Act. Visits should never result in the sharing of identifiable student or staff information, nor should observations be publicly discussed in ways that could compromise confidentiality.
 4. **Partnership and Respect:** Board visits are an opportunity to reinforce the values of mutual respect, partnership, and shared commitment to student success. Board members should communicate openly, follow school-level expectations, and be respectful of the professional expertise of teachers, administrators and other educators.
 5. **Equity and Coordination:** Visits should be coordinated and distributed equitably across schools, avoiding repetition at a few sites while others are overlooked. All visits must be scheduled in advance through appropriate administrative channels to ensure they align with the schedule and routines of each building.
-

Visit Scheduling and Process

All Board visits—whether to observe classrooms, participate in special events, or tour buildings—must be scheduled in advance and coordinated through the building administrative professional/building principal. This ensures that visits occur at appropriate times, minimize disruption, and align with school schedules. Board members' attendance at athletic contests, performing or visual arts events or other school activities generally open to the public do not require any special advance notice.

1. General Building Visits (non-classroom):

- Must be scheduled at least **2 school days in advance**.
- Scheduled through the **school principal's Building Administrative Professional** with the **Superintendent's Administrative Assistant** copied.
- May include tours of common areas, hallways, cafeterias, media centers, or attendance at school-wide events.
- Principals and/or their designees will accompany the Board member during the visit.

2. Classroom Observations:

- Must be scheduled at least **5 school days in advance**.
- Scheduled through the **school principal's Building Administrative Professional**, with the **Superintendent's Administrative Assistant** copied.
- Duration of the visit should generally be limited to **no more than 30 minutes per elementary classroom or one full class period** at the secondary level.
- When making a request, Board members should identify a general area of interest rather than specific staff (e.g., "I'd like to observe a 5th grade math class" or "a popular high school elective with high registration numbers").
- Principals and/or their designees, will make the final determination of the specific classroom(s) to be observed based on schedules and instructional considerations.

3. School Events or Celebrations:

- Board members are always welcome and are encouraged to attend concerts, art shows, curriculum nights, and other school events that are generally open to the public.

- Invitations may be extended by school leaders or district staff, and attendance at such events will be in alignment with and coordinated in the same way as other community members attending such events or celebrations.

In all cases, Board members must check in at the front office upon arrival, wear a district-issued visitor badge, and adhere to standard visitor protocols in each building. This is consistent with expectations of all visitors at schools.

Expectations During Visits

Board members are expected to adhere to the following expectations while in schools:

- **Arrive on time** and check in at the school’s front office.
- **Wear a visitor badge** visibly at all times.
- **Follow the school’s expectations** for visitor protocols and movement through the building.
- **Observe respectfully** - do not interrupt instruction, redirect students, engage in evaluative feedback with staff and students, nor demonstrate engagement that is not consistent with the school district’s mission and vision.
- **Do not take photographs, video, or audio recordings** during the visit unless consent is obtained according to established district protocols.
- **Avoid entering staff-only areas** (e.g., lounges, offices, prep rooms) unless invited to do so by a staff member.

The principal or their designee may or may not be available to accompany the Board member visit. Some visits may be self-guided depending on the principal’s availability and the nature of the visit.

Post-Visit Communication and Reflection

Following a classroom visit, Board members are welcome to send a personal thank you note or email to the teacher(s). Board members are further encouraged to share **positive observations** with the building principal. Celebrating what is working well supports educator morale and reinforces shared pride in the work of the district.

If a Board member has **questions or concerns** as a result of their visit, those should be directed to the Superintendent or Board Chair—not to principals, teachers, paraprofessionals, or other staff members. This honors the district’s communication protocols and prevents confusion about appropriate a school Board member’s governance role, authority and intent.

Board members may be invited to share **general reflections** at future Board meetings, provided the discussion maintains confidentiality and focuses on systemic or policy-level themes. For example, a Board member might say:

“During my recent visit to Meadow Ridge, I was reminded of the incredible energy and care our staff bring to learning. It was especially exciting to see how students are engaging with the new science units implemented last year.”

Such reflections should not include classroom-specific observations, individual performance comments, or comparisons between buildings or staff.

Visit Frequency and Rotation

To support equitable access and manageable coordination, the district recommends the following frequency and structure:

- As a general guideline, each Board member is asked to limit their classroom visits to twice per school year for each level. Stated more specifically, no more than a total of two visits in a year per level (Early Learning School, elementary schools, middle schools and the high school), equating to no more than eight total visits in any given school year.
- The district may consider and establish a **rotation system** so that Board members are assigned to specific schools for a set period, helping to spread engagement evenly and build deeper relationships with a smaller number of sites.
- The Superintendent's Administrative Assistant will maintain a **central log of school visits** to help ensure an appropriate balance and coordination of the visit.

