

**Red Wing Public Schools**  
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**Implementation of Education Plan  
 October 5, 2020**

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

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| Establish career pathways by aligning curriculum, increasing connections with the community, and providing internships and other work-based learning opportunities. |  |
| Planning  | <ul style="list-style-type: none"> <li>A 3-5 year work plan is being revised for implementation of Flight Paths.</li> </ul>  |
| Staff   | <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.</li> </ul>   |
| Wonders Curriculum  | <ul style="list-style-type: none"> <li>The K-5 Wonders curriculum, which is being implemented this year, includes information about career opportunities.</li> </ul>   |
| Message to Students   | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| Student Internships   | <ul style="list-style-type: none"> <li>More than 50 businesses hosted students last spring in internship opportunities. Other business assisted in distance learning through interviews and distance-learning projects.</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.</li> <li>Red Wing Mayo and Goodhue County Health and Human Services approached the school district with opportunities this spring.</li> </ul> |
| Career Speakers   | <ul style="list-style-type: none"> <li>There will be a new format for career speakers in grades 9-12 this year. After students share their career interests, virtual career speakers will give presentations in small groups for more meaningful interactions for our presenters and students.</li> </ul>  |
| Intro to Flight Paths Course  | <ul style="list-style-type: none"> <li>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.</li> </ul>   |

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| Community Partnerships   | <ul style="list-style-type: none"> <li>The district is exploring a partnership with InSciEd Out.</li> <li>A closer relationship is being formed with the Sheldon Theater to increase career awareness.</li> </ul>   |
| National Convention  | <ul style="list-style-type: none"> <li>Mick Wendland and Cayanne Korder will be presenting at the National Career Pathways Network Conference in Atlanta. The presentation focuses on the district's Flight Paths program.</li> </ul>   |
| Career-Technical Education (CTE)   | <ul style="list-style-type: none"> <li>The district is completing the 5-year renewal for CTE. The number of CTE-certified teachers is increasing, which will result in increased federal reimbursement.</li> </ul>  |
| Precision Exams  | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| Implement more hands-on learning and technology integration, particularly science, technology, engineering, arts and math (STEAM) practices.     |   |
| Elementary STEAM Specials  | <ul style="list-style-type: none"> <li>Elementary teachers will be teaching STEAM curriculum as part of time dedicated to specials.</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.</li> </ul>   |
| Provide additional resources to improve reading and math achievement for both students who are struggling and students needed advanced learning. |   |
| Wonders Curriculum   | <ul style="list-style-type: none"> <li>Wonders 2020 curriculum was implemented this year for K-5 language arts, social studies, science, and social-emotional learning.</li> </ul>  |
| Differentiated Instruction   | <ul style="list-style-type: none"> <li>Wonders 2020 curriculum includes differentiated strategies for each lesson, so the needs of all learners can be addressed.</li> </ul>  |
| Update student computers, curriculum, and instructional equipment as needed.   |   |
| Google Classroom   | <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.</li> </ul>  |
| Computers  | <ul style="list-style-type: none"> <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.</li> <li>Laptops and headsets were purchased for high school teachers so they can implement remote learning from their classrooms. As part of a \$100,000 donation for instructional equipment, the Jones Family Foundation donated nearly \$47,000 of the cost for these laptops.</li> <li>Computers are now catalogued in a resource management system.</li> </ul> |
| Curriculum   | <ul style="list-style-type: none"> <li>See other sections for information about curriculum purchases.</li> </ul>  |

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| RWHS Industrial Technology Equipment | <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.</li> </ul>   |
| Other Instructional Equipment        | <ul style="list-style-type: none"> <li>Thanks to a \$50,000 donation from the Wings Foundation and three community benefactors, Smart Boards and digital televisions were purchased for Jefferson School for teacher support.</li> <li>Other instructional equipment needs are incorporated into equipment purchasing plans.</li> </ul>   |
| Other                                | <ul style="list-style-type: none"> <li>A group of teachers gathered resources for teachers and families in a tech help center.</li> <li>GoGuardian was purchased as an optional tool for teachers. The program allows teachers to monitor students online and push content directly out to them.</li> <li>A tool called Clever 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.</li> <li>Mike Pagel developed a Chromebook Handbook that outlines technology-related policies and procedures.</li> <li>The district upgraded its Google Classroom subscription.</li> </ul> |

