

Year 2 (2020-2021)

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

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| <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"> ❖ A 3-5 year work plan is being revised for implementation of Flight Paths. (Mick Wendland) ❖ Put Flight Paths in place to have all students be able to complete a flight path by 2025 (George Nemanich) ❖ 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) |
| <p>Curriculum</p> | <ul style="list-style-type: none"> ❖ The K-5 Wonders curriculum, which is being implemented this year, includes information about career opportunities. (Jess Whitcomb) ❖ Intro to Flight Paths: 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.) ❖ Precision Exams: 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) ❖ Manage District curriculum through Resource Manager (Meg Lahammer) ❖ Online K-4 maker space activities continued on IMC web page (Meg Lahammer) ❖ Information literacy skills taught k-4 through specials classes (Mick Wendland/Jess Whitcomb) |
| <p>Community Connections</p> | <ul style="list-style-type: none"> ❖ InSciEd Out: The district is exploring a partnership with InSciEd Out. (Mick Wendland) ❖ Sheldon Theater: A closer relationship is being formed with the Sheldon Theater to increase career awareness. (Jess Whitcomb) ❖ Career Speakers: 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. (Mick Wendland) ❖ Steering Committee: Create and improve steering committee (Mick Wendland) ❖ Advisories: Creating and improving advisories (Mick Wendland) |
| <p>Funding</p> | <ul style="list-style-type: none"> ❖ CTE Approval: 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. (Mick Wendland) |

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| Policies and Procedures | <ul style="list-style-type: none"> ❖ Flight Paths courses approved by the board & graduation requirements approved to support The Winger Flight Path Journey (Jess Whitcomb/Mick Wendland) |
| Work-Based Learning | <ul style="list-style-type: none"> ❖ More than 50 businesses hosted students last spring in internship opportunities. Other businesses assisted in distance learning through interviews and distance-learning projects. (Nicky Larson) ❖ 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. (Nicky Larson) ❖ Red Wing Mayo and Goodhue County Health and Human Services approached the school district with opportunities this spring. (Nicky Larson) |
| Staffing | <ul style="list-style-type: none"> ❖ Nicky Larson was hired as the Internship Coordinator. This allows Mick Wendland to focus on overall Flight Paths planning. (George Nemanich) |
| Communication | <ul style="list-style-type: none"> ❖ To students: 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) ❖ National Convention: 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) |
| <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"> ❖ Elementary teachers teach STEAM curriculum as part of time dedicated to specials. (Jess Whitcomb) ❖ 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) |
| Equipment | <p>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)</p> <ul style="list-style-type: none"> ❖ Work with ongoing grants to increase STEAM equipment (Jess Whitcomb/Alison Rumpca) |
| Wonders Curriculum | <ul style="list-style-type: none"> ❖ 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) ❖ Investigating and training teachers on new science standards (Jess Whitcomb) |

Strategy 3: Provide additional resources to improve reading and math achievement for both students who are struggling and students needing advanced learning.

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| Curriculum | <ul style="list-style-type: none"> ❖ Early Childhood: 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) ❖ K-6: 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"> ➤ Math Curriculum: Training given to staff as ongoing support. AddYear 2 expectations- (Jess Whitcomb) ❖ High School: CEIS funding being used to purchase culturally relevant texts for every ELA class at the high school. (Jess Whitcomb) ❖ Implementation of SELCO/Mackin Via ebook collection K-12 (Meg Lahammer) |
| Differentiated Instruction | <ul style="list-style-type: none"> ❖ Early Childhood: 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) ❖ K-6: 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) ❖ High School: 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) |
| Special Education Curriculum | <ul style="list-style-type: none"> ❖ 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) ❖ Current Tier II & III options funded with special education dollars: Soday I, Soday II, STAR, Edmark, Read 180, System 44, Repeated Reading, PRESS, Read Naturally, Reading Recovery, Math 180 and FASTMath. (Cherie Johnson) |

Strategy 4: Update student computers, curriculum, and instructional equipment as needed.