This structure ensures all schools receive comparable levels of demonstrated school Board interest, support, and visibility, while also maintaining and respecting daily routines at the school and ensuring that schools can effectively plan for and accommodate school Board member visits.

Legal, Ethical, and Policy Alignment

Board member visits must comply with the following local, state, and federal expectations:

- **Policy 201: School Board Powers and Duties** – affirms that Board members are responsible for setting policy and evaluating the Superintendent, not managing staff or daily school operations.
- **Policy 204: School Board Member Code of Ethics** – requires all Board members to protect confidential information and refrain from using their position for personal gain.
- **FERPA (Family Educational Rights and Privacy Act)** – prohibits the sharing of personally identifiable student data observed during visits.
- **Minnesota Government Data Practices Act** – protects both student and staff data from unauthorized disclosure.

As a member district of the Minnesota School Boards Association (MSBA), all Board members complete training and are aware of Board ethics, data privacy, and appropriate boundaries to reinforce these expectations.

Closing Reflections

School Board members visiting schools is one way to strengthen the bridge between governance and the lived student experience across their developmental spectrum. When done thoughtfully, respectfully, and collaboratively, these visits can enhance transparency, inform policy-making, and build a shared sense of community across the larger school district.

It is important that these visits are implemented according to established protocols to ensure the integrity of the learning process is maintained. The classrooms in Wayzata Public Schools are spaces of deep trust where rigorous, well designed and complex instruction is being delivered.. Classrooms are windows into the remarkable work that happens each day on behalf of our students.

These guidelines are established to ensure that school Board member visits are productive, positive, and informative, and that they are implemented in such a way that is insightful and that preserves the integrity of instructional design and delivery.

School Board Member Visit Guidelines Summary

Purpose of Board Visits

By visiting schools, Board members strengthen the connection between governance and the lived student experience, gaining essential insight into district programs, school culture, and instructional practices without intervening in daily operations. Observing first hand each school's distinctive needs, strengths, and opportunities empowers the Board to make more strategic, equity-centered decisions at the district level. These visits also cultivate respectful partnerships with school leaders, educators, and students, create meaningful moments to celebrate achievements, and visibly reaffirm the Board's commitment to excellence in public education.

Guiding Principles

- **Governance, not management:** Observe in service of strategic oversight; refrain from operational evaluation or directing staff.
- **Non-disruption:** Minimize any impact on instructional time and classroom dynamics.
- **Confidentiality & Legal Compliance:** Adhere to FERPA and the Minnesota Government Data Practices Act; never share identifiable student or staff information.
- **Partnership & Respect:** Honor educators' expertise, follow school protocols, and communicate courteously.
- **Equity & Coordination:** Distribute visits fairly across all schools; schedule in advance through proper administrative channels.

Scheduling a Visit

- **Building Visits (non-classroom):**
 - Request at least 2 school days in advance, via the school principal's Building Admin Professional (cc Superintendent's Admin Assistant)
 - May include tours of common areas or attendance at public events
 - Principals/designees may accompany Board members
- **Classroom Observations:**
 - Request at least 5 school days in advance via the school principal's Building Admin Professional (cc Superintendent's Admin Assistant)
 - Limit: 30 minutes per elementary classroom or one full secondary class period
 - Specify a general area of interest (e.g., grade level or subject), not an individual teacher
 - Principals or designees determine the specific classroom(s) to ensure instructional integrity
- **School Events:**
 - Board members are encouraged to attend concerts, art shows, curriculum nights, etc.
 - Coordinate attendance as any member of the public would; inform Superintendent's Admin Assistant

During the Visit

- Check in at the front office and wear a district-issued visitor badge visibly
- Observe respectfully—do not interrupt instruction, redirect students, or provide evaluative feedback
- Refrain from photographs, video, or audio recordings unless pre-approved and consented
- Respect staff-only areas; enter only if invited
- Principals or designees will provide context and help maintain the integrity of instructional time

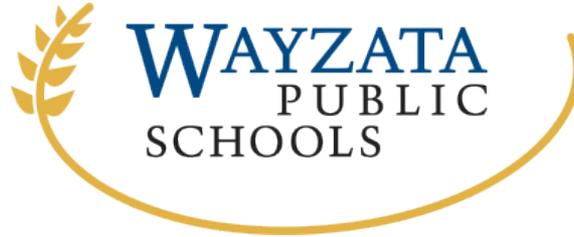
After the Visit

- Send a brief thank-you note or email to the teacher(s) and share positive observations with the principal
- Route any questions or concerns to the Superintendent or Board Chair—do not approach staff directly
- If sharing reflections at Board meetings, focus on systemic themes and maintain confidentiality

