

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Paul Paetzel
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Wayzata East Middle School
(As it should appear in the official records)

School Mailing Address 12000 Ridgemount Avenue
(If address is P.O. Box, also include street address.)

City Plymouth State MN Zip Code+4 (9 digits total) 55441-5802

County Hennepin County

Telephone (763) 745-6200 Fax (763) 745-6291

Web site/URL <https://www.wayzataschools.org/ems> E-mail meg.bennett@wayzataschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Chace Anderson E-mail chace.anderson@wayzataschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wayzata Public School District Tel. (763) 745-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms Sarah Johansen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 13 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	205
7	219
8	224
9	0
10	0
11	0
12 or higher	0
Total Students	648

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.7 % American Indian or Alaska Native
 - 22 % Asian
 - 7.9 % Black or African American
 - 4.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 59.4 % White
 - 5.1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 7%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	46
(4) Total number of students in the school as of October 1, 2021	646
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. Specify each non-English language represented in the school (separate languages by commas):

Afrikaans, Arabic, Bengali, Burmese, Chinese Mandarin, Ewe, Farsi, Finnish, French, Gujarati, Hebrew, Hindi, Hmong, Japanese, Kannada, Korean, Lao Laotian, Lithuanian, Malayalam, Marathi, Nepali, Portuguese, Punjabi, Romanian, Russian, Somali, Spanish, Tagalog, Tamil, Telugu, Thai, Urdu, Vietnamese

English Language Learners (ELL) in the school: 3 %

21 Total number ELL

7. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 92

8. Students receiving special education services with an IEP: 9 %
Total number of students served 60

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>11</u> Autism	<u>0</u> Multiple Disabilities
<u>3</u> Deafness	<u>2</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>12</u> Other Health Impaired
<u>4</u> Developmental Delay	<u>22</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 6 %
Total number of students served: 36

10. Number of years the principal has been in the position at this school: 15

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	31
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	95%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

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

17. Provide a URL link to the school's nondiscrimination policy.

<https://drive.google.com/file/d/0B5fcyGPXuzrvR0lfc2liWfo3M1k/view?resourcekey=0-ANbo1bhm15dLs5IEotHqYw>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Wayzata East Middle School is one of three middle schools in the Wayzata Public School District. Located approximately 10 miles west of the heart of downtown Minneapolis and nestled in an established suburban neighborhood at the southeast corner of the district, it serves the entire eastern third of the district. Built in 1968, Wayzata East Middle School was the first building in the district created for the specific needs of the early adolescent learner. Originally called Ridgemount Junior High, it served seventh through ninth graders for nearly three decades. The middle school model was adopted in 1997. Since that time, the district's three middle schools have been identified as West, Central, and East Middle Schools. The middle school model shifted the district's grade configuration to sixth through eighth grades.

Wayzata East Middle School is an excellent school that offers a comprehensive educational experience for all its students. Wayzata East Middle School provides a rigorous academic program with a wide range of courses. Thanks to the many resources provided by the district and the community, students receive an excellent education and the tools they need to thrive not only during their time at Wayzata East Middle School, but also in their future endeavors. The faculty at Wayzata East Middle School is highly trained and committed to providing an enriching learning environment for their students. They are dedicated to working with each student to help them reach their highest potential. Wayzata East Middle School has a strong sense of community and is proud to be a safe and welcoming learning environment where diversity is celebrated.

A foundational trait of Wayzata East Middle School is our commitment to being responsive to the developmental needs of our young adolescent learners. All staff focuses on making each student feel welcomed and foster a sense of belonging. Each day begins with dedicated time to meet with the student's advisor whose main job is to know the student well and serve as the students advocate as they navigate school and adolescence. Curriculum addressing the social emotional needs of students is embedded in the advisory experience. Formal individual conferences with students based on individual goals are conducted weekly. The week ends with recognition and team building activities.

Students and teachers are organized into core teams where they learn Language Arts, Math, Social Studies and Science. During the two periods a day that students go to their encore classes, they are regrouped with all students in the grade. During their encore period of the day, students learn Physical Education, Music, Art, Spanish, Tech Education, and Family and Consumer Science.

The culture of Wayzata East Middle School is defined by the caring adults and families who support the success of our students. We establish a clear message of expectations and are very intentional about how we support students in this pursuit. Using elements of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and Restoration Theory, we created a climate of a goal driven, individual responsive, and unified approach.