**Strategic Direction 2: Focusing instruction and professional growth on improving student learning and engagement.**

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| Effectively implement Professional Learning Communities (PLCs)   |  |
| Expectations   | <ul style="list-style-type: none"> <li>PLCs are now expected to meet at least two times per month. Administrators review PLC notes and regularly attend PLC meetings.</li> </ul>   |
| School Calendar  | <ul style="list-style-type: none"> <li>The school calendar for 2020-21 includes designated time for PLCs on most workshop days.</li> </ul>   |
| Provide support to teachers to implement instructional strategies through targeted professional development. |  |
| Curriculum Alignment   | <ul style="list-style-type: none"> <li>Last year, teachers reviewed horizontal alignment of classes and identified some common assessments. Vertical alignment was delayed due to COVID.</li> <li>Due to multiple K-6 schools, paired teachers, and the need to accommodate students in various locations, elementary teachers will follow a similar scope and sequence for all learning.</li> <li>A curriculum portal was developed for specials using community partners.</li> </ul> |
| Google Classroom   | <ul style="list-style-type: none"> <li>Tierney Brothers provided teacher training on Google Classroom, including the use of the virtual conversation toolbox.</li> </ul>   |
| Equipment  | <ul style="list-style-type: none"> <li>Teachers provided each other with training on how to use laptops, SMART Boards, and digital televisions for remote learning.</li> </ul>   |
| Co-Teaching  | <ul style="list-style-type: none"> <li>General education teachers in paired teaching relationships participated in co-teaching staff development. This staff development encouraged teachers to determine which co-teaching model works best for them.</li> </ul>  |
| Go-Guardian  | <ul style="list-style-type: none"> <li>Teachers were trained on how to use GoGuardian. The program allows teachers to monitor students online and push content directly out to them.</li> </ul>  |
| Professional Development Planning  | <ul style="list-style-type: none"> <li>Jess Whitcomb is developing a 3-5 year professional development plan focused on implementation of strategic directions.</li> </ul>  |
| Support Personnel Professional Development Training  | <ul style="list-style-type: none"> <li>The contract with Support Personnel now includes two days of professional development prior to the beginning of the school year.</li> </ul>   |

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

| Provide additional resources to manage discipline and enhance student behavior. |   |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |
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| Positive Behavioral Intervention Supports (PBIS)                                | <ul style="list-style-type: none"> <li>• Lisa Hansen of Every Hand Joined will work on “Behind the Numbers” to include a report showing which students have been impacted by discipline issues. This information could enable a Human Rights Officer to determine if harassment or bullying is occurring even though an official report has not been filed.</li> </ul>  |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |
| School Liaison Officer  | <ul style="list-style-type: none"> <li>• A contract for a school liaison officer is in place for 2019-20, 2020-21, and 2021-22.</li> </ul>  |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |
| Administrative Support  | <ul style="list-style-type: none"> <li>• A second assistant principal was hired for Red Wing High School.</li> </ul>  |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |
| Goals for 2020-21   | <ul style="list-style-type: none"> <li>• There are five goals for this area in 2020-21: <ul style="list-style-type: none"> <li>• ASPIRE classrooms at Burnside (delayed until 2021-22)</li> <li>• Co-taught classrooms at Burnside (delayed until 2021-22)</li> <li>• Active supervision at all sites</li> <li>• Social-emotional learning screener</li> <li>• Behavior specific praise</li> </ul> </li> </ul>  |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |
| Improve communications with families, staff, and the community.                 |   |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |
| Weekly E-Newsletter   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• September Focus Areas: Introduce new teachers, general posts as needed, wellness-related materials</li> <li>• October Focus Areas: Introduce admin team, general posts as needed, wellness-related materials</li> </ul>   |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |
| Quarterly Printed Newsletters   | <ul style="list-style-type: none"> <li>• Four newsletters are planned for the 2020-21 school year.</li> <li>• Fall Focus Area: Work completed to reopen school.</li> </ul>  |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |
| Social Media Posts  | <ul style="list-style-type: none"> <li>• Social media data will be reported periodically throughout the year.</li> </ul> <table border="1"> <thead> <tr> <th><u>Month</u></th> <th><u>Items Published</u></th> <th><u>Fans</u></th> <th><u>Engaged</u></th> <th><u>Impressions</u></th> <th><u>Clicks</u></th> </tr> </thead> <tbody> <tr> <td>July</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>August</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>September</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | <u>Month</u> | <u>Items Published</u> | <u>Fans</u>        | <u>Engaged</u> | <u>Impressions</u> | <u>Clicks</u> | July |  |  |  |  |  | August |  |  |  |  |  | September |  |  |  |  |  |
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| July  |   |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |
| August  |   |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |
| September   |   |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |
| Department Webpages   | <ul style="list-style-type: none"> <li>• We are beginning to update department webpages such as Human Resources and Buildings and Grounds.</li> </ul>   |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |
| Communications Position   | <ul style="list-style-type: none"> <li>• A full-time or part-time Director of Communications will be included as part of the upcoming year’s Human Resources Plan. One responsibility of the person will be to survey families about why they open-enroll in or out of the district.</li> </ul>   |              |                        |                    |                |                    |               |      |  |  |  |  |  |        |  |  |  |  |  |           |  |  |  |  |  |