Visit Frequency & Rotation

- Limit classroom visits to two per school year per level (Early Learning, elementary, middle, high)—up to eight visits total annually
- The Superintendent's Admin Assistant maintains a central log for balance and transparency
- A rotation system may be used to assign Board members to specific schools for defined periods

When conducted thoughtfully and respectfully, these visits bridge governance and the student experience, inform policy-level decisions, and reinforce our shared commitment to equity and excellence in Wayzata Public Schools.



School Board Work Session 2024-2025 School Year: “Year in Review”

7.28.2025

First Road Map developed 2011

Revised in 2015 and in 2019

Reviewed/Updated in 2023

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

Equity Commitment

- Unanimously approved by School Board on 4-12-21
- Serves as an amplification of our Core Values
- Reinforces the Mission, Vision and Strategic Directions to help us reach our highest of aspirations of “Excellence for Each and Every Student”

Wayzata Public Schools Equity Commitment

Systemic racism and many inequities exist in our society. This is not a reflection of who we aspire to be in 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:

- Evaluating and expanding our mindsets
- Embracing productive discomfort
- Transforming our core values from words to policies and actions that improve equity

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

Achievement	Collaboration	Community
<ul style="list-style-type: none">• Create a system for learning, teaching and measuring success that honors cultural differences.• Give each other space to understand our implicit biases as we seek to free ourselves of them.	<ul style="list-style-type: none">• Share collective responsibility for empowering all learners to thrive and be their authentic selves.• Build on the strengths we each bring so that together we are more than the sum of our parts.	<ul style="list-style-type: none">• Understand that we all bring 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 grow our capacity to become who we aspire to be.• Study and practice anti-racist behavior so that we can continuously learn and improve.	<ul style="list-style-type: none">• Continually live our shared values, especially when these values are challenged.• Infuse our daily work and planning with equity thinking through self-reflection and data.	<ul style="list-style-type: none">• Learn from and through our differences.• Acknowledge that the lives of Black, Indigenous and people of color matter and this is reflected in our actions.

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

<ul style="list-style-type: none">• age• beliefs/religion• class• disability/special needs• ethnicity• family status	<ul style="list-style-type: none">• gender• gender expression/identity• height/weight• home language• immigration status• issues specific to women/girls	<ul style="list-style-type: none">• mental health• national origin• poverty• race• sexual orientation
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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.

Approved by WPS School Board April 12, 2021

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

School Board Suggested Goal Areas for 2024-2025

1. Finalization of the District Operational Plan (DOP) with associated measurable goals in all Strategic Directions.
2. Continue to engage and partner with the community to understand and respond to changing student, staff and community needs.
3. Monitor student growth as it relates to facilities needs and class sizes.
4. Prioritize academic excellence for each and every student which includes a commitment to student growth at all levels and demonstrable progress in the reduction of the student opportunity and achievement gap.

School Board

Goal Areas for 2024-2025

Goal #1: Finalization of the District Operational Plan (DOP) with associated measurable goals in all Strategic Directions.

Progress Update:

Student achievement goals and metrics are very much linked to existing site and district plans:

- World's Best Work Force Plan (Now referred to as Comprehensive Achievement & Civic Readiness CACR)
- Achievement & Integration Plan
- Minnesota Multi-Tiered Systems of Support-ABRE Software to Support and Track this Work
- Building Instructional Leadership Teams/Site Goals/Center for Educational Leadership
- Educator's Thriving Feedback

Strategic Direction #1

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

Goals for this Strategic Direction:

1. All Children are Ready for School.
(And the School is Ready for all Children.)
2. All Students are College and Career Ready.

Yet TBD: Possible Modifications for 2025-2026

Strategic Direction #2

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

Goals for this Strategic Direction:

1. All K-12 students reading at or above grade level. Students receiving EL services and students on IEPs meeting their individual goals.
2. Increase the district's overall performance on MCAs.
3. All students graduate from high school.
4. All racial and economic achievement gaps between students are closed.

Yet TBD: Possible Modifications for 2025-2026

Strategic Direction #3

Recruit, hire, support, develop and retain the highest quality staff.

Goals for this Strategic Direction:

1. Retain and develop district talent across all levels.
2. At least 85% of Wayzata staff will assess at or above the Embracing Level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026.

