

Direction 3: Creating a responsive, safe, open and respectful environment across all schools and programs.

Strategy 1: Provide additional resources to manage discipline and enhance student behavior.	
Positive Supports for Student Behavior	<ul style="list-style-type: none"> ❖ Improve Colvill Family Center continued use of Conscious Discipline and purchased modules to share with the community through Early Childhood Screening (Brittni Kuehl) ❖ Implement Calm Classroom - E-12 (Jess Whitcomb) ❖ Research and plan tiered System for SEL (Emily Seefeldt) ❖ Plan and Implement a Community PBIS Team (Emily Seefeldt)
School Liaison Officer	<ul style="list-style-type: none"> ❖ Improve the plan for the school liaison officer contract for 2019-20, 2020-21, and 2021-22. (Karsten Anderson)
Strategy 2: Improve communications with families, staff, and the community.	
Planning	<ul style="list-style-type: none"> ❖ Implement a Communication Manager position (Karsten Anderson) ❖ Plan and utilize the communications assessment to make changes (Communication Manager) ❖ Research a communication plan (Communication Manager) ❖ Plan a survey of parents why they open-enroll in or out of the district. (Melinda Johnson) ❖ Improve the wording and content of communications to make more family friendly and accessible. (Communication Manager) ❖ Plan to update our RWPS website (YEAR 3 or 4) (Communication Manager)
Focus Areas	<p>Focus Areas</p> <ul style="list-style-type: none"> ❖ Improve focus areas for E-Newletters and social media in summer 2021 (Communication Manager) <ul style="list-style-type: none"> ➢ Implement to Spotlight Equity and Inclusion (Jess Whitcomb) ➢ Improve communications of The Winger Flight Path Journey K-6 (Jess Whitcomb)
Modes of Communication	<ul style="list-style-type: none"> ❖ Improve alignment of all modes of social media and consulting work (Communication Manager) ❖ Improve the District Weekly E-Newsletter <ul style="list-style-type: none"> ➢ An email is sent to families and community members every Sunday night. Click rate is typically 35-65%. There are nearly 900 subscribers in addition to parents. (Unleashed Consulting) ❖ Improve the District Quarterly Printed Newsletter (Unleashed Consulting) <ul style="list-style-type: none"> ➢ Four District newsletters are planned for the 2020-21 school year. (Unleashed Consulting) <ul style="list-style-type: none"> ■ Fall Focus Area: ■ Winter Focus Area: ■ Spring Focus Area: ■ Summer Focus Area: ❖ Improve reporting of Social media data periodically throughout the year. (Unleashed Consulting) ❖ Research Text/email via school messenger (Communications Manager)

	<ul style="list-style-type: none"> ❖ Improve department webpages such as Human Resources and Buildings and Grounds. (Amy French/Alan Gaylor) ❖ Plan a Department Webpage for Health Services (Joni Gorman) ❖ Research and plan Parent Training nights with food and childcare (Jess Whitcomb/Temeka Wirrkala)
COVID19-Updates	<ul style="list-style-type: none"> ❖ TBD (COVID Team)
Strategy 3: Support student mental health	
SAEBRS	<ul style="list-style-type: none"> ❖ Implementation of E-12 SAEBRS assessment (Robin Pagel)
School Counselors and Social Workers	<ul style="list-style-type: none"> ❖ Improve partnership and communication between the two Social Workers (working with students who have social work minutes on their Individual Education Plans(IEP's) and three counselors assigned to the high school. Other counselors and social workers are split between the elementary schools. (Admin Team K-12) ❖ Improve K-6 School Counselors and Social Workers social emotional lessons weekly for wellness Wednesday during morning meetings. (Liz Kittelson, Jane Wassink, Abbie Williams, Erin Anderson)
School-linked Mental Health Therapists	<ul style="list-style-type: none"> ❖ Plan for the school district to provide space for mental health therapists at Sunnyside, Burnside, Twin Bluff School, and Red Wing High School. (K-12 Principals) <ul style="list-style-type: none"> ➢ Fernbrook is actively recruiting for school linked mental health therapists. The staffing goal for therapists is five total: 1.0 therapist at each K-6 (Burnside, Sunnyside, and Twin Bluff) and 2.0 therapists at RWHS. The Sunnyside Fernbrook staff will assist with Colvill in case of great need. Hispanic Outreach will be at Burnside, Twin Bluff or TV on Tuesday afternoons.
REACH Program	<ul style="list-style-type: none"> ❖ Improve the RWHS REACH program to provide programming for high school students who need additional support during the school day. (George Nemanich)
Strategy 4: Incorporate Social Emotional Learning & Equity into all we do	
Planning	<ul style="list-style-type: none"> ❖ Improve the plan for Chromebooks are provided for all students, hotspots are available to those who need them, and learning options provide choice for students depending on their personal circumstances. (Mike Pagel) ❖ Research & implement additional Thomas Harris's suggestions from "Growing Red Wing's Voices" through approval from the District Equity Team and administration (Jess Whitcomb) ❖ Improving a partnership with City of Red Wing and Human Rights Commission (Karsten Anderson)
PBIS	<ul style="list-style-type: none"> ❖ Improve K-6 PBIS Cohesion (Emily Seefeldt/Robin Pagel) <ul style="list-style-type: none"> ➢ Implement a PBIS Staff Handbook ➢ Improve the K-6 PBIS Matrices ➢ Improve the K-6 Winger Pride System ➢ Implement K-6 Student Reflection Sheets ➢ Implement K-6 Behavior Flow Chart