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| Instructional Technology | <ul style="list-style-type: none"> ❖ 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) ❖ A group of teachers gathered resources for teachers and families on a tech help center website. (Tony Casci) ❖ GoGuardian 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) ❖ 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. (Charley McLaughlin) ❖ Chromebook Handbook that outlines technology-related policies and procedures. (Mike Pagel) ❖ The district upgraded its Google Classroom subscription. (Charley McLaughlin) ❖ Hired a Technology Integrationist (Karsten Andersen) |
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| | <ul style="list-style-type: none"> ❖ 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. ❖ 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. ❖ Computers are now catalogued in a resource management system. ❖ Media tech trained in recycling out of date Chromebooks to use parts for repairing current Chromebook models. ❖ Managing student devices ❖ First stop at all district buildings for any tech support for students and staff ❖ Manage district technology through Follett Resource Management system ❖ Media tech available as remote technology triage to support staff and students ❖ RWHS IMC Managing hotspots for district ❖ RWHS IMC hub for all district technology repair |
| Curriculum | <ul style="list-style-type: none"> ❖ Inventory of computers, curriculum, & instructional equipment - Follett (Meg Lahammer/Jess Whitcomb) ❖ Ebook collections increased (Meg Lahammer) ❖ Distance Learning online STEAM Activities (Mick Wendland) ❖ 7-12 Collaboration with classes for research and literacy curriculum needs (Meg Lahammer) ❖ RWHS IMC available for remote hold/checkout of materials through SELCO October 2020-present (Meg Lahammer) ❖ Sunnyside IMC open for remote hold/checkout all K-6 buildings: potential start Quarter 4. (Meg Lahammer/media specialists) |
| New Course Materials | <ul style="list-style-type: none"> ❖ 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) ❖ Textbooks need to be purchased for new stats class (Jess Whitcomb) ❖ Native American Literature materials need to be purchased (Jess Whitcomb) |

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

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| Strategy 1: Effectively Implement Professional Learning Communities (PLCs) | |
| Expectations and Structure | <ul style="list-style-type: none"> ❖ Based on an evaluation of the PLC process during the 2019-20 school year, expectations were established for implementation this year. (Jess Whitcomb) ❖ PLCs meet at least three times per month. Administrators review PLC notes and regularly attend PLC meetings. K-6 shifted to four times per month (semester 2) (Kim Cory, Jen Grove, Chris Palmatier, Mike Pagel) ❖ K-6 Expectations are that all teachers are following the core curriculum to create horizontal and vertical alignment (Kim Cory, Jen Grove, Chris Palmatier, Mike Pagel) ❖ K-12 principals are using the ATLAS protocol in PLCs (K-12 Admin) |

