RWHS School Improvement Plan 21-22

Consider: Turn the Curve Thinking on the Performance Measure
1. **How are we doing?**
   a. Graph it and then ask - are you ok with it?
   b. We are assuming that data points are decreasing. (Task: review this for your building).
2. **What is the story behind the curve?**
   a. Briefly explain the story behind the baseline: the factors (positive and negative, internal and external) that are most strongly influencing the curve of the baseline.
3. **Who are the partners who have a role to play in turning the curve?**
   a. Identify partners who might have a role to play in turning the curve of the baseline
4. **What works to turn the curve?**
   a. What is already working, Include no-cost/low cost, research based, and off-the-wall strategies
5. **Action Plan**
   a. What do you actually want to do, by who, and by when

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

Performance Measure	Story Behind the Curve	Partners
Literacy 7-9 - FastBridge aReading 10-12 - Total # of Fs - # of students failing one or more classes - Common Summative Assessments **Math** 7-9 - FastBridge aMath 10-12 - Total # of Fs	**What's holding it up?:** Title, Special Education, staff (Tier 1) present and enough kids get it, PBIS instruction, systems are built, relationships, more push in (more instructions at Tier 1 for our greater Tier 2 & 3 students), PLC performance, **staff mindsets** **What is pushing it down?:** Lack of differentiation in Tier 1, mind set, not aware of the tools that are present in the curriculum; disproportionate caseloads of Tier 2, intervention quality, PBIS implementation, not fully developed systems, relationships, positive inclusion practices need to be developed, Low expectations for student learning, PLC performance	Title instructor, ADSIS, Sped Teachers, Paras, General Ed, Kids, Admin, Instructional coaches, parents, social workers, school psych (The question: How do we ensure that all of these voices are heard and have input?) Development of Site Teams (have one member from each school on staff development)

- # of students failing one or more classes - Common Summative Assessments **College & Career Readiness** % of students have completed a Flight Path		

What might work to turn the curve?	

What is already working?
    a. Protocols with PLC
Research Based Ideas:
    a. Effective implementation of Marzano elements (ALIGN)
    b. Differential based on skill
    c. Equitable education
    d. Tier 1 instruction
    e. Materials that align with current research and ensuring that these materials are being used with accountability & fidelity through classroom walkthroughs and PLCs.
    f. Standards based IEP goals
    g. Interventions developed for older students
    h. Feedback for all
    i. Behavior Specific Feedback information
    j. Relationships
    k. Family engagement
    l. Teacher leadership (Teacher Champions)
    m. New teacher Training & Support (Monthly) - last three years or switched grade levels
    n. Coherence
    o. By the end of the 2020-2021 school year, 100% of elementary classroom teachers will be utilizing district-adopted literacy and math curriculum with fidelity, as measured by data collected through regular informal walkthroughs.
    p. Data analysis after each of the three universal screenings.
    q. Development of teacher capacity for curriculum, including the creation of common assessments.
    r. Continue to use PLC time to review data, coordinate curriculum, and make adjustments. Be intentional about analyzing proficiency and growth data for each subgroup, and for individual students.
Include no-cost/low cost, research based, and off-the-wall strategies
    a. Sharroky Hollie
    b. Build & sustaining a culture
	[Link to Action Plan](#) (see strategies below)
	Direction 1: Year 3

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

Strategy 1: Establish career pathways by aligning curriculum, increasing connections with the community, and providing internships and other work-based learning opportunities.

Planning	❖ Plan for the courses needed to implement & improve on Flight Paths for Year 4 & 5 (Mick Wendland) ❖ Implement RWHS Flight Paths fully for 7th & 8th grade students. (George Nemanich) ❖ Implement The RWHS class schedule, graduation requirements, and program of studies to meet the needs of The Winger Flight Path Journey (George Nemanich) ❖ Plan a transition skills checklist for secondary SWDs (Marcia Walker) ❖ Implement aligned Evaluations expectations by Aug. .20th (All staff, Admin, Teachers) (Chris Palmatier) ❖ Improve New Teacher Mentoring Workshops - Monthly (Jess Whitcomb, Mick Wendland, Emily Seefeldt, Phil White, Tony Casci. Robin Pagel) ❖ Implement PLC structure, expectations, and data collection calendar (Jess Whitcomb) ❖ Implement training on High Leverage Practices SPED during GCED Day - kick off (Marcia Walker)
Curriculum	❖ Implement the new Flight Paths Capstone course for 11th graders (Mick Wendland/Jess Whitcomb) ❖ Improve structure for digital literacy skills taught K-8 to improve student technology skills (Mick Wendland/Jess Whitcomb)
Community Connections	❖ Plan with the new executive director of the Sheldon Theater to hire talent that aligns with our curriculum and age appropriate (Jess Whitcomb) ❖ Implement Knobelsdorf partnership through materials in Kindergarten, 8th grade and seniors increase career awareness. (Jess Whitcomb/Mick Wendland) ❖ Plan Achievement & Integration with Cannon Falls partnership (Jess Whitcomb & Bobbi Seleski) ❖ **Improve the Steering Committee:** Enhance the steering committee (Mick Wendland) ❖ **Improve Advisories:** Advisory groups will continue to be expanded (Mick Wendland)
Funding	❖ Research grant opportunities to fund a Internship Coordinator or partner with a community organization (Mick Wendland)
Work-Based Learning	❖ Implement second semester internship placements for students in grades 11-12 (Mick Wendland) ❖ Plan and pilot summer internships for students between their junior and senior year (Mick Wendland)
Communication	❖ Plan The Flight Path Journey Communication Plan (Anne Robertson)

