

## Year 2 (2020-2021)

**Direction 1:** Providing excellent educational opportunities to enhance student learning and engagement with proven instructional strategies and technology integration.

<p>Strategy 1: Establish career pathways by aligning curriculum, increasing connections with the community, and providing internships and other work-based learning opportunities.</p>	
<p>Planning</p>	<ul style="list-style-type: none"> <li>❖ A 3-5 year work plan is being revised for implementation of Flight Paths. (Mick Wendland)</li> <li>❖ Put Flight Paths in place to have all students be able to complete a flight path by 2025 (George Nemanich)</li> <li>❖ The RWHS class schedule, graduation requirements, and program of studies were overhauled for the 2020-21 school year and will be utilized in the future years (George Nemanich)</li> </ul>
<p>Curriculum</p>	<ul style="list-style-type: none"> <li>❖ The K-5 Wonders curriculum, which is being implemented this year, includes information about career opportunities. (Jess Whitcomb)</li> <li>❖ <b>Intro to Flight Paths:</b> There will be a full launch of the Intro to Flight Paths Course for 8th graders. Each student will learn about 16 different career clusters. Piloted in 8th grade. (Mick Wendland/Lisa T.)</li> <li>❖ <b>Precision Exams:</b> The district will continue to use Precision Exams as the Technical Skills Assessments for CTE courses. Last year, Red Wing High School earned the most certificates in the Southeast Minnesota Consortium. (Robin Pagel)</li> <li>❖ Manage District curriculum through Resource Manager (Meg Lahammer)</li> <li>❖ Online K-4 maker space activities continued on IMC web page (Meg Lahammer)</li> <li>❖ Information literacy skills taught K-4 through specials classes (Mick Wendland/Jess Whitcomb)</li> </ul>
<p>Community Connections</p>	<ul style="list-style-type: none"> <li>❖ <b>InSciEd Out:</b> The district is exploring a partnership with InSciEd Out. (Mick Wendland)</li> <li>❖ <b>Sheldon Theater:</b> A closer relationship is being formed with the Sheldon Theater to increase career awareness. (Jess Whitcomb)</li> <li>❖ <b>Career Speakers:</b> There will be a new format for career speakers in grades 9-12 this year. Students in grades 8-12 were able to select their virtual career speakers who will give presentations in small groups for more meaningful interactions for our presenters and students. 64 speakers have presented in the first three session in total with an estimated 20 more that will present at the final session on April 28th. There was intentional pursuit of speakers to present those that break the stereotype by gender and/ or race of who works in that industry. Additional sessions have been piloted for students to hear from speakers about being a minority in the workforce. A session offered fully in Spanish is being piloted this next session as well. (Mick Wendland)</li> <li>❖ <b>Steering Committee:</b> Create and improve steering committee (Mick Wendland)</li> <li>❖ <b>Advisories:</b> Creating and improving advisories (Mick Wendland)</li> </ul>

Funding	<ul style="list-style-type: none"> <li>❖ <b>CTE Approval:</b> The district completed and approved the 5-year renewal for CTE. The number of CTE-certified teachers is increasing, which will result in increased federal reimbursement. (Mick Wendland)</li> </ul>
Policies and Procedures	<ul style="list-style-type: none"> <li>❖ Flight Paths courses approved by the board &amp; approved to support The Winger Flight Path Journey (Jess Whitcomb/Mick Wendland)</li> </ul>
Work-Based Learning	<ul style="list-style-type: none"> <li>❖ More than 50 businesses hosted students last spring in internship opportunities. Other businesses assisted in distance learning through interviews and distance-learning projects. (Mick Wendland)</li> <li>❖ Rough plans for this year include offering internships third and fourth quarters. Students might take internships as their only in-person learning experience that quarter. (Mick Wendland)</li> <li>❖ Red Wing Mayo and Goodhue County Health and Human Services approached the school district with opportunities this spring but couldn't commit due to Covid. (Mick Wendland)</li> </ul>
Staffing	<ul style="list-style-type: none"> <li>❖ Nicky Larson was hired as the Internship Coordinator. This allows Mick Wendland to focus on overall Flight Paths planning. (George Nemanich)</li> </ul>
Communication	<ul style="list-style-type: none"> <li>❖ <b>To students:</b> In a back-to-school video for students in grades 7-12, a message was conveyed about focusing on their goals instead of being consumed by the present. 133 recent alumni also identified the top ten things they recommend for current high school students. (Nicky Larson / Mick Wendland)</li> <li>❖ <b>National Convention:</b> Mick Wendland and Cayanne Korder presented at the National Career Pathways Network Conference in Atlanta. The presentation focuses on the district's Flight Paths program. (Mick Wendland)</li> <li>❖ Add others ➤</li> </ul>
<p>Strategy 2: Implement more hands-on learning and technology integration, particularly science, technology, engineering, arts and math (STEAM) practices.</p>	
Elementary STEAM Specials	<ul style="list-style-type: none"> <li>❖ Elementary teachers teach STEAM curriculum as part of time dedicated to specials. (Jess Whitcomb)</li> <li>❖ Due to COVID, specials were pushed into the general ed classroom. With that, a website was created and content is added weekly in collaboration with community members and teachers (Mick Wendland)</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>❖ Purchase equipment for elementary STEAM rooms, elementary maker spaces, and the middle school maker space along with Kindergarten kits with a book about careers to start the Winger Flight Path Journey (Alison Rumpca and Jess Whitcomb)</li> <li>❖ Work with ongoing grants to increase STEAM equipment (Jess Whitcomb/Alison Rumpca)</li> </ul>