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| School Calendar | <ul style="list-style-type: none"> ❖ The school calendar for 2020-21 includes designated time for PLCs on most workshop days (Jess Whitcomb) |
| Resources | <ul style="list-style-type: none"> ❖ Jess Whitcomb provided training and resources this summer about implementation of PLCs. ❖ At no charge, the Center for Excellence will provide PLC coaching this year across K-6 buildings. Based on their recommendation, K-12 principals are using the ATLAS protocol to discuss. (Jen Grove) ❖ Utilizing EAB Research to make research and data based decisions (Jess Whitcomb) |
| <p>Strategy 2: Provide support to teachers to implement instructional strategies through targeted professional development.</p> | |
| Curriculum Alignment | <ul style="list-style-type: none"> ❖ Last year, teachers reviewed horizontal alignment of classes and identified some common assessments. Vertical alignment is completed in K-6 due to the new curriculum. (Kim Cory, Jess Whitcomb) ❖ Due to multiple K-6 schools, paired teachers, and the need to accommodate students in various locations, elementary teachers are following a similar pacing for all learning. (Kim Cory, Mike Pagel, Chris Palmatier, Jen Grove) ❖ A curriculum portal was developed for specials using district & community partners. (Mick Wendland/Jess Whitcomb) ❖ Training for Wonders 2020 and My Math was provided to all teachers and K-6 building principals in the fall. There will also be monthly follow-up sessions (Jess Whitcomb) ❖ Standards Based Grading or Grading for Learning conversations (George Nemanich) ❖ Plan Sped PLC conversations on aligning curriculum (Cherie Johnson) ❖ With the review of curriculum, 7-12 ELA & Social Studies will discuss standards alignment, assessments, and curriculum (Jess Whitcomb) ❖ The State is making significant changes to science standards for implementation in 2023-24. High school course offerings and teacher licensure will likely need to change. Science teachers and administrators are attending informational sessions at the Minnesota Department of Education to learn more about the changes. (Jess Whitcomb) |
| Technology | <ul style="list-style-type: none"> ❖ Tierney Brothers provided teacher training on Google Classroom, including the use of the virtual conversation toolbox. (Jess Whitcomb) ❖ 7-12 teachers were trained on how to use GoGuardian. The program allows teachers to monitor students online and push content directly out to them. (Tony Casci) ❖ 7-12 teachers provided training to each other about how to use laptops, SMART Boards, and digital televisions for remote learning. (Tony Casci) ❖ Teachers had the option to attend Chrome Extension training and Differentiated Instruction during Hybrid Learning. (Tony Casci) ❖ Using a donation from the Jones Family Foundation, 16 Building Technology Leads were hired to provide support for other teachers. (Mike Pagel) ❖ The donation also provides funding for 35 teachers to participate in training and coaching for virtual learning through Learning Sciences International (LSI). ❖ A high school teacher will be reassigned beginning the second quarter so he can provide assistance with best practices for instructional technology. (Tony Casci) ❖ Technology Help website for staff, students, and families (Tony Casci) |

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| Professional Development Plan | <p>The Staff Development Committee is being created to be approved by the school board.</p> <ul style="list-style-type: none"> ➤ Staff Mental Health ➤ K-5 Math Curriculum for Second Year of Implementation ➤ K-5 Wonders Curriculum for First Year of Implementation ➤ Professional Learning Communities (PLC) ➤ COVID Protocols ➤ Vertical Alignment of Curriculum ➤ Perspectives by Wing Huie |
| Teacher Check-in Survey | <ul style="list-style-type: none"> ❖ At the end of September, Jess Whitcomb issued a survey to teachers about their impressions of how the district is meeting the needs of students and staff. Summary data was shared with teachers, including results for each question, positives, shifts to consider, and next steps. Surveys will continue throughout the year to make sure needs are addressed. ❖ Oct.-Nov Survey (Jess Whitcomb) ❖ Dec, Jan, Feb Survey (Jess Whitcomb) |
| Classroom Walkthroughs | <ul style="list-style-type: none"> ❖ Classroom walkthroughs in October / November to learn more about curriculum implementation and needs throughout the district. (Jess Whitcomb) ❖ Principals are also being trained on what to look for with curriculum implementation so they can conduct classroom walkthroughs beginning this fall. (Jess Whitcomb) ❖ K-12 Principal walkthroughs by the end of March (K-12 Admin) |
| Co-Teaching | <ul style="list-style-type: none"> ❖ General education and special education teachers in paired teaching relationships participated in co-teaching staff development with Martina Wagner. This staff development encouraged teachers to determine which co-teaching model works best for them. Notes from: 02/17/2017, 03/27/2018, 04/05/2018, 05/03/2018, 08/14/2019, (Cherie Johnson) |
| Planning | <ul style="list-style-type: none"> ❖ Developing a 3-5 year professional development plan focused on implementation of strategic directions. (Jess Whitcomb) ❖ The following planning has occurred to develop or support the 2018 Educational Plan. <ul style="list-style-type: none"> ❖ Distance Learning Plan ❖ Learning Framework ❖ Board workshops |
| Support Personnel | <ul style="list-style-type: none"> ❖ The contract with Support Personnel now includes two days of professional development prior to the beginning of the school year. (Kim Cory) |