| Support student mental health issues. |  |
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| School Counselors and Social Workers  | <ul style="list-style-type: none"> <li>• Three counselors and two social workers are assigned to the high school. Other counselors and social workers are split between the elementary schools.</li> </ul>   |
| Mental Health Therapists              | <ul style="list-style-type: none"> <li>• The school district will provide space for mental health therapists at Sunnyside, Burnside, Twin Bluff School, and Red Wing High School.</li> <li>• Caseload Counts will be reported on a periodic basis throughout the year:<br/><br/>Sunnyside:<br/>Burnside:<br/>TBS:<br/>RWHS:</li> <li>• Before a mental health therapist begins in a building, there are a series of meetings in that building with the administrative team to determine the management of referrals; communications with teachers, staff, parents, and students will occur; maintenance of records; access to information; and other logistics.</li> </ul> |
| REACH Program                         | <ul style="list-style-type: none"> <li>• A full-time REACH teacher was hired in 2019-20 to provide programming for high school students who need additional support during the school day. An additional teacher was partially reassigned this year to provide more support for the program.</li> </ul>  |

**Strategic Direction 4: Providing high quality and efficient services through the strategic investment and allocation of resources.**

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| Align district, building, and classroom goals.         |   |
| District Vision Cards                                  | <ul style="list-style-type: none"> <li>District vision cards were developed to identify metrics, baseline information, and classifications of progress. These vision cards need to be reworked this year.</li> </ul>  |
| School Improvement Plans                               | <ul style="list-style-type: none"> <li>Each school will have a School Improvement Plan that identifies baseline information and targeted group in student achievement.</li> </ul>   |
| EdSpring   | <ul style="list-style-type: none"> <li>Administrators were trained in 2019-2020 to implement EdSpring, a data collecting software, for reviewing student achievement, attendance, and discipline data. The program also tracks the use and success of interventions.</li> </ul>       |
| Teacher Evaluations                                    | <ul style="list-style-type: none"> <li>Principals are using a revised version of the Marzano Framework to evaluate teachers. The evaluation includes the identification of goals related to strategies that impact student achievement.</li> </ul>                                    |
| Make decisions based on updated 5-year financial plans |   |
| Financial Plan   | <ul style="list-style-type: none"> <li>Each year, Jackie Paradis updates a 5-year Financial Plan based on assumptions (such as enrollment projections, state aid increase estimates, and settlements with employee groups) developed or reviewed by the Finance Committee.</li> </ul> |
| Human Resources Plan                                   | <ul style="list-style-type: none"> <li>A Human Resources Plan is updated each year. Costs associated with the plan options considered as part of the 5-year financial plan.</li> </ul>  |
| Equipment Purchasing Plan                              | <ul style="list-style-type: none"> <li>An Equipment Purchasing Plan, including technology purchases, is developed each year. Costs associated with the plan are incorporated into the 5-year Financial Plan.</li> </ul>   |
| Long-Term Facilities Maintenance Plan                  | <ul style="list-style-type: none"> <li>As required by the State, a 10-year Long-Term Facilities Maintenance (LTFM) Plan is updated each year.</li> </ul>  |
| Other  |   |
| Structural Changes                                     | <ul style="list-style-type: none"> <li>The district reopened Jefferson School.</li> <li>Sunnyside, Jefferson, Twin Bluff, and Burnside were converted to K-6 neighborhood schools.</li> <li>7<sup>th</sup> grade was moved to the high school.</li> </ul>                             |
| Community Education and Recreation                     | <ul style="list-style-type: none"> <li>Community Education will be sponsoring childcare for emergency workers this year.</li> <li>Kids Junction will be offered in all four elementary schools for before-school and after-school programming.</li> </ul>                             |
| Special Education                                      | <ul style="list-style-type: none"> <li>Student Individualized Education Programs (IEPs) were reworked to include support depending on learning models.</li> </ul>   |