The school is led by a principal and associate principal who work closely with a shared leadership team consisting of teachers, specialists, paraprofessionals, clerical, custodial, food service workers and parents. This group meets on at least a monthly basis and provides feedback and generates ideas from their constituent groups.

The Parent Teacher Organization (PTO) actively engages in making the experience for students exceptional by providing financial support, volunteer support and parent education and support. The 100% volunteer non-profit organization meets on a regular basis with the principal and strives to align with our building priorities.

"Excellence For each and every student," is an expectation for the Wayzata Public Schools. The history of the strong academic achievement of students at Wayzata East Middle School is evidence of staff, students, and families embracing this charge. East students take the Measure of Academic Progress (MAP) in Reading, Math, and Science and the Minnesota Comprehensive Assessment (MCA) in Reading and Math annually. Eighth grade students also take the MCA Science exam. While progress on MAP and MCA exams are not a single measure of overall school excellence, Wayzata East students have demonstrated consistently

high levels of achievement on these assessments.

The pandemic and the many ancillary challenges that schools faced in the past three years has forced us to refocus our commitment to providing the best learning experience for our students. Our community demonstrated perseverance, hope, and grit that provided the students a roadmap to thrive amid adversity. As a result, we have seen many examples of post traumatic growth. Our understanding of the role of technology in contemporary learning, the need for student centered practices, and the close alignment to standards and local commitments to our community has emerged as the primary motivators of our work.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Our English Language Arts curriculum uses thematic units to meet and exceed the expectations of the Minnesota State English Language Arts Standards. Students are supported in developing critical thinking skills through careful reading, textual analysis, discussion and writing activities. The courses include both literature and content-rich informational texts. Students read closely to examine text to deepen their understanding of literary elements, author's craft and theme in literature. All grade-level units incorporate a variety of reading that may include poetry, short stories, editorials, scientific articles, plays and a wide variety of genres. Grammar and usage instruction is embedded during writing instruction. In addition, students study Greek and Latin roots to increase their vocabulary.

In sixth and seventh grades, the texts and themes are found in the 2015 Collections series by Houghton-Mifflin/Harcourt Publishing. Writing instruction uses the Units of Study: Writing by Heinemann Publishing (2014). All major writing projects plus smaller pieces of writings fulfill the Minnesota State ELA Standards for writing narratives, arguments, and informational texts.

Sixth grade themes include: "Facing Fear" in which students explore how people experience fear and how fear affects the brain and the body; "Dealing with Disaster" which incorporates readings about topics such as Hurricane Katrina and the sinking of the Titanic, allowing students to discover how people react in the face of disaster; and "Making Your Voice Heard" during which students explore the many ways people express their ideas – and themselves. In addition, sixth graders read the novel *Tangerine* to learn and practice elements of fiction such as plot and character development. They may read additional novels in small literature groups. Students are taught how to write a personal narrative, a literary essay, and research-based informational writing.

Seventh grade themes include: "Bold Actions" where students read stories and articles in which the characters face challenges; "Perception and Reality" in which students explore how things in life are not always how we perceive them to be. In this unit students participate in literature circles reading novels of their choice focused on the unit theme; and "Guided by a Cause" where students explore the question, "What inspires people to take action to improve their world?"

In addition, seventh graders read the novel *The Outsiders* to learn and practice elements of fiction such as character types and development and identifying theme and mood in text. They may read additional novels in small literature groups.

Students are taught how to write a realistic fiction story, a research-based argument and literature analyses.

Eighth grade English language arts utilizes several thematic anthologies from the Literature and Thought series by Perfection Learning.

The thematic units include: "Decisions, Decisions" in which students read texts that focus on characters making difficult decisions and examine the factors related to decision making; "The Sci-Fi Factor" with the accompanying novel *The Giver* by Lois Lowry allows students to learn about and explore the genre of science fiction, including an emphasis on dystopian literature; "And Justice for All" in which students read literature that highlights social justice in a variety of settings and cultures; and "Mysterious Circumstances" where students study the mystery genre. In all of these units, students read novels in literature circle groups based on student choice.

Students write literary analysis, thematic essays, narrative short fiction, poetry and research-based argument essays in conjunction with the reading units.

1b. Mathematics curriculum content, instruction, and assessment:

The math program that serves as the foundation for the middle school math experience is Core Connections, published by College Preparatory Mathematics (CPM).