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

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| Strategy 1: Provide additional resources to manage discipline and enhance student behavior. | |
| Positive Supports for Student Behavior | <ul style="list-style-type: none"> ❖ Colvill Family Center continues to use Conscious Discipline and purchased modules to share with the community through Early Childhood Screening (Brittini Kuehl) ❖ Based on the restructuring of the K-6, there is a district wide PBIS team and building team which all meet monthly (Emily Seefeldt & Jen Grove) ❖ Wellness Wednesday for specials K-6 ❖ K- 6 Winger Pride ❖ K-6 Matrix |
| School Liaison Officer | <ul style="list-style-type: none"> ❖ A contract for a school liaison officer is in place for 2019-20, 2020-21, and 2021-22. (Karsten Anderson) |
| Administrative Support | <ul style="list-style-type: none"> ❖ A second assistant principal was hired for Red Wing High School. (Karsten Anderson) |
| Strategy 2: Improve communications with families, staff, and the community. | |
| Focus Areas | <p>The Winger Flight Path Journey (E-12) Staff Celebrations Clear COVID communication</p> |
| 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. (Karsten Anderson) |
| Quarterly Printed Newsletters | <ul style="list-style-type: none"> ❖ Four newsletters are planned for the 2020-21 school year. (Karsten Anderson/Unleashed Consulting) <ul style="list-style-type: none"> ➢ Fall Focus Area: Work completed to reopen school. ➢ Winter Focus Area: Unleashed didn't do this one ➢ Spring Focus Area: The Winger Flight Path Journey (E-12) ➢ Summer Focus Area: Why Choose Red Wing Public Schools? (Online School & Flight Paths & Aligned Curriculum) |
| Social Media Posts | <ul style="list-style-type: none"> ❖ Social media data will be reported periodically throughout the year. (Karsten Anderson/Unleashed Consulting) |

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| <p>Department Webpages</p> | <ul style="list-style-type: none"> ❖ We are updating department webpages such as Human Resources and Buildings and Grounds. (Amy French/Alan Gaylor) ❖ Department Webpage interest for Joni Gorman |
| <p>Communications Position</p> | <ul style="list-style-type: none"> ❖ Ongoing discussion of adding A full-time or part-time communications position. (Jess Whitcomb) ❖ Survey of parents why they open-enroll in or out of the district. (Melinda Johnson) |
| <p>COVID19- Updates</p> | <ul style="list-style-type: none"> ❖ Menus will be simplified. Cold items will initially be served, but hot meals will begin when possible. In Jan., K-6 menus introduced 2 days a week as a hot meal option (Cook's Choice). Receiving a lot of great feedback. Will look to expand as able. (Brent Lexvold) ❖ More pre-packaged food regardless of scenario. (Brent Lexvold) ❖ K-6 will be eating in their classrooms, which may result in additional labor costs. 7-12 classes are coming to the cafeteria. (Brent Lexvold) ❖ 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. Will work with those families quarantined due to COVID-19. Families unable to pick-up on delivery day, may contact the Food Service Director to arrange a different day/time. (Brent Lexvold) ❖ K-6 will be eating in their classrooms, which may result in additional labor costs. 7-12 classes are coming to the cafeteria. (Brent Lexvold) ❖ 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. Additional labor and equipment to be added depending on PreK-12 schedule. (Brent Lexvold) ❖ Time for Shanda Jorgenson, the health and safety consultant, was increased from one to four days per week due to COVID. (Karsten Anderson) ❖ 10 people are available to serve as substitutes for building nurses. (Joni Gorman) ❖ In conjunction with Goodhue County Health and Human Services, a COVID Response Plan was developed. (Shanda Jorgenson, Joni Gorman, Dawn Wettern) ❖ A COVID Response Team was created to work with GCHHS and MDH to monitor COVID rates, train and educate building COVID response teams, contact trace positive cases, educate students and families on COVID protocol and help coordinate the vaccination of staff. (Shanda Jorgenson, Joni Gorman, Dawn Wettern) ❖ Students, families and staff were provided with a symptom checklist to perform each day before entering the school buildings. Education was provided on when to stay home, when to get tested and what to do when quarantined. (Shanda Jorgenson, Joni Gorman, Dawn Wettern) ❖ As required MDH, isolation rooms were created in each individual building. (Shanda Jorgenson, Joni Gorman, Dawn Wettern) ❖ Additional custodians were hired for Jefferson Elementary School and two others are being hired to implement disinfecting and cleaning throughout the day. (Alan Gaylor) ❖ In classrooms for grades 5-12, deeper cleaning will occur on Wednesdays between cohorts of students. Overtime was also authorized for work on Saturdays. (Alan Gaylor) ❖ Each building will have an electro-static sprayer that will be used in each area weekly or daily. If a room is infected with Covid-19 it will be sanitized immediately. High risk areas more frequently. High-touch areas will be disinfected multiple times each day by custodians and/or other staff members. (Alan Gaylor) ❖ Custodians and contractors completed repairs and other work at Jefferson prior to beginning of school (including hot water heater, plumbing issues, inspections, etc.). (Alan Gaylor) ❖ Custodians moved teachers to different classrooms and schools. (Alan Gaylor) ❖ Alan Gaylor and Shanda Jorgenson worked with principals on building signage needs and classroom set ups. (Alan Gaylor/Shanda Jorgenson) ❖ Student Individualized Education Programs (IEPs) were reworked to include support depending on learning models. (Sonia Smith) ❖ Each sport and activity must develop and follow a COVID plan. (Paul Hartmann) ❖ Community Education will be sponsoring childcare for emergency workers this year. (Dawn Wettern) |