Yet TBD: Possible Modifications for 2025-2026

Strategic Direction #4

Build awareness and capacity to improve the health and well being of our school district community.

Goals for this Strategic Direction:

1. WPS will support the social-emotional and developmental needs of students and staff by hosting a continuum of School-Based Mental Health (SBMH) resources that range from classroom to on-site and community-based support.

Yet TBD: Possible Modifications for 2025-2026

Strategic Direction #5

Learn and improve from community engagement and strategic partnerships.

Goals for this Strategic Direction:

1. Create a strategic community engagement and partnerships plan.
2. Ensure families are identified and are connected to WPS.

Yet TBD: Possible Modifications for 2025-2026

Strategic Direction #6

Ensure the efficient and effective use of district resources.

Goals for this Strategic Direction:

1. Enrollment and Facilities.
2. Alignment of Budget Resources to Strategic Directions.
3. Data Management Tool.

Yet TBD: Possible Modifications for 2025-2026

Strategic Direction #7

Align internal district processes and procedures to improve communication, decision-making, accountability and collaboration, resulting in operational excellence.

Goals for this Strategic Direction:

1. Development of DOP oversight committee, either a new group or engagement with an existing group, to provide oversight for the DOP.
2. Creation of a well-defined organizational flow chart that outlines who principals and others should go to for various district functions.

Yet TBD: Possible Modifications for 2025-2026

School Board Goal Areas for 2024-2025

Goal #2: Continue to engage and partner with the community to understand and respond to changing student, staff and community needs.

Progress Update:

Examples:

- District Surveys and Feedback Mechanisms
- Superintendent Attendance at District Liaison Meetings
- Superintendent Attendance at PTA and Advisory Council Meetings
- Attendance Area Input Meetings
- Attendance Area On-Line Input System
- New Communication Tool: ParentSquare
- School Board Committee Participation
- Community Relations Committee of the School Board

School Board Goal Areas for 2024-2025

Goal #3: Monitor student growth as it relates to facilities needs and class sizes.

Progress Update:

- School Board Facilities Committee
- District Facilities Steering Committee (Wold Architects & Engineers/Kraus-Anderson)
- District Enrollment Study and Reviewing School Attendance Areas (Teamworks, International)
- Consideration of Immediate Facility Needs
- Early Planning for Long Term Facility Needs:
 1. Expansion of Existing Facilities (Possibly Elementary, Middle and High School)
 2. Remodeling of Existing Facilities (Consideration of Options Currently In Progress)
 3. Building of New Facilities (Possibly Elementary #10 and Middle School #4)
- District Enrollment Study (Hazel Reinhardt)
- Bi-Monthly SLT Meetings with Kraus Anderson and Wold A & E Personnel

School Board Goal Areas for 2024-2025

Goal #4: Prioritize academic excellence for each and every student which includes a commitment to student growth at all levels and demonstrable progress in the reduction of the student opportunity and achievement gap.

Progress Update:

September 23, 2024 School Board Work Session

- WBWF: Kindergarten Readiness and Literacy (Comprehensive Achievement & Civic Readiness)

October 28, 2024 School Board Work Session

- WBWF/CACR: MCA Performance, College and Career Readiness, High School Graduation

January 27, 2025 School Board Work Session

- A & I Plan Annual Report- Understanding the work of Equity & Inclusion in Wayzata

School BILTs are All Operating and Reviewing Site Goals Twice Monthly and During PLC Meetings

...Thank you...

Questions/Thoughts/Inputs



Chace B. Anderson, Ph.D., Superintendent
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July 28, 2025

To: WPS School Board Members

From: Chace B. Anderson, Superintendent

Re: Strategic Road Map & District Goals Update

Goal Areas for 2024-2025 (As provided in the superintendent's 2024 evaluation.)

The school board established the following four general goal areas for the superintendent during for the 2024-2025 school year.

1. Finalization of the District Operational Plan (DOP) with associated measurable goals in all Strategic Directions.
2. Continue to engage and partner with the community to understand and respond to changing student, staff and community needs.
3. Monitor student growth as it relates to facilities needs and class sizes.
4. Prioritize academic excellence for each-and-every student which includes a commitment to student growth at all levels and demonstrable progress in the reduction of the student opportunity and achievement gap.

General Statement on Student Success in Academics, Athletics and Activities

The 2024-2025 school year was one where students experienced many successes in their academics and athletics/activities programs. During school board meetings, these academic and activities achievements were highlighted by recognizing individuals and groups of students. The school district offers many opportunities where students can grow beyond just their academics during the school year. They complement their learning by engaging with practical experiences that include athletics, competitive academic groups, high school COMPASS program and many other enrichment opportunities. This combination of academics and activities help create well-prepared students equipped to be successful in their futures.