CPM teaching strategies focus on how students best learn and retain mathematics. Teaching strategies rely on the recommendations of the National Council of Teachers of Mathematics and are based solidly on methodological research in teaching mathematics. The research-based principles that guide the courses are: engagement in problem-based lessons structured around a core idea, guided student interaction in groups to foster mathematical discourse, and frequent and repeated practice and application of concepts throughout the school year to produce mastery.

Sixth grade units include: arithmetic strategies and area, portions and integers, variables and ratios, multiplying fractions, dividing and building expressions, rates and operations, statistics and multiplication equations, and volume and percents.

Seventh grade units include: fractions and integer addition, arithmetic properties, proportions and expressions, probability and solving word problems, solving inequalities and equations, proportions and percents, statistics and angle relationships, and circles and volume.

Eighth grade units include: problem solving, simplifying with variables, graphs and equations, multiple representations of linear relationships, systems of equation, transformations and similarity, slope and association, exponents and functions, angles and Pythagorean Theorem, and surface area and volume.

CPM curriculum focuses on mathematical dialogue, having students sit in small groups where they share their thinking and learn from each other. The curriculum provides discussion strategies that help students of various processing styles to engage in high levels of thinking through communal and independent learning. This approach allows students to develop foundational mathematical skills and apply these strategies to word problems relevant to the real world.

The tiered instructional process includes five levels of mathematics instruction: special education, math intervention class, mainstream math, accelerated math, and the University of Minnesota Talented Youth Mathematics Program (UMTYMP). Students are identified for the various levels of mathematics based on formative and summative assessments. Frequent formative assessments are performed in the classroom which encompass entrance and exit tickets, mid-unit quizzes, classroom observations of student mathematical conversations and questions, and homework performance. These are designed to find common misconceptions within the class as a whole, as well as distinguish between students who have mastered the concept and need an extension, students who have a solid understanding but need more practice, and those students who have major conceptual misunderstandings who will need small-group or one-on-one instruction. Summative assessments encompass unit assessments and projects, NWEA (Northwest Evaluation Association) math assessment, and the MCA (Minnesota Comprehensive Assessment). Although summative assessments are important, CPM puts a much higher priority on the process of learning and developing a growth mindset.

1c. Science curriculum content, instruction, and assessment:

In sixth, seventh and eighth grades the STEMscopes curriculum focuses on the development of science and engineering practices through the study of various topics. Sixth grade topics relate to Earth and Space Science and include: astronomy, geology, weather and climate, and human impacts on Earth systems. Seventh grade topics relate to Life Science and include: cells, genetics, evolution, diversity of life, and ecology. Eighth grade topics relate to Physical Science and include: structure and properties of matter, chemical reactions, forces and motion, energy and energy transfer, waves and their applications.

All students engage in making sense of real-world phenomena and design challenges by practicing the skills of scientists and engineers such as designing investigations, developing and using models, and constructing evidence-based arguments. Students learn to “figure out” not just “know about” science. Further, students

make connections to their new understandings by linking concepts to the different domains of science. This is accomplished by observing things like patterns or cause-effect relationships in each science unit, as well as in their own lived experiences, their communities and in future learning opportunities. This three-dimensional development of science and engineering practices, scientific thinking and core scientific and engineering concepts allows for continual growth, ensuring that each and every student is better able to make sense of their natural and designed world. Within each topic of study, students practice explaining and supporting their thinking using the claim-evidence-reasoning process of writing. This allows students to synthesize their science learning and apply it in new situations.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Sixth grade features history as the lead discipline but the focus includes geographic, economic, and civic understandings. Students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues, and individuals significant to Minnesota history, beginning with the early indigenous people of the upper Mississippi River region to the present day. They examine the relationship between levels of government and how the concept of sovereignty affects the exercise of treaty rights. They analyze how the state's physical features and location of resources affected settlement patterns and the growth of cities. Drawing on their knowledge of economics, students analyze the influence of a market-based economy at the local and national levels. They learn about the unique role Minnesota played and continues to play, in regional, national, and global politics.