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| | <ul style="list-style-type: none"> ❖ Kids Junction will be offered in all four elementary schools for before-school and after-school programming. (Dawn Wettern) ❖ Staff members were instructed on how to order a saliva test for at home COVID testing provided by MDH. (Shanda Jorgenson, Joni Gorman, Dawn Wettern) ❖ The COVID Decision Tree for People in Schools, Youth and Child Care Programs was implemented as guidance for students or staff who developed symptoms of COVID-19.. (Shanda Jorgenson, Joni Gorman, Dawn Wettern) ❖ Nurses will deliver medications to the classroom to eliminate student traffic in the hallways.. (Joni Gorman) ❖ The school board approved a Face Covering Policy. Shanda Jorgenson responds to questions about application of the policy. (Shanda Jorgenson) ❖ 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. (Alan Gaylor) ❖ Employees received 5 cloth face masks and a face shield. (Shanda Jorgenson) ❖ Social distancing guidelines are being implemented. (E-12 Building Leaders) ❖ The district reopened Jefferson School. (Karsten Anderson) ❖ Sunnyside, Jefferson, Twin Bluff, and Burnside were converted to K-6 neighborhood schools. (Karsten Anderson) ❖ 7th grade was moved to the high school. (Karsten Anderson) |
| Staff Wellness | <ul style="list-style-type: none"> ❖ The district will work on reinvigorating the District Wellness Team (Brent Lexvold) |
| <h3>Strategy 3: Support student mental health</h3> | |
| School Counselors and Social Workers | <ul style="list-style-type: none"> ❖ Two Social Workers (working with students who have social work minutes on their Individual Education Plans(IEP's) and three counselors are assigned to the high school. Other counselors and social workers are split between the elementary schools. (Admin Team K-12) ❖ K-6 School Counselors and Social Workers contributed social emotional lessons weekly for wellness Wednesday. |
| School-linked Mental Health Therapists | <ul style="list-style-type: none"> ❖ The school district will provide space for mental health therapists at Sunnyside, Burnside, Twin Bluff School, and Red Wing High School. (K-12 Principals) ❖ Fernbrook is currently not employing school linked mental health therapists in the elementary buildings. |
| REACH Program | <ul style="list-style-type: none"> ❖ 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. (George Nemanich) |
| <h3>Strategy 4: Incorporate Social Emotional Learning & Equity into all we do</h3> | |
| E-12 Learning Plan | <ul style="list-style-type: none"> ❖ 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) |
| Planning | <ul style="list-style-type: none"> ❖ School Board Workshop on Equity: September (Jess Whitcomb) <ul style="list-style-type: none"> ➢ School Board members made 8 suggestions on next steps. Those suggestions went to the admin team for feedback and they chose 3 (Jess Whitcomb) ➢ Draft an Equity Statement (School Board) |