	<ul style="list-style-type: none"> ➤ Improve K-8 Buddy Room System ❖ Implement the District-wide PBIS Committee - monthly (Emily Seefeldt/Robin Pagel) ❖ Implement Building Level Committees with building level PBIS Leads 2x month (Emily Seefeldt) ❖ Plan 7-12 Development of PBIS Matrices (Isaac Matzek) ❖ Plan and Implement: E-12 Major/Minors behavior definitions (Emily Seefeldt) <ul style="list-style-type: none"> ➤ Implement the elimination of the 3 D's - disruption, defiance, and disorderly? (Emily Seefeldt) ➤ Implement the ODR entry system across the district (Emily Seefeldt) ❖ Implement training for educators, staff, and parents on trauma-informed care best practices (e.g., Positive Behavioral Intervention Supports (PBIS)) to enable better student support in-person and at home.) with an equity lens. (Jess Whitcomb) ❖ Implement a behavioral health intervention team responsible for identifying appropriate student supports, monitoring trends in student needs and behaviors, and using data to optimize preventative programming and care at each school (i.e. District Community PBIS/Wellness Team) (Nicky Buck/Emily Seefeldt)
School Board	<ul style="list-style-type: none"> ❖ Implement School Board member's suggestions on next steps. (Karsten Anderson) <ul style="list-style-type: none"> ➤ Implement focus groups of students & families & community members on equity statement (Anna & Jennifer, Nicky) ➤ Plan an Equity Statement to add to mission & vision statement & add to One-pager (Jim, Holly, Nicky) ➤ Improve Policy 1000 - Phase 4 (Pam, Anna, Nicky) ➤ Improve all policies by reviewing through an equity lens (Policy Committee) ➤ Implement all board members reaching out to community members they haven't met to increase connection to the community (All members) ➤ Implement reflection on school board workshops to take next steps (Holly & Nicky) ➤ Implement 3-5 Workshops discussing equity moving forward (Pam & Jim) ➤ Implement looking at data and doing a deep dive into achievement data (Pam, Jim, Jennifer) ➤ Improve hiring practices with a Board Workshop or presentation (Pam, Jim, Karsten) ➤ Implement the Racial Equity Analysis Protocol (REAP) during policy reviews (Karsten Anderson) ❖ Explicitly condemn systemic racism in communications to students, families, and community members and recommitted to promoting equity - specifically racial equity - district-wide. (School Board)
Curriculum	<ul style="list-style-type: none"> ❖ Improve Wing Huie's partnership with the Perspectives Course as a resource for students and staff. (Jess Whitcomb/Ryan Korby) ❖ Plan a matrix for grading Winger Pride/SEL (Emily Seefeldt) ❖ Improve K-6 Responsive Classroom Practices (Emily Seefeldt) ❖ Implement equity based IMC Collections based upon equity training. (Meg Lahammer) ❖ Plan for possible Dakota Language Teacher recruitment for the Osseo opportunity. A letter of support has been written for a grant being submitted by Osseo Schools. If approved, the grant would completely pay for a Dakota Language Teacher in Red Wing for four years beginning in the 2022-23 school year. It would also pay for curriculum, professional development, and parent engagement opportunities. (Jess Whitcomb) ❖ Implement equitable and diverse Literature Circle texts throughout 7-12 (Jess Whitcomb) ❖ Implement equitable and diverse classroom library additions K-6 (Jess Whitcomb)
Staff Development	<ul style="list-style-type: none"> ❖ Implement teacher input on student support services to better align teacher resources and professional development with expressed teacher needs through District Staff Development Committee (Staff Development Committee Lead) ❖ Implement training for faculty & staff guidance on recognizing and responding to trauma and student safety in any learning environment. (Access in ALL languages) (Jess Whitcomb) ❖ All Staff <ul style="list-style-type: none"> ➤ Implement Dr. Hollie's District Kick-Off (Jess Whitcomb) ➤ Implement Anti-Bias Training from Sam Ouk 101, 201, 301 (Jess Whitcomb)