Strategy 2: Implement more hands-on learning and technology integration, particularly science, technology, engineering, arts and math (STEAM) practices.	
Curriculum/ Resources	❖ Plan training teachers on new science standards (Jess Whitcomb) ❖ Plan a process to utilize the media center to its full potential (Meg Lahammer)

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

Curriculum	❖ Implement and ensure new teachers have access to guaranteed and viable curriculum (Jess Whitcomb)
	   ➤ Finalize & commit to MTSS process E-12 (Marcia Walker/Jess Whitcomb)
	   ➤ DRAFT MTSS document of curriculum Tier 1, Tier 2, Tier 3 (Jen Grove/Jess Whitcomb)
	❖ Research and Plan an onboarding process for new teachers to streamline materials pick up (Jess Whitcomb/Meg Lahammer/Brittni Kheul)
	❖ Implement FASTBridge screener assessments in grades 7-9 3 times a year for reading and math. Students needing additional instruction will be given AutoReading/AutoMath to drill down on the skills that need improving. (Robin Pagel/Bethany Jasin)
	❖ Implement FASTBridge screener assessments in Special Education classes 3 times a year for reading and math. Students enrolled in Personal English/Personal Math will be given AutoReading/AutoMath to drill down on the skills that need improving. (Robin Pagel/Special Education Teachers).

Strategy 4: Update student computers, curriculum, and instructional equipment as needed.	
Instructional Technology	❖ Improve District Chromebook Handbook and Chromebook Repair Plan by reviewing and updating. (Tony Casci) ❖ Implement process for older Chromebooks to be replaced on a yearly cycle (Mike Pagel/Tony Casci/Kevin Johnson) ❖ Implement Follet Resource Management System to manage district technology (Meg Lahammer)

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

Performance Measure	Story Behind the Curve	Partners

Increase % of teachers at higher levels on evaluation scale for elements 14, 19 & 20	**What's holding it up?:** iObservation evidence is there to see, Training and resources within iObservation, Teachers wanting to grow on their own. **What is pushing it down?:** disconnect of SLO, Need for examples & support of elements,	Principals Teachers Assistant Principal Instructional Coach PBIS Coach Instructional Tech Integrationist Director of Teaching and Learning Superintendent
What might work to turn the curve?:		<mark>**Action Plan**</mark>
What is already working? Include no-cost/low cost, research based, and off-the-wall strategies PLCs Walkthroughs		[Link to Action Plan](#) (see below for strategies) Direction 2: Year 3

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

Strategy 1: Effectively Implement Professional Learning Communities (PLCs)	
Expectations and Structure	❖ Implement clear PLC structure, expectations and leadership (Jess Whitcomb) ❖ Implement that PLCs meet at least three times per month. Administrators review PLC notes and regularly attend PLC meetings (Brittni Kuehl, Jen Grove, Chris Palmatier, Mike Pagel, George Nemanich) ❖ Implement that E-12 principals are using the ATLAS protocol in PLCs (Brittni Kuehl, Jen Grove, Chris Palmatier, Mike Pagel, George Nemanich)
Resources	❖ Improve the PLC process through the Center for Excellence is sustaining PLC coaching this year across K-6 buildings. Based on their recommendation, K-12 principals are using the ATLAS protocol to discuss. (Jen Grove) ❖ Improve the use of EAB Research website and staff. (Jess Whitcomb)
Strategy 2: Provide support to teachers to implement instructional strategies through targeted professional development.	