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| | <ul style="list-style-type: none"> ➤ Lobby state to shift Teacher Education Programs to include differentiation (School Board) ➤ Workshops discussing equity moving forward (School Board) ❖ 2nd School Board Workshop on Equity: April (Jess Whitcomb) ❖ Our 5 Year Equity and Inclusion Plan is being revised and improved this year with input from the school board; curriculum, instruction, and assessment team; District Advisory Committee; City’s Human Rights Commission; and students. (Jess Whitcomb) |
| Curriculum | <ul style="list-style-type: none"> ❖ Wonders 2020 curriculum was implemented this year. (Jess Whitcomb/K-6 Principals) ❖ A “Perspectives” class is now a required class for 8th graders. The intent is to provide learning to enhance social-emotional skills of 8th 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. (Jess Whitcomb) ❖ Wing Huie is part of the first week of the Perspectives Course as a resource for students and staff. (Jess Whitcomb) ❖ 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) ❖ Collection and distribution of Library materials focusing on equity of materials and access as well as social emotional support (Meg Lahammer) ❖ Updating Collections to ensure equity based upon equity training. (Meg Lahammer) |
| Staff Development | <ul style="list-style-type: none"> ❖ Administrators are reading White Fragility. School board members were also given copies. ❖ Teachers participated in training with Wing Huie about the learning in the perspectives class. (Jess Whitcomb) ❖ 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. (Jess Whitcomb) ❖ Staff participated in a voluntary 21-Day Equity Challenge (Jess Whitcomb) ❖ Offer staff guidance on recognizing and responding to trauma and student safety in a virtual or hybrid learning environment (Jess Whitcomb) - YEAR 3 ❖ District Media Specialist participated in the workshop: Equity in Action: Fostering an Antiracist Library Culture and trained media tech. (Meg Lahammer) ❖ District Media Specialist, District Assessment Coordinator, Director of Teaching and Learning & Flight Path Coordinator participated in the MDE Family and Student Engagement Webinar Series and trained media tech. (Jess Whitcomb) |
| Data Sharing | <ul style="list-style-type: none"> ❖ Data sharing agreements and partnerships will be recommended to continue with Hispanic Outreach, Prairie Island Indian Community, and Youth Outreach. (Karsten Anderson) |
| Personnel and Recruitment | <ul style="list-style-type: none"> ❖ A Director of Equity and Inclusion (or similar position) will be included in the Human Resources Plan for 2021-22. (Karsten Andersen) ❖ 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. (Karsten Andersen) ❖ Recruitment plans will be developed to find more candidates of color to work in our schools. Review 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) |