Seventh grade features history as the lead discipline with a strong secondary emphasis on citizenship and government. The interdisciplinary "studies" approach is further enhanced with important economics and geography content that round out the study of United States history. Students learn about people, issues and events of significance to this nation's history from 1800 to the current era of globalization. They examine the Declaration of Independence, the Constitution and the Bill of Rights and Supreme Court decisions for their lasting impact on the American people, economy, and governance structure. Students study civics and economic principles in depth, drawing connections between these disciplines and history to explain the impact of various policies on how people lived, worked, and functioned in society. They create and use detailed maps of places in the United States and conduct historical inquiry on a topic in the nation's history.

Eighth grade features geography as the lead discipline with a strong secondary emphasis on contemporary world history. Content is drawn from citizenship, government, and economics. The focus of study is on world regional geography, further developing the interdisciplinary "studies" approach. They analyze important trends in the modern world such as demographic change, shifting trade patterns and intensified cultural interactions due to globalization. Students participate in civic discussion on contemporary issues, conduct historical inquiry and study events over the last half century that have shaped the current world. By learning economic principles of trade and the factors that affect economic growth, students understand why there are different standards of living in countries around the world.

1e. For schools that serve grades 7-12:

Wayzata Public Schools ensures that students will graduate with the necessary skills to be successful in careers and social interactions that they will encounter in their futures.

Technology education is a unique course offered to all students. In a three-year time-span, students engage in robotics engineering, wood technology, video production, graphic design, and keyboarding. In our work, we ensure: digital citizenship that helps students understand the rights and responsibilities of their actions when using digital tools, and digital literacy - where students learn how to most effectively and safely access information and tools online. We help our students develop skills in, critical thinking, problem solving, and decision making, as well as gain global perspectives in the use of technology to communicate and collaborate with people and places locally, nationally and globally. In addition, we ensure that our students develop, technology skills that provide the basic foundational skills in order for students to effectively use current technologies. Wayzata provides, an personalized education that uses technology to streamline the collection of data to determine student needs and to provide instruction based on individual student needs.

Lastly, in the elective family and consumer science course, students investigate concepts related to careers, consumerism, nutrition, wellness, and food preparation.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The Wayzata East Middle School Visual Arts Department prepares culturally responsive, life-long learners through a challenging, comprehensive art curriculum that focuses on the creative process, innovative thinking skills and creating authentic learning experiences for each and every student.

The course focuses on visual literacy, a skill of interpreting and creating artwork to find meaning through symbolic and literal imagery. Students accomplish this through utilizing elements and principles of art to interpret the intended meaning of an artwork and then manipulate these elements and principles in their own work.

The Wayzata East Middle School Performing Arts Department has students participate in a music experience, choosing between Band, Orchestra, and Vocal Music. Eighth grade students have an additional choice of a Music Exploration class.

In Band and Orchestra, students learn and grow their knowledge of playing their instrument, reading music, counting rhythms and playing small and large ensemble music. Students are placed in like-instrument or skill groupings in sixth and seventh grades, while the eighth grade format is full band or orchestra. In all grades students perform in two concerts per school year. Seventh and eighth grade band students have the opportunity to audition for jazz band and additional extracurricular ensembles. Seventh and eighth grade orchestra students have the opportunity to participate in solo/ensemble performances.

Vocal music students sing music from various styles, eras, and cultures. Students study singing, vocal pedagogy, music notation, sight-reading, composition, music history and music analysis. Students participate in two concerts per school year. Seventh and eighth grade students experience individual and group musicianship. Extra-curricular Honor Choirs are available through an audition process during the middle school experience for all vocal music students.

Music Exploration invites eighth grade students to live music through writing, reading, playing, and studying music. They interact with musical instruments and explore music through different perspectives to gain a deeper understanding of what makes music a universal language. Students will perform in and outside the classroom setting.

2b. Physical education/health/nutrition

Physical education is an integral part of the total education of every child from kindergarten through twelfth grade. Quality physical education programs are integral to increasing the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can confidently be physically active for a lifetime. Physical education programs provide these benefits only if they are well-planned and well-implemented to include skill development, regular, healthful physical activity, improved physical fitness, self-discipline, improved judgment, stress reduction, strengthened peer relations, improved self-confidence and self-esteem, and goal setting. The sixth through eighth grade health curriculum is designed to allow students to examine and explore the benefits of choosing a healthy lifestyle. Student investigation will focus on the National Health Education Standards which include: risk and

prevention, decision making, and analyzing influences and life applications through various health and wellness related topics.