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| Business Services     | <ul style="list-style-type: none"> <li>• The field audit was completed virtually in August.</li> <li>• Goodhue County allocated about \$83,000 of its COVID funding to Red Wing Public Schools.</li> <li>• Jackie is identifying costs that can be paid using COVID funding from the federal government.</li> </ul>   |
| Human Resources       | <ul style="list-style-type: none"> <li>• The school board discussed evaluations during the August workshop. Adoption of an updated iObservation system will focus teacher and administrator evaluations. Evaluation processes for other employees are under review.</li> <li>• Substitute pay was increased and emergency substitutes were hired for the full-year and for September-only.</li> <li>• Accommodation and leave requests submitted by employees were addressed.</li> <li>• Elementary principals reassigned all elementary teachers and support personnel.</li> </ul>   |
| Buildings and Grounds | <ul style="list-style-type: none"> <li>• Additional custodians were hired for Jefferson Elementary School and two others are being hired to implement disinfecting and cleaning throughout the day.</li> <li>• In classrooms for grades 5-12, deeper cleaning will occur on Wednesdays between cohorts of students. Overtime was also authorized for work on Saturdays.</li> <li>• Each building will have a fogger that will be used in each area at least monthly. High risk areas more frequently. High-touch areas will be disinfected multiple times each day by custodians and/or other staff members.</li> <li>• Custodians and contractors completed repairs and other work at Jefferson prior to beginning of school (including hot water heater, plumbing issues, inspections, etc.).</li> <li>• Custodians moved teachers to different classrooms and schools.</li> <li>• Alan Gaylor and Shanda Jorgenson worked with principals on building signage needs.</li> <li>• Work on the Burnside parking lot project was completed.</li> </ul> |
| Food Services         | <ul style="list-style-type: none"> <li>• Menus will be simplified. Cold items will initially be served, but hot meals will begin when possible.</li> <li>• More pre-packaged food regardless of scenario.</li> <li>• Considering utilizing pre-ordering for all grade levels or for those students at home. Food Service will not deliver to homes due to labor constraints.</li> <li>• Some classes will be eating in their classrooms, which results in additional labor costs.</li> </ul>  |



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|                        | <ul style="list-style-type: none"> <li>• Equipment and supply purchases include barcode readers to replace pin-pads, computers for checking out students, a cooler for Jefferson, insulated food bags and gel packs, and carts.</li> </ul>   |
| <p>Transportation</p>  | <ul style="list-style-type: none"> <li>• To reduce ridership counts, neighborhood schools, staggered starting and ending times for elementary and secondary schools, increased “No Bus Zones” were implemented, and waived parking fees for the year.</li> <li>• This year, there are no transfer buses between schools.</li> <li>• Regardless of the learning model, the same routes with the same times are being run each day. This helps reduce confusion about bus times.</li> <li>• In late September or early October, the transportation department will review ridership counts to determine if the “No Bus Zones” can be reduced and still keep ridership counts under 50% capacity.</li> <li>• Buses are averaging about 35 students assigned at any given time and routes range from 30-60+ minutes.</li> <li>• First Student is implementing the FirstView app for parents in mid-October to monitor the location of their child’s bus. First Student can also send notifications to parents if a bus is significantly late.</li> <li>• First Student is using Zoono Z71 on a monthly basis for bus surfaces. The product will be resprayed on high-touch areas one time per week.</li> <li>• Drivers are required to wear masks when students are loading or unloading. Students are required to wear masks while waiting at the bus stop and when they are on the bus.</li> <li>• First Student is assigning seats to all students for the morning runs.</li> </ul> |
| <p>Health Services</p> | <ul style="list-style-type: none"> <li>• Joni Gorman was hired as the Licensed School Nurse.</li> <li>• Time for Shanda Jorgenson, the health and safety consultant, was increased from one to four days per week due to COVID.</li> <li>• About 10 people are available to serve as substitutes for building nurses.</li> <li>• In conjunction with Goodhue County Health and Human Services, a COVID Response Plan was developed.</li> <li>• A COVID response team was created to work with Goodhue County Health and Human Services and the Minnesota Department of Health to monitor COVID rates and address cases.</li> <li>• Stay-at-home expectations were developed for parents and staff members.</li> <li>• As required by the state, isolation rooms were identified for each building.</li> </ul>  |