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| Policies | <ul style="list-style-type: none"> ❖ The district will learn how to review policies and practices with a lens of racial equity. (School Board) ❖ Policy 1000 will be reviewed on a yearly basis. (School Board) ❖ 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. (School Board) ❖ Utilize the Racial Equity Analysis Protocol (REAP) (Karsten Anderson) ❖ Conduct an in-depth review of board vision & district policies & practices using an equity lens (REAP) including non-discrimination policies. (School Board) ❖ RWPS Activities Handbook was developed that will be reviewed by the Legislative and Policy Committee (Paul Hartmann) |
| EL Learners | <ul style="list-style-type: none"> ❖ English Learners (EL) are grouped together in one elementary school so resources can be concentrated in that building. ❖ GCED hired an additional EL teacher who will work half-time in Red Wing. ❖ Teacher transfers led to a change in the EL teacher at RWHS. ❖ A School-Home Liaison fluent in Spanish will be included in the Human Resources Plan for 2021-22. ❖ A data sharing agreement and partnership will be recommended to continue with Hispanic Outreach. ❖ Teachers will be trained on how to use Language Line so teachers and technology staff can have interpreter services provided in various languages. (Jiemmy Yusty/Kelly H) ❖ Offer tutorials for families on technology and navigating the school system in easy-to-understand format and in languages that reflect our community (Jess Whitcomb) - YEAR 3 |
| Prairie Island Indian Community | <ul style="list-style-type: none"> ❖ The district will meet with tribal council members to further strengthen the relationship between the Prairie Island Indian Community and school district. |
| School-Home Liaison for Native American Programming | <ul style="list-style-type: none"> ❖ On November 2nd, the board will consider the hiring of a School-Home Liaison for Native American Programming. (Karsten Anderson) |
| Native American Parent Committee | <ul style="list-style-type: none"> ❖ The district will work on reinvigorating the Native American Parent Committee. (Jay Kjos) |
| District-Wellness Team | |
| 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) |

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

Strategy 1: Align district, building, and classroom goals.

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| District Vision Cards | <ul style="list-style-type: none"> ❖ District vision cards were developed to identify metrics, baseline information, and classifications of progress. These vision cards need to be reworked this year. (Karsten Anderson) |
| School Improvement Plans | <ul style="list-style-type: none"> ❖ Each school will have a School Improvement Plan that identifies baseline information and targeted group in student achievement. (Karsten Anderson) |
| Data Analysis | <ul style="list-style-type: none"> ❖ 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. (Jess Whitcomb) ❖ I3 Works |
| Staff Evaluations | <ul style="list-style-type: none"> ❖ 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. (Jess Whitcomb/Kim Cory) ❖ 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. (Jess Whitcomb/Kim Cory) ❖ Directions and District Leaders are developing a Non-classroom evaluation in the revised Marzano Framework to align our district priorities (Jess Whitcomb/Kim Cory) |
| Recruitment & Retention | <ul style="list-style-type: none"> ❖ Substitute pay was increased and emergency substitutes were hired for the full-year and for September-only. (Amy French) ❖ Accommodation and leave requests submitted by employees were addressed. (Amy French) ❖ Elementary principals reassigned all elementary teachers and support personnel. |
| Strategy 2: Make decisions based on updated 5-year financial plans | |
| Financial Plan | <ul style="list-style-type: none"> ❖ 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. ❖ The field audit was completed virtually in August. (Jackie Paradis) ❖ Goodhue County allocated about \$83,000 of its COVID funding to Red Wing Public Schools. (Jackie Paradis) ❖ Jackie is identifying costs that can be paid using COVID funding from the federal government. (Jackie Paradis) |
| Human Resources Plan | <ul style="list-style-type: none"> ❖ A Human Resources Plan is updated each year. Costs associated with the plan options considered as part of the 5-year financial plan. (Karsten Anderson) ❖ Joni Gorman was hired as the Licensed School Nurse. (Karsten Anderson) |
| Equipment Purchasing Plan | <ul style="list-style-type: none"> ❖ An Equipment Purchasing Plan, including technology purchases, is developed each year. Costs associated with the plan are incorporated into the 5-year Financial Plan. (Kevin Johnson) ❖ Catalogued and Inventoried District Textbooks and novel: Ongoing (Meg Lahammer) |
| Long-Term Facilities Maintenance Plan | <ul style="list-style-type: none"> ❖ As required by the State, a 10-year Long-Term Facilities Maintenance (LTFM) Plan is updated each year. (Kevin Johnson/Alan Gaylor) ❖ Work on the Burnside parking lot project was completed (Alan Gaylor) |
| Other Strategies: | |