2c. Foreign language(s), if offered (if not offered, leave blank)

In sixth and seventh grade Spanish classes students develop skills that allow them to communicate in Spanish. They also gain knowledge and understanding of other cultures and how the nature of language is an integral part of culture. Assessments are inclusive of reading, writing, listening and speaking skills of the Spanish language.

Eighth grade students expand their vocabulary by learning various topics. They learn all present tense verb forms and continue to learn proper sentence structure. Activities are used to promote listening, speaking, reading, and writing skills. Significant cultural events are celebrated.

2d. Technology/library/media

Wayzata Public Schools ensures that students will graduate with the necessary skills to be successful in careers and social interactions they will encounter in their futures. Students are taught digital citizenship and literacy to help them understand the rights and responsibilities of their actions when using digital tools as well as to learn how to access information and tools online most effectively and safely. Technology provides opportunities for students to communicate and collaborate with people and places locally, nationally, and globally; on the other hand, technology promotes personalized education to streamline the collection of data to determine student needs and to provide instruction based on individual student needs.

2e. Any other interesting or innovative curriculum programs you would like to share

In the elective family and consumer science course, students investigate concepts related to careers, consumerism, nutrition, wellness, and food preparation.

Technology education is a unique course offered to all students. In a three-year time span, students engage in robotics engineering, wood technology, video production, graphic design, and keyboarding.

3. Academic Supports

3a. Students performing below grade level:

In our multi-tiered system of support (MTSS), teachers provide high-quality first-time instruction in classrooms. We regularly assess all students and analyze the data to determine which students need additional instruction. When we find that a student needs the support of additional instruction to make progress toward meeting grade level standards, we enroll them in an appropriate intervention in one of the focus areas of literacy, mathematics and social emotional learning (see 3e).

Reading Lab supports students with needs in the area of reading instruction. iLit curriculum is used to assess, progress monitor, and instruct students in reading comprehension and word study. Fastbridge is also a program used to progress monitor students so that teachers can match the level of intervention to the students' changing instructional needs. In-class activities include, read aloud, think aloud instruction with grade level text, and independent reading with instructional level text. Independent, small and whole group instruction is used to explicitly teach and practice word study, grammar and writing about reading.

Math Lab supports students in need of significant support with foundational math skills. This class utilizes Math 180 curriculum to grow students' skill sets. Independent practice as well as one to one, small group and whole group instruction are used during class time to explicitly teach skills. Students also develop their own goals and monitor their progress, celebrating their successes as they build their efficacy as mathematical learners.

REACH intervention class is based on Search Institute's developmental relationships and research around

adolescent development. This class focuses on growing students' capacity around all aspects of REACH, including relationships, effort, aspirations, cognition and sparks. Direct instruction, personal reflection, group discussion and individual support are provided around each topic, with restorative circles and practices driving the mindsets of the classroom.

We provide on-going progress monitoring so that we can match the level of intervention to the students' changing instructional needs.

3b. Students performing above grade level:

The primary components of the Wayzata East Middle School gifted and talented program are collaboration, differentiation and student support, gifted and talented language arts clusters, gifted seminars, and accelerated math.

Wayzata East's gifted and talented coordinator's primary responsibility is to support the needs of our gifted and talented learners by working with classroom teachers in all content areas to help facilitate differentiated/more challenging tiered learning opportunities. In addition to academic support, the gifted and talented coordinator may provide emotional, social, or organizational support as needed.

Students whose standardized test scores are in the 97th percentile or above on the 5th grade FastBridge aReading assessment will be placed in cluster groupings within the regular Language Arts classroom. Activities are designed to meet the needs of our identified cluster students in addition to students who exhibit a strong talent or skill in each lesson or unit.

Students with a Cognitive Abilities Test (CogAT) composite score of 130 or above will be enrolled in gifted seminars. These seminars are separate from a student's academic classes and are taught by the gifted and talented coordinator. Gifted seminar topics include, coping with stress, perfectionism, relationships, self-advocacy, leadership time, management organization, high school readiness

3c. Students with disabilities:

The focus of K-12 special education is to ensure a Free and Appropriate Public Education (FAPE) for eligible students identified to have a disability and who are in need of individualized and specially designed instruction.