Wonders Curriculum	<ul style="list-style-type: none"> <li>❖ The K-5 Wonders curriculum, which is being implemented this year, includes a science component so that language arts, social studies, and science are integrated. (Jess Whitcomb)</li> <li>❖ Investigating and training teachers on new science standards (Jess Whitcomb)</li> </ul>
<p>Strategy 3: Provide additional resources to improve reading and math achievement for both students who are struggling and students needing advanced learning.</p>	
Curriculum	<ul style="list-style-type: none"> <li>❖ <b>Early Childhood:</b> Creative Curriculum is being implemented at Colvill. Creative Curriculum is a comprehensive, research-based curriculum designed to meet the needs of all students. (Brittni Kheul)</li> <li>❖ <b>K-6:</b> Wonders 2020 curriculum was implemented this year for K-5 language arts, social studies, science, and social-emotional learning. (Kim Cory, Jen Grove, Chris Palmatier, Mike Pagel) <ul style="list-style-type: none"> <li>➤ <b>Math Curriculum:</b> Training given to staff as ongoing support &amp; year 2 expectations. (Jess Whitcomb)</li> </ul> </li> <li>❖ <b>High School:</b> CEIS funding being used to purchase culturally relevant texts for every ELA class at the high school. (Jess Whitcomb)</li> <li>❖ Implementation of SELCO/Mackin Via ebook collection K-12 (Meg Lahammer)</li> </ul>
Differentiated Instruction	<ul style="list-style-type: none"> <li>❖ <b>Early Childhood:</b> Creative Curriculum is aligned to the objectives of Teaching Strategies GOLD to individualize instruction and support the development and learning of all students. (Brittni Kuehl)</li> <li>❖ <b>K-6:</b> Wonders 2020 curriculum includes differentiated strategies for each lesson, so the needs of all learners can be addressed. (Kim Cory, Jen Grove, Chris Palmatier, Mike Pagel)</li> <li>❖ <b>High School:</b> 7-12 staff have been developing differentiated instructional strategies through the use of Google Classroom and other technologies that have been made available to them during the pandemic. (George Nemanich)</li> </ul>
Special Education Curriculum	<ul style="list-style-type: none"> <li>❖ Discussions have begun with the Special Education PLC and with GCED to begin the work of alignment of curriculum. Bulk of work to be occurring Summer 2021. (Jess Whitcomb)</li> <li>❖ Current Tier II &amp; III options funded with special education dollars: Sonday I, Sonday II, STAR, Edmark, Read 180, System 44, Repeated Reading, PRESS, Read Naturally, Reading Recovery, Math 180 and FASTMath. (Cherie Johnson)</li> </ul>
<p>Strategy 4: Update student computers, curriculum, and instructional equipment as needed.</p>	
Instructional Technology	<ul style="list-style-type: none"> <li>❖ Due to COVID, the district implemented Google Classroom beginning last spring for all classes. Teachers received training on the platform during this year's inservice week. (Mike Pagel/Tony Casci)</li> <li>❖ A group of teachers gathered resources for teachers and families on a tech help center website. (Tony Casci)</li> <li>❖ <b>GoGuardian</b> was purchased as an optional tool for teachers. The program allows teachers to monitor students online and push content directly out to them. (Charley McLaughlin)</li> <li>❖ A tool called <b>Clever</b> was purchased so younger students can use Clever Badges to log into their Chromebook by scanning their badge rather than manually entering their username and password. (Charley McLaughlin)</li> </ul>

	<ul style="list-style-type: none"> <li>❖ <b>Chromebook Handbook</b> that outlines technology-related policies and procedures. (Mike Pagel)</li> <li>❖ The district upgraded its <b>Google Classroom</b> subscription. (Charley McLaughlin)</li> <li>❖ Hired a Technology Integrationist (Karsten Andersen)</li> <li>❖ Due to COVID, the district purchased additional Chromebooks last spring to implement Crisis Learning. There are now enough Chromebooks for each student in grades K-12. (Mike Pagel)</li> <li>❖ As part of a \$100,000 donation for technology instructional equipment, software, and training, laptops and headsets were purchased for high school teachers so they can better implement remote learning from their classrooms. (Mike Pagel)</li> <li>❖ Computers are now catalogued in a resource management system. (Charley McLaughlin)</li> <li>❖ Media tech trained in recycling out of date Chromebooks to use parts for repairing current Chromebook models. (Charley McLaughlin)</li> <li>❖ RWHS Media Specialists are managing student devices, hotspots for district, and hub for all district technology repair (Meg Lahammer)</li> <li>❖ Manage district technology through Follett Resource Management system (Meg Lahammer)</li> <li>❖ Media tech available as remote technology triage and first stop at all district buildings for any tech to support staff and students (Charley McLaughlin)</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>❖ Inventory of computers, curriculum, &amp; instructional equipment - Follett (Meg Lahammer/Jess Whitcomb)</li> <li>❖ Ebook collections increased (Meg Lahammer)</li> <li>❖ Distance Learning online STEAM Activities (Mick Wendland)</li> <li>❖ 7-12 Collaboration with classes for research and literacy curriculum needs (Meg Lahammer)</li> <li>❖ RWHS IMC available for remote hold/checkout of materials through SELCO October 2020-present (Meg Lahammer)</li> <li>❖ Sunnyside IMC open for remote hold/checkout all K-6 buildings: potential start Quarter 4. (Meg Lahammer/media specialists)</li> </ul>
New Course Materials	<ul style="list-style-type: none"> <li>❖ Equipment was purchased and installed in the metals lab to implement courses that generate college credit in manufacturing through Minnesota State College Southeast. (George Nemanich)</li> <li>❖ Textbooks need to be purchased for new stats class (Jess Whitcomb)</li> <li>❖ Native Literature materials need to be purchased (Jess Whitcomb)</li> </ul>