Goal Overview

This report is as an update on the four goals stated at the beginning of this document. Work on these initiatives will continue to evolve and will be modified as new insights are gathered and as we orient new team members in the coming months. Our Strategy Leadership Team will engage with this work again during the 2025-2026 school year. With several leadership changes during the past school year, it was difficult to fully develop the operational plan. I have been reconsidering the format for our district operational plan. It is hoped that through the reports made to the school board during the school year, board members were provided with information that demonstrates our district leaders and school principals have engaged in their strategic and standard work impressively throughout the school year. Later in this document, a summary list of the presentations given to the school board at board meetings will be provided.

Goal #1:
Finalization of the District Operational Plan (DOP) with associated measurable goals in all Strategic Directions.

Leadership Team Changes

As a result of cost containment measures taken during the post-COVID era, the associate superintendent position vacancy that arose following the 2023-2024 school year was not filled. Given this, I picked up many of the duties previously held by this person, including supervision and oversight of our 13 school principals. The discontinuance of this position increased my number of direct reports from 9 to 22 and resulted in my need to engage more in operational aspects of the district, particularly those occurring at the school buildings. During the 2024-2025 school year, we experienced some additional leadership turnover including two executive directors (Human Resources and Finance & Operations). In addition, our Director of Human Resources moved into the executive director's role creating an opening in his former position, which has now been filled. Further, our Director of Finance & Operations recently took the top finance job in another metro school district. This created one more opening which should be filled soon. As can be seen, we have undergone a lot of changes in the district; often being a bit short-handed. While there have certainly been some cost savings associated with the reduction of the associate superintendent position, at some point in the future the district will likely need to consider adding this position back as we continue to grow.

Central Middle School has a new principal and a new associate principal for the 2025-2026 school year. One of the high school associate principals assumed the role of principal at CMS. In return, one of the associate principals previously at CMS requested an opportunity to fill the associate principal vacancy at WHS. Finally, a Dean from WHS was selected to become the new associate principal at CMS. At the current time, all school building administrative positions are filled, except for a Dean position at WHS created as a result of the person previously in that role becoming the new associate principal at CMS.

Data and Achievement Information

During the school year at school board meetings, several school principals and program supervisors presented updates on strategic initiatives and programs. Specifically, information has been shared with the school board in the following areas: 1) World's Best Workforce, 2) Achievement & Integration, 3) Minnesota Multi-Tiered Systems of Support (MTSS), 4) BILT Team Site Goals, 5) Educator's Thriving Feedback, and 6) and Building Instructional Leadership Teams/Center for Educational Leadership. This list is not intended to be all-inclusive but does provide a review of the types of reports presented at school board meetings this year.

Strategic Directions and Goals

With the most recent updating of the school district strategic road map, the seven strategic directions listed below were established. The district's strategic road map has typically been updated about every 3-4 years. The strategic directions are intended to identify areas for the district leadership team to focus upon. As was noted in previous updates to the school board this year, work on these strategic directions will continue into the 2025-2026 school year and likely beyond. Under each listed strategic direction below, specific focus areas are listed. Some likely modifications will be made for the 2025-2026 school year but are not included in this document at this time.

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

- 1.1 All Children are Ready for School.
- 1.2 All Students are College and Career Ready.

Yet TBD: Possible Modifications for 2025-2026

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

- 2.1 All K-12 students reading at or above grade level. Students receiving EL services and students on IEPs meeting their individual goals.
- 2.2 Increase the district's overall performance on MCAs.
- 2.3 All students graduate from high school.
- 2.4 All racial and economic achievement gaps between students are closed.

Yet TBD: Possible Modifications for 2025-2026

3. Recruit, hire, support, develop and retain the highest quality staff.

- 3.1 Retain and develop district talent across all levels.
- 3.2 At least 85% of Wayzata staff will assess at or above the Embracing level of the Innovation Configuration map for Culturally Responsive Learning Experiences by May 2026.

Yet TBD: Possible Modifications for 2025-2026

4. Build awareness and capacity to improve the health and well-being of our school district community.

- 4.1 WPS will support the social-emotional and developmental needs of students and staff by hosting a continuum of School-Based Mental Health (SBMH) resources that range from classroom to on-site and community-based support.

Yet TBD: Possible Modifications for 2025-2026

5. Learn and improve from community engagement and strategic partnerships.

- 5.1 Create a strategic community engagement and partnerships plan.
- 5.2 Ensure families are identified and are connected to WPS.