	<ul style="list-style-type: none"> ❖ Admin <ul style="list-style-type: none"> ➢ Implement Brene Brown’s Dare to Lead Training and Book Club - Year 1 (Jess Whitcomb) ➢ Improve actions taken through Year Two of Institute for Courageous School and District Leadership. (Jess Whitcomb)(Karsten, Jess, George, Kim, Chris, Jen, Mike, Mick, Emily) ➢ Implement Year One of Institute for Courageous School and District Leadership for assistant principal & student support coordinators (Jess Whitcomb) (Kayla, Carley, Isaac) ❖ Teachers/Paras <ul style="list-style-type: none"> ➢ Implement Dr. Sharroky Hollie’s culturally responsive discipline training (Jess Whitcomb) ➢ Implement Dr. Sharroky Hollie’s coaching for teachers at each building to be well-versed in the multitude of cultures represented in their classrooms and in the curriculum (Jess Whitcomb) ➢ Implement a train the trainer model for the Calm Classroom tools- E-12 (Jess Whitcomb)
Data Sharing	<ul style="list-style-type: none"> ❖ Improve data sharing agreements and partnerships to continue with Hispanic Outreach, Prairie Island Indian Community, and Red Wing Youth Outreach. (Karsten Anderson)
Personnel and Recruitment	<ul style="list-style-type: none"> ❖ Research a Director of Equity and Inclusion (or similar position) to be included in the Human Resources Plan for 2022-23. (Karsten Anderson) ❖ Research alternatives to School Resource Officers. The webinar focused on ISD 287’s Student Safety Coach model. This could be used in addition to our School Resource Officer program. (Karsten Anderson) ❖ Plan recruitment to find more candidates of color to work in our schools. (Amy French) ❖ Research hiring activities to further promote hiring staff with diverse backgrounds, particularly people who are BIPOC and LGBTQIA+, to enrich the learning environment for all students by way of diversified perspectives, identities and experiences. A Northfield strategy called, “Grow Your Own” (Amy French)
EL Learners	<ul style="list-style-type: none"> ❖ Implement a School-Home Liaison fluent in Spanish included in the Human Resources Plan for 2022-23. (Karsten Anderson) ❖ Improve tutorials for families on technology and navigating the school system in easy-to-understand format and in languages that reflect our community (Tony Casci/Williams Ortiz/Jiemmy Yusty) ❖ Research other schools & provide resources to or safe spaces /counselors on undocumented students and the options available to them (Jiemmy Yusty)
Prairie Island Indian Community	<ul style="list-style-type: none"> ❖ Implement meetings with tribal council members to further strengthen the relationship between the Prairie Island Indian Community and school district. (Karsten Anderson)
Grow Your Own Initiative	<ul style="list-style-type: none"> ❖ Research and gather information on the “Grow Your Own” initiative (Amy French/Mick Wendland) <ul style="list-style-type: none"> ➢ High quality paraprofessional incentives program (Amy French) ➢ RWHS student internships in education (Mick Wendland) ➢ Incentivize student teacher recruitment with the community (Amy French) ➢ Research from EAB (Jess Whitcomb)
Student Supports	<ul style="list-style-type: none"> ❖ Implement additional academic support outside of regular instruction hours (e.g., 1:1 tutoring, Homework Hotlines, and intervention periods with teachers) (Person Responsible) ❖ Plan district-wide staff & student expectations of attendance, class participation, behavior, and grading. (Jess Whitcomb) ❖ Improve Link Crew at RWHS based on the suggestion to create a buddy-system for students to foster classmate relationships (Robin Pagel)

Parent Supports	<ul style="list-style-type: none">❖ Implement tutorials for parents or those responsible for facilitating students' at home instruction on commonly used virtual learning platforms (e.g., LMS, educational technology platforms) in an easy-to-understand format and in languages that reflect the community demographic. (Person Responsible)
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