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|            | <ul style="list-style-type: none"> <li>• Staff members received a letter with a code to order saliva tests provided by the state.</li> <li>• A decision flow-chart from the Minnesota Department of Health is used to determine the length of quarantines for students and adults.</li> <li>• The distribution of medicines is being reviewed.</li> <li>• The school board approved a Face Covering Policy. Shanda Jorgenson responds to questions about application of the policy.</li> <li>• The school district received 22,500 face coverings out of a government stockpile, and the State provided additional cloth face masks for staff and students. Disposal masks are also available in emergency situations.</li> <li>• Employees received 5 cloth face masks and a face shield.</li> <li>• Social distancing guidelines are being implemented.</li> </ul> |
| Activities | <ul style="list-style-type: none"> <li>• Football and volleyball seasons were initially moved to the spring, but the MSHSL is considering a change to allow seasons to begin this fall.</li> <li>• Each sport and activity must develop and follow a COVID plan.</li> </ul>  |

**Other Important Initiatives:**

| Equity                    |   |
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| E-12 Learning Plan        | <ul style="list-style-type: none"><li>• 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.</li></ul>   |
| Planning                  | <ul style="list-style-type: none"><li>• Equity planning will be the focus of September's school board workshop.</li><li>• An Equity and Inclusion Plan will be developed this year with input from the school board; curriculum, instruction, and assessment team; District Advisory Committee; City's Human Rights Commission; and students.</li></ul>   |
| Curriculum                | <ul style="list-style-type: none"><li>• Wonders 2020 curriculum was implemented this year.</li><li>• A "Perspectives" class is now a required class for 8<sup>th</sup> graders. The intent is to provide learning to enhance social-emotional skills of 8<sup>th</sup> graders to benefit them throughout high school and into adulthood. Students will explore where all students come from and how that builds into how they see the world. The course includes community volunteers, outside resources, and curriculum that asks every student to discover their town, their world, and themselves in different ways. Overcoming Obstacles is the base social-emotional curriculum used.</li></ul> |
| Staff Development         | <ul style="list-style-type: none"><li>• Administrators are reading <i>White Fragility</i>. School board members were also given copies.</li><li>• Teachers participated in training with Wing Hieu about the learning in the perspectives class.</li><li>• This year, district administrators will participate in yearlong racial equity training. Training will be expanded next year to include building leaders and then teachers and staff members through the Institute for Courageous School and District Leadership.</li></ul>   |
| Data Sharing              | <ul style="list-style-type: none"><li>• Data sharing agreements and partnerships will be recommended to continue with Hispanic Outreach, Prairie Island Indian Community, and Youth Outreach.</li></ul>   |
| Personnel and Recruitment | <ul style="list-style-type: none"><li>• A Director of Equity and Inclusion (or similar position) will be included in the Human Resources Plan for 2021-22.</li><li>• Superintendent Anderson participated in a virtual webinar about 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.</li><li>• Recruitment plans will be developed to find more candidates of color to work in our schools.</li></ul>   |

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| Policies  | <ul style="list-style-type: none"> <li>• The district will learn how to review policies and practices with a lens of racial equity.</li> <li>• Policy 1000 will be reviewed on a yearly basis.</li> <li>• Superintendent Anderson participated in a virtual webinar explaining the Racial Equity Analysis Protocol (REAP) used in Louisville, Kentucky to analyze the impact of policies and practices.</li> </ul>  |
| EL Learners   | <ul style="list-style-type: none"> <li>• English Learners (EL) are grouped together in one elementary school so resources can be concentrated in that building.</li> <li>• GCED hired an additional EL teacher who will work half-time in Red Wing.</li> <li>• Teacher transfers led to a change in the EL teacher at RWHS.</li> <li>• A School-Home Liaison fluent in Spanish will be included in the Human Resources Plan for 2021-22.</li> <li>• A data sharing agreement and partnership will be recommended to continue with Hispanic Outreach.</li> <li>• Teachers will be trained on how to use Language Line so teachers and technology staff can have interpreter services provided in various languages.</li> </ul> |
| Prairie Island Indian Community                     | <ul style="list-style-type: none"> <li>• The district will meet with tribal council members to further strengthen the relationship between the Prairie Island Indian Community and school district.</li> </ul>  |
| School-Home Liaison for Native American Programming | <ul style="list-style-type: none"> <li>• The district posted this position after a recent resignation.</li> </ul>   |
| Native American Parent Committee                    | <ul style="list-style-type: none"> <li>• The district will work on reinvigorating the Native American Parent Committee.</li> </ul>  |