This instruction must provide progress towards goals and objectives through collaboration between parents/guardians, students, and professional staff. The role of staff is to assist in identifying students with disabilities using a multidisciplinary team process. Due process standards are implemented in collaboration with a student's Individualized Education Plan (IEP) Team. Special education teachers provide the appropriate specialized instruction to students through their IEP, based on the child's disability-related need. A student's progress is monitored in relation to the goals and objectives written in the IEP. Special education staff also participates in professional development to remain current with special education statutes, rules, regulations, and best practices in specialized instruction.

3d. English Language Learners:

It is our mission to ensure that each English Learner (EL) in our schools develops linguistically, academically, and cognitively within a socially and culturally supportive environment.

Our EL Program teaches listening, speaking, reading, and writing through content. We use a pull-out model, focusing on the development of academic language and skills. Some language instruction occurs in the general education classroom. The total amount of EL instruction varies by student, based on individual needs.

EL coursework emphasizes an integrated approach including listening, speaking, reading, and writing. A separate Academic Support class taught by the EL teacher provides individualized support for content area

and academic needs for all EL students as needed. Entering and Emerging level students receive more intensive support than Developing and Expanding level students. EL classes are based on proficiency level.

At Wayzata East, we use Pearson's Shining Star, Time for Kids Magazine, National Geographic Reach and content area curriculum resources to support students in their English language acquisition.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At the core of engagement is the intentional effort to form developmental relationships at Wayzata East Middle School. Our educators, support staff and adult leadership ensure that students know they are cared for, have equitable expectations for growth, have multiple systems of support, share the ownership of their learning, and expand the possibilities for their future.

Through our advisory program we ensure that each student has an adult advocate that connects with them each day to ensure they have a foundation to begin their day comfortably and with their priorities aligned with their academic and social goals in place. The advisor ensures their academic and social emotional progress throughout the entire school year and takes appropriate supportive action when needed to meet the ever changing needs of each individual. The advisor also serves as a liaison between school and home to communicate the progress, needs and celebrations of each student.

Within the daily educational experiences, adult leadership and educational professionals utilize specific tools to help build student awareness, advocacy and regulation. These tools include the needs circle, where students identify what needs their behavior is meeting, including belonging, success, fun and freedom, recognizing that every behavior regardless of being expected or unexpected meets one or more needs. Teachers work to develop student's self awareness through asking effective questions.

2. Engaging Families and Community:

The Parent Teacher Organization (PTO) is a non-profit organization that is committed to enhancing the student experience and supporting the staff of Wayzata East Middle School. The PTO works to provide on-going communication through monthly meetings that inform families about issues and topics related to Wayzata East's academic curriculum, vision and goals, budget and finance needs, opportunities for support, and other topics related to raising and educating middle school students

The PTO works to enhance the student experience. They have provided resources for literacy that have not typically been funded through the district's budget. Additionally, they provide grants to pay for student experiences like school-sponsored field trips. The PTO also supports student celebrations like the end of the year awards.

They are dedicated to providing parent education through parent forums. These PTO sponsored forums have addressed such topics as social media usage, cyber safety, and mental health issues affecting teenagers. They also keep informed about the goals of the school.

Finally, the PTO is committed to supporting staff and providing grants to teachers for innovative ideas that support curriculum. In addition, they offer support for goals-related to school project teams which focus on the identified goals of the school in the areas of advisory, wellness, intervention, literacy, East Mode (positive school culture and behavioral supports), and equity.

In addition to the PTO, Wayzata East engages families through bi-weekly email updates that highlight all areas of the curriculum and allow parents to engage in academic conversations with their children. Families are invited to meet with teachers twice a year through parent-teacher conferences, and they are invited into the school to support students through concerts and performances. There are also volunteer opportunities before, during, and after the school day for families to be involved in their children's experiences during activities such as classroom support, teacher support, and chaperoning dances, parties, and field trips.

3. Creating Professional Culture:

The Wayzata East Middle School culture is driven by the universal belief that the student experience is at the center of all that we do. Our staff respects and values every student and the needs that they bring during

their young adolescent years. We have a professional mindset that we are the best at what we do, and we will be slightly better in the future. We take responsibility for our own professional learning. Our shared leadership team establishes our building priorities based on the district strategic roadmap, state standards, best practices, and the lived experiences of staff and students at Wayzata East Middle School.