Yet TBD: Possible Modifications for 2025-2026

6. Ensure the efficient and effective use of district resources.

- 6.1 Enrollment & Facilities.
- 6.2 Alignment of Budget Resources to Strategic Directions.
- 6.3 Student Data Management Tool.

Yet TBD: Possible Modifications for 2025-2026

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

- 7.1 Development of DOP oversight committee, either a new group or engagement with an existing group, to provide oversight for the DOP.

7.2 Creation of a well-defined organizational flow chart that outlines who principals and others should go to for various district functions.

Yet TBD: Possible Modifications for 2025-2026

Goal #2:

Continue to engage and partner with the community to understand and respond to changing student, staff and community needs.

The district has a long history of effectively engaging with the community. This work is done in several ways including: 1) District surveys and feedback mechanisms, 2) Superintendent attendance at District Liaison meetings, 3) Superintendent attendance at PTA and advisory council meetings, 4) School attendance area input meetings, 5) Attendance area on-line input system, 6) New communication tool: ParentSquare (Presentation at the July 22, 2024 Work Session), 7) Superintendent participation with school board committees, and 8) School board meeting with student leaders at Wayzata High School. (Activities around this goal include both formal and informal engagement with constituents.) Additionally, school principals are in constant engagement with parents regarding their children’s education. This list is not all-inclusive but does provide a good overview of the varied forms of engagement with the WPS community. Our teachers and school principals do a wonderful job of fostering relationships with their students’ parents. They work hard to create a strong partnership within a warm and welcoming environment where students can learn. Additional ways of hearing input from community members are being considered by the school board’s Community Relations Committee.

Goal #3:

Monitor student growth as it relates to facilities needs and class sizes.

Student Enrollment and School Attendance Areas

At a special school board meeting on December 18, 2024, the school board approved new school attendance areas, which will be implemented starting with the 2025-2026 school year. These changes were necessary due to increasing enrollment and given the fact that some buildings were already experiencing overcrowded conditions with other schools soon to be in the same set of circumstances. The district partnered with Teamworks, International, a consulting firm, who led us through several chapters of work with the district’s leadership staff, the school board, the executive leadership team and a community group comprised of parents and some staff. This was a very involved process and required a lot of focused time. The result was modified school student enrollments in each school that are more aligned with building capacities.

This goal has required a lot of focus during the 2024-2025 school year. As the school board is aware, the district works closely with Wold Architects and Engineers and Kraus Anderson as strategic partners. These two professional teams have worked with the district since about 2010 and have served us well. They engage regularly with the District Facilities Steering Committee and the School Board Facilities Committee. I have a 25-year history of working with Kraus Anderson and have always appreciated their professionalism and incredible expertise. Further, WPS has utilized the services of Wold Architects and Engineers for about 15 years and they, too, bring incredible talent to our district to help ensure we look at our facilities and needs from multiple perspectives and while considering a variety of solutions.

As noted earlier, during the fall of 2024, the district conducted a comprehensive enrollment and attendance area study. To corroborate the Teamworks enrollment projection numbers, a second enrollment study was conducted by Hazel Reinhardt and she presented her report at the May 27, 2025 school board work session.

Both sets of enrollment growth projections indicate continued growth although at somewhat different rates. This second study was conducted to help ensure we have the best possible information available to us as we continue to consider facility needs and presenting proposed solutions to the community for both immediate and long-term purposes for our growing community. Such consideration includes the possible expansion and/or renovation of existing facilities at the pre-K, elementary, middle school and high school levels. Future work is also likely to include remodeling of existing facilities and the possibility of building a new elementary school and a middle school. A community survey has been conducted by a consultant (Morris – Leatherman Group) and a summary report of the results occurred at the April 29, 2025, school board work session. There will be two additional follow-up surveys in the coming months to assess community sentiments regarding facilities needs and their levels of support.

Goal #4:

Prioritize academic excellence for each and every student which includes a commitment to student growth at all levels and demonstrable progress in the reduction of the student opportunity and achievement gap.

Updates have been provided to the school board throughout the 2024-2025 school year. The list of the presentations, many of which provided academic data and achievement updates, is provided below. Those that are highlighted represent presentations made by district staff with specific academic achievement data associated with academic goals and progress. School spotlight presentations and other program highlights have been provided at school board meetings and work sessions by principals, teachers and students.