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| Transportation | <ul style="list-style-type: none"> ❖ 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. ❖ This year, there are no transfer buses between schools. ❖ Regardless of the learning model, the same routes with the same times are being run each day. This helps reduce confusion about bus times. ❖ 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. <ul style="list-style-type: none"> ➢ Buses are averaging about 35 students assigned at any given time and routes range from 30-60+ minutes. ➢ 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. ❖ First Student is using Zoono Z71 on a monthly basis for bus surfaces. The product will be sprayed on high-touch areas one time per week. ❖ 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. ❖ First Student is assigning seats to all students for the morning runs. |
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Other Important Initiatives

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| <p>Strategy 1: Other Expectations Included in the Superintendent Evaluation Conducted in Spring, 2020</p> | |
| Budgetary Conservation | <ul style="list-style-type: none"> ❖ The general fund balance for FY 2020 will be about \$750,000 better than budgeted. ❖ The district lowered its enrollment expectations for this year by 130 students. Actual enrollment, however, should be slightly higher than that estimate. ❖ The district lowered its expected salary settlements for employee groups. |
| Human Resources Plan with Needed Reductions and Positions to Address Tasks / Positions | <ul style="list-style-type: none"> ❖ An updated organizational chart, including backup plan if the Superintendent has an extended absence, will be shared with the Personnel Committee in November. ❖ Reductions were made at the end of the 2019-20 school year. ❖ 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. ❖ The Human Resources plan will be updated this fall. The Personnel Committee discussed the need for additional administrative support for special education. |
| Next Steps for Referendum Planning | <ul style="list-style-type: none"> ❖ The district is focusing this year on implementing the current Educational Plan. ❖ The 5-year Financial Plan, Long-Term Facilities Maintenance Plan, Human Resources Plan, and Equipment Plan were updated last spring. They will be updated this fall/winter so the board can take action in early 2021. ❖ Next year, the school board will review and update the Educational Plan. |

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| <p>Communications with Board Members about Key Issues</p> | <ul style="list-style-type: none"> ❖ Monthly in-person or virtual meetings with individual board members are offered. ❖ The Superintendent, board chair, and board vice-chair are now meeting weekly once again. ❖ As the school year begins, the administrative reports section of the board packet will include more information about district operations. ❖ This summer, school board meetings focused largely on the E-12 Learning Plan. ❖ This school year, there will be several workshops focused on important topics for the school district. ❖ Protocols for communicating with board members are being developed. |
| <p>Timeliness of Personnel Decisions</p> | <ul style="list-style-type: none"> ❖ 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. ❖ Most teachers in grades K-7 were reassigned to different buildings over the period of a few weeks. |
| <p>Flexibility and Adaptation of Educational Plan due to COVID</p> | <ul style="list-style-type: none"> ❖ This month's administrative report shared with the board shows how the educational plan is being adapted during COVID. ❖ The E-12 Learning Plan explains how the district reopened schools this fall. |
| <p>Technology Integration</p> | <ul style="list-style-type: none"> ❖ Under Strategic Direction #1, this administrative report includes information about the use of technology. ❖ The E-12 Learning Plan includes plans for use of instructional technology for each learning model. |
| <p>Staff / Teacher Retention</p> | <ul style="list-style-type: none"> ❖ There was considerable turnover this year in most positions partly caused by the impact of COVID. ❖ Effective implementation of the educational plan and reopening plan will largely determine staff / teacher retention. ❖ Negotiations with particular bargaining groups is also a factor in retention efforts. |
| <p>Professional Development</p> | <ul style="list-style-type: none"> ❖ Under Direction #2 of this report includes information about plans for Professional Development. |
| <p>Professional Learning Communities (PLCs)</p> | <ul style="list-style-type: none"> ❖ Under Direction #2 of this report includes information about the implementation of Professional Learning Communities. |
| <p>Student Achievement</p> | <ul style="list-style-type: none"> ❖ The Implementation of the Education Plan provides information about strategies for enhancing student achievement (such as curriculum changes, technology implementation, and professional learning communities). ❖ 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. ❖ In October/November, school improvement plans with site goals and student learning outcomes will be completed after completion of FastBridge Assessments. |