| Other Expectations Included in Most Recent Superintendent Evaluation                   |   |
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| Budgetary Conservation   | <ul style="list-style-type: none"> <li>• The general fund balance for FY 2020 will be about \$750,000 better than budgeted.</li> <li>• The district lowered its enrollment expectations for this year by 130 students. Actual enrollment, however, should be higher than that estimate.</li> <li>• The district lowered its expected salary settlements for employee groups.</li> </ul>   |
| Human Resources Plan with Needed Reductions and Positions to Address Tasks / Positions | <ul style="list-style-type: none"> <li>• An updated organizational chart, including backup plan if the Superintendent has an extended absence, is being developed.</li> <li>• Reductions were made at the end of the 2019-20 school year.</li> <li>• Several needed positions were added this summer, including an Assistant Principal at RWHS, extra time for the health and safety consultant, custodians due to COVID,</li> <li>• The Human Resources plan will be updated this fall.</li> </ul>   |
| Next Steps for Referendum Planning   | <ul style="list-style-type: none"> <li>• The district is focusing this year on implementing the current Educational Plan.</li> <li>• The 5-year Financial Plan, Human Resources Plan, and Equipment Plan will be updated this fall.</li> <li>• Next year, the school board will review and update the Educational Plan.</li> </ul>  |
| Communications with Board Members about Key Issues                                     | <ul style="list-style-type: none"> <li>• Monthly in-person or virtual meetings with individual board members are now offered.</li> <li>• As the school year begins, the Superintendent will meet weekly with the Board Chair and Vice-Chair.</li> <li>• As the school year begins, the administrative reports section of the board packet will include more information about district operations.</li> <li>• This summer, school board meetings focused largely on the E-12 Learning Plan.</li> <li>• This school year, there will be several workshops focused on important topics for the school district.</li> <li>• Protocols for communicating with board members will be developed this year.</li> </ul> |
| Timeliness of Personnel Decisions  | <ul style="list-style-type: none"> <li>• While creating the E-12 Learning Plan, several key decisions were made to ensure enough teachers and substitutes were available to provide in-person or hybrid learning.</li> <li>• Most teachers in grades K-7 were reassigned to different buildings over the period of a few weeks.</li> </ul>  |

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| Flexibility and Adaptation of Educational Plan due to COVID | <ul style="list-style-type: none"> <li>• This administrative report shows how the educational plan is being adapted during COVID.</li> <li>• The E-12 Learning Plan explains how the district reopened schools this fall.</li> </ul>  |
| Technology Integration                                      | <ul style="list-style-type: none"> <li>• Under Strategic Direction #1, this administrative report includes information about the use of technology.</li> <li>• The E-12 Learning Plan includes plans for use of instructional technology for each learning model.</li> </ul>  |
| Staff / Teacher Retention                                   | <ul style="list-style-type: none"> <li>• There was considerable turnover this year in most positions partly caused by the impact of COVID.</li> </ul>   |
| Professional Development                                    | <ul style="list-style-type: none"> <li>• Under Strategic Direction #2, this administrative report includes information about plans for Professional Development.</li> </ul>   |
| Professional Learning Communities                           | <ul style="list-style-type: none"> <li>• Under Strategic Direction #2, this administrative report includes information about the implementation of Professional Learning Communities.</li> </ul>  |
| Student Achievement   | <ul style="list-style-type: none"> <li>• The school district is using FastBridge Assessments three times this year (fall, winter, spring) to gauge student growth throughout the year. The State did not use Minnesota Comprehensive Assessments (MCAs) last spring, so comparisons with last year's students are not possible for MCAs.</li> </ul> |