Each priority is assigned a project team that is responsible for in-depth learning of the topic, designing universal and individual professional development, and the implementation of the professional development. Each staff member is expected to serve on one (and only one) project team. Each project team has two teachers designated as the project team leads. The teams meet a minimum of once a month. These project teams include literacy, advisory, equity, intervention, wellness, and EAST Mode (positive school culture).

4. School Leadership:

The formal organization chart names a principal and associate principal as the administration of the school. The overall leadership style is collaborative with a clear vision of the ideal experience for students, staff, and parents. We have developed both formal and informal feedback loops that inform building decisions.

The feedback loop includes two leadership teams: the Operational Leadership Team (OLT) and the Building Instructional Leadership Team (BILT). The OLT consists of representatives from each grade level, the culinary staff, the custodial staff, the office staff, paraprofessionals, and student support staff. These representatives collect feedback from their respective constituent groups on specific issues in the operation of the school. Examples of issues include deciding effective dates for scheduling parent-teacher conferences, updates to school budget and staffing, and general repairs needed in the building. Those issues are then brought to the OLT, are discussed, and potential solutions are created. The BILT is made up of the leaders of each project team and the building administrators. Topics of discussion include what needs to be prioritized as the focus for professional development cycles, which project teams are continuing to be relevant and which need to be changed or refocused, and the direction of each project team.

5. Culturally Responsive Teaching and Learning:

The Wayzata Public Schools has recently adopted an Equity Commitment that enhances the Strategic Road Map. Wayzata East Middle School has actively pursued a culturally responsive teaching and learning environment for multiple decades. Deep study around implicit bias, cultural discourse, microaggressions, and restorative practices have been the most recent focus of our work. We have tracked our discipline, engagement, and academic achievement data over time. We have seen mild improvements in the disparity of the data when disaggregated by race.

The primary strategy used to create a culturally responsive environment is the intentional focus on relationships. We strive to ensure that each and every student knows they are cared for, challenged to grow, feels supported, has a sense of ownership over their learning, and has expanded the opportunities in school and life as a whole.

PART VI - STRATEGY FOR EXCELLENCE

At the core of our strategy for excellence is our strict alignment to the Wayzata Public Schools Strategic Road Map. The mission of the Wayzata Public Schools is to ensure a world-class education to every student that prepares them to thrive today and excel tomorrow in an ever-changing global society. This mission along with our vision, values, and strategic decisions points in the direction of excellence in middle school. Being developmentally responsive to the young adolescent learner requires a commitment to the multiple identities that each student holds. Beyond the shared identity of age, students also have many other contributors to social identities including socioeconomics, race, religion, gender, sexual orientation, and others.

The Wayzata Public Schools district formally committed to the tenants of the middle school model in 1997. At the core of this model is the student-centered focus and relationships formed through small groupings and intentional practices and activities that foster a sense of belonging and ownership for the students. Wayzata East Middle School organizes teachers into multi-disciplinary teams that share a common roster of students. Each day begins with a twenty-minute advisory period where students and advisors check-in, set goals, monitor progress of the goals, build community, and problem solve obstacles to success. Throughout the day, students experience high-quality first-time instruction that is designed by a professional teaching staff team that engages in high quality professional learning communities. This team tracks progress of their students and designs instructional maneuvers that ensure the best academic outcomes for students.

For two periods of the day, students engage in encore classes that allow students to explore a variety of high interest courses including physical education/health, music, art, family and consumer science, technology education, and Spanish. All students are given equal exposure to these classes in sixth and seventh grades. Eighth grade students continue the progression of physical education and music but are allowed to choose two of the four remaining encore classes.

As students exhibit signs of struggle in any facet of their learning experience, there are a variety of support systems that can be accessed. The Multi-Tiered System of Support (MTSS) begins with an intentional weekly discussion among teachers about their common students. Concerns are documented, interventions are designed, progress is monitored, and revisions are made to the plan until success is achieved. If a desirable response to intervention is not achieved in a reasonable amount of time, the case is brought to our building problem solving team. At this level, reading and math specialists are accessible as well as other resources and support for the student who is struggling with school-related skills that are not found in the academic content of the course.

Students in grades six through eight experience many developmental changes as they transition from childhood into young adulthood. During this time, middle school educators have a unique opportunity to leverage this rapid physical, intellectual, social and emotional growth of their students to set them up for success for the rest of their life. Wayzata East Middle School provides the best student-center facilities, student supports, and curriculum and instruction specifically designed for the unique needs of early adolescents.