- July 8, 2024 - Early Learning School - School Board Meeting – School Spotlight
- September 23, 2024 - School Board Work Session – World’s Best Workforce (WBWF): Kindergarten Readiness and Literacy
- October 14, 2024 School Board Meeting - Sunset Hill Elementary School - School Spotlight
- October 28, 2024 School Board Work Session - WBWF: MCA Performance, College and Career Readiness, High School Graduation
- November 12, 2024 School Board Meeting - Greenwood Elementary School/School Spotlight
- December 9, 2024 School Board Meeting - Central Middle School/School Spotlight
- December 18, 2024 – Enrollment Projection and Attendance Area Report/Recommendation – Teamworks, International
- January 13, 2025 School Board Meeting - Birchview Elementary School/School Spotlight
- January 27, 2025 School Board Work Session - A & I Plan Annual Report- Understanding the work of Equity & Inclusion in Wayzata
- February 10, 2025 School Board Meeting - Oakwood Elementary School/School Spotlight
- March 10, 2025 School Board Meeting - North Woods Elementary School/School Spotlight
- April 14, 2025 School Board Meeting - Wayzata High School/School Spotlight
- April 28, 2025 School Board Work Session – District Technology Services Update and Report
- April 28, 2025 Strategic Road Map and District Goals Update – Superintendent
- April 28, 2025 Community Survey Results – The Morris Leatherman Company
- May 12, 2025 School Board Meeting – Gleason Lake Elementary School/School Spotlight
- May 27, 2025 School Board Work Session – Enrollment Projection Report – Hazel Reinhardt
- June 9, 2025 School Board Meeting – Meadow Ridge Elementary School/School Spotlight
- June 23, 2025 School Board Work Session – Q Comp Presentation
- June 23, 2025 School Board Work Session – 2025-2026 Budget Presentation

Center for Educational Leadership (CEL)

The district continues its engagement with the Center for Educational Leadership. During the 2019-2020 school year, I attended an American Association of School Administrators workshop which was titled “Principal’s Supervisor Academy.” It was a program developed and delivered by the Center for Educational Leadership at the University of Washington. I was impressed with the program and felt that it should be explored further. Although its implementation was delayed by a couple of years due to the pandemic, the impact of this program upon the quality of instructional delivery, and each school’s focus upon their goals, has increased each year.

CEL: 5D+ Rubric for Instructional Growth and Teacher Evaluation

Starting with the 2025-2026 school year, the district will be implementing the Center for Educational Leadership 5D+ Rubric for Instructional Growth and Teacher Evaluation. Following a review process led by district staff from our Teaching and Learning/Equity and Inclusion teams, it was decided to move forward with this set of metrics to use for our teacher development and evaluation process. This aligns with the district’s CEL work we have been engaged in during the past several years. A brief overview/summary is included in the graphic below.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership’s 5D+ Rubric for Instructional Growth and Teacher Evaluation – a growth-oriented tool for improving instruction.

Dimensions of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Organization of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric is composed of 30 indicators of teacher performance, which are grouped by dimension. In the example below: the dimension is *Purpose* and the indicator is *Learning target(s) connected to standards*. The pages are colored-coded by dimension.

Purpose		Performance Levels			
		Unsatisfactory	Basic	Proficient	Distinguished
P1	Learning target(s) connected to standards	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.

Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher’s performance level on each indicator.

Resources and Support

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is available as a downloadable PDF on the University of Washington Center for Educational Leadership website at www.k-12leadership.org/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

CEL: “Central Office Connect”-Strategy Leadership Team Professional Development

During the 2025-2026 school year, the Strategy Leadership Team will engage in specially developed training from the Center for Educational Leadership that is being referred as “Central Office Connect.” A person who was instrumental in the development of CEL, Max Silverman, will work with our SLT throughout the coming school year. The primary focus of the CEL program is to enhance students’ experiences and improve student learning. While some SLT members are not directly connected to the instructional leadership work in the district, their core functions are essential in ensuring appropriate resources to support the work. This engagement with CEL will help our team gain a better understanding of this work and how

each SLT member and their department supports our core mission of maximizing student learning and creating the best possible student experience. Below is a brief narrative from the “Central Office Connect” proposal for this project:

“The University of Washington Center for Educational Leadership (CEL) supports school systems with contextualized professional learning to help leaders create impactful equitable student experiences and outcomes. After learning about Wayzata Public Schools' goals, CEL proposes to support Wayzata Public Schools to further develop student-centered, learning-focused leaders who make students happy, proud and inspired to realize their limitless futures. Research continues to highlight the importance of principal performance for student learning. Through Central Office Connect, your professional learning experience will focus on developing the knowledge, mindsets, and skills for improved equity-driven, instructional leadership. Professional learning follows from CEL's theory of action that student social, emotional, and academic learning will not improve until the quality of teaching improves, and that the quality of teaching will not improve until leaders understand what constitutes high-quality instruction and learning environments, along with the role leaders play in improving instructional practice, learning environments and student learning.