Curriculum Alignment	❖ Plan Monthly curriculum support provided by Instructional Coaches (Brenda Houck, Emily Seefeldt) ❖ Implementation of Amplify curriculum in grades 6-8 (Jess Whitcomb) ❖ Plan 5-12 Standards Based Grading or Grading for Learning (George Nemanich) ❖ Research and review of curriculum, 7-12 ELA & Social Studies will discuss standards alignment, assessments, and curriculum (Jess Whitcomb) ❖ Research the significant changes to science standards for implementation in 2024-25. 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	❖ Implement sustaining Google Classroom, GoGaurdian, 1-to-1 technology, technology website. (Tony Casci) ❖ Research into District-Wide subscriptions (ex. NearPod) (Tony Casci) ❖ Improve Technology Help website for staff, students, and families will be updated as needed (Tony Casci) ❖ Implement Technology Director transition plan (Karsten Anderson)
Professional Development Plan	❖ Implement The Staff Development Committee.(Jess Whitcomb)
Classroom Walkthroughs	❖ Implement K-6 Principals walkthroughs on iObservation for element 20 (Fall), 14 (Spring), 19 (Winter), (K-12 Admin)
Co-Teaching	❖ Improve staff development that encourages teachers to determine which co-teaching model works best for them. (Marcia Walker)

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

Performance Measure	Story Behind the Curve	Partners
Increase the % of students scoring above 50% on mySABERS (2-12) Increase the % of students scoring above 50% on SABERS (K-12)	**What's holding it up?:** Some teacher relationships **What is pushing it down?:** Lack of teacher relationships	Principals Director of Teaching & Learning PBIS Coach Superintendent Communications Manager

		HR Coordinator Building & Grounds Director
*Waiting for approval to use screener		
What might work to turn the curve?		<mark>**Action Plan**</mark>
What is already working? Include no-cost/low cost, research based, and off-the-wall strategies Align Evaluations (All staff, Admin, Teachers) Establishing site teams Training for Hattie's Mindsets Peer Observations? New Teacher Mentoring Workshops - Monthly PLC data collection calendar Set PLC structure? High Leverage Practices SPED		Link to Action Plan Direction 3: Year 3

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	❖ 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	❖ 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	❖ Implement a Communication Manager position (Karsten Anderson)
	❖ Plan and utilize the communications assessment to make changes (Anne Robertson)
	❖ Research a communication plan (Anne Robertson)
	❖ Implement communication plan (Anne Robertson)
	❖ Plan a survey of parents why they open-enroll in or out of the district. (Melinda Johnson)
	    ➢ Researched and implemented a New Family Feedback form (Anne Robertson)
	❖ Improve the wording and content of communications to make it more family friendly and accessible. (Anne Robertson)
	    ➢ Researching targeted texting SMS for diverse groups (Anne Robertson)
	❖ Plan to update our RWPS website (YEAR 3 or 4) (Anne Robertson)

Focus Areas	Focus Areas
	❖ Improve focus areas for E-Newletters and social media in summer 2021 (Anne Robertson)
	    ➢ Implement to Spotlight Equity and Inclusion (Jess Whitcomb)
	    ➢ Improve communications of The Winger Flight Path Journey K-6 (Jess Whitcomb)

Modes of Communication	❖ Improve alignment of all modes of social media and consulting work (Anne Robertson) ❖ Research and Plan a more parent and student friendly district handbook for the 22-23 school year with a focus lens of PBIS and Equity (Jess Whitcomb, Emily Seefeldt) ❖ Improve the District Weekly E-Newsletter ➢ 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. (Anne Robertson) ❖ Research Text/email via school messenger (Anne Robertson) ❖ 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 (Jiemmy Yusty)
COVID19-Updates	❖ TBD (COVID Team)
Strategy 3: Support student mental health	
SAEBRS	❖ Implementation of E-12 SAEBRS assessment (Robin Pagel)
School Counselors and Social Workers	❖ 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)

School-linked Mental Health Therapists	❖ 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) ➢ 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	❖ 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	❖ 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	❖ Improve K-6 PBIS Cohesion (Emily Seefeldt/Robin Pagel)
	    ➢ 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
	    ➢ Improve K-8 Buddy Room System
	❖ Implement the District-wide PBIS Committee - monthly (Emily Seefeldt/Building PBIS Leads)
	❖ Implement Building Level Committees with building level PBIS Leads 2x month (Emily Seefeldt)
	❖ Plan 7-12 Development of PBIS Matrices (Emily Seefeldt/Robin Pagel)
	❖ Plan and Implement: E-12 Major/Minors behavior definitions (Emily Seefedlt)
	    ➢ Implement the elimination of the 3 D's - disruption, defiance, and disrespect (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	❖ Implement School Board member's suggestions on next steps. (Karsten Anderson)
	    ➢ 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) ➢ Define systemic racism & equity with input from Equity Committee (Jess Whitcomb)
Curriculum	❖ 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) ❖ 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)
Staff Development	❖ 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 ➢ Implement Dr. Hollie's District Kick-Off (Jess Whitcomb) ➢ Implement Anti-Bias Training from Sam Ouk 101, 201, 301 (Jess Whitcomb) ❖ Admin ➢ 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 ➢ 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	❖ 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	❖ 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	❖ 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 (Jeimmy Yusty)
Prairie Island Indian Community	❖ 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	❖ Research and gather information on the "Grow Your Own" initiative (Amy French/Mick Wendland) ➢ 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	❖ 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	❖ 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)