Partnership outcomes/skills participants will develop include:

1. Understand systems, structures, routines, and conditions to create an inclusive central office culture that elevates the agency, belonging, and status of principals.
2. Gather strengths-based evidence through listening and curiosity to create more impactful experiences and outcomes for principals.
3. Solve problems of practice of supporting principals to identify disconnects between central office practice and principals' experiences.
4. Build effective central office collaboration as a team and with principals to ensure principals and schools can best meet the needs of students furthest from success.”

General Financial Information Worthy of Mention

2024-2025 Budget End of Year Status

The 2024-2025 end of year budget demonstrated that the district’s financial status has rebounded fairly well from the significant financial challenges resulting from the pandemic. I appreciate the impressive efforts of our current and former members of the district’s finance team. While we can enjoy an improved financial status for the time being, it is always prudent to move forward with caution to ensure that the district’s financial situation remains in good order.

Bond Sale for West Middle School Project and Triple A Bond Rating Affirmed

As the school board knows, the district will soon embark upon a construction project at West Middle School to add instructional space. To move forward with this, the school board authorized the sale of about \$5.5 million in bonds to secure the funds for this project commencing in August of 2025. Any time a public school district intends to sell bonds for such construction projects, it must engage in a bond rating process. The district once again secured a Triple A bond rating. This is a very positive achievement and one that the school board and community should be quite proud of. This is not achieved at the detriment of staff or programs, but is an indicator of excellence in financial management of district assets, responsible debt management, delivery of an outstanding academic program to our pre-k through grade 12 students by our teachers, support staff and principals, solid district leadership, an incredibly supportive community and an

ever-expanding community with an increasing tax base. This coveted bond rating, enjoyed by only three public school districts in the entire state of Minnesota, isn't necessarily something that is intentionally sought out but is generally more of an acknowledgement of operational excellence in all aspects of the district's work by professionals at Moody's.

2025-2026 Budget Developed and Approved by the School Board

The 2025-2026 WPS budget was approved by the school board at a special meeting on June 23, 2025. We are again hopeful and optimistic that the year-end balance will be favorable in June of 2026. Prudent management will continue under the leadership of our new executive director, who comes to us with many years of leading public school district finances.

Uncertainty in Relation to Recent Legislative Activity

There were some decisions and/or changes made in recent legislative sessions that will have an impact on future budgets. We appreciate the 2.74% increase to the state aid formula for fiscal year 2026. Given this, there were some reductions in some other state revenue which will, in effect, lower this percentage increase when the general fund backfills for these categorical reductions that were authorized in the previous legislative session. We remain concerned about future statewide budget forecasts with one report indicating a possible deficit for the next biennium of \$6 Billion. Specific areas that will be monitored include: 1) increased district obligations for TRA/PERA contributions, 2) continuing concern about the recently enacted unemployment insurance benefits that are currently funded mostly by the state, however questions remain about sustainability of this funding that are significant, 3) concern about obligations and financial impact upon expanded staff leave financial implications for public school districts relating to benefits for staff, 4) increased costs for school district property insurance in response to local, state and national increases in natural disasters and weather-related crises, 5) the possibility of increasing inflationary costs associated with domestic production, international trade, health care insurance and other products and services purchased by the school district, 6) rescinding of a significant portion of the State funding allocated to school districts in Minnesota for hiring more school counselors, 7) rescinding of some State allocated special education transportation reimbursements, and 8) likely other unpredictable and sudden changes to revenues and expenditures that are all part of a very challenging business model for which we have little or no ability to increase revenues. Regardless, we have managed to land in a relatively improved space for the moment, which can give us some degree of comfort, yet it is essential to maintain continued prudence in all regards with our financial management of the school district.

Closing Comments

The 2024-2025 school year is in the books! It is difficult to summarize all the moving parts of our school district in a single document. It is hoped that this summary provides a good overview of the 2024-2025 school year and establishes a helpful preview for the 2025-2026 school year. Public school districts are complex organizations with a lot of moving parts. In addition to the higher-level strategic work, the daily operations also need focus. With tight budgets and lots of competing demands, there are no shortages of challenges. We can all be very proud of our students and their tremendous successes. Similarly, our teachers and other staff are impressive in every regard. I appreciate the school board's support and the talent and expertise of our staff across the school district. On to the 2025-2026 school year!