



**CREATIVE**

**COURAGEOUS**

**UNITED**

**RED WING PUBLIC SCHOOLS**



**Annual Report:**  
**World's Best Workforce**  
**2022-2023 SY Report**  
**2023-2024 SY Plan**



Dear Red Wing Public Schools Community,

The RWPS Vision is to strive to provide an innovative and meaningful educational experience that fosters curiosity; pursue and apply best practice; embrace diversity by respectfully engaging all students, families, and staff; connect and partner with our community. During Fall of 2023, school instructional leadership teams identified how they will make this vision a reality in their classrooms by developing school vision cards.

It is a privilege to present to you the Red Wing Public Schools World’s Best Workforce Annual Report, that includes these co-created action steps for continuously improving our safe and caring community, high quality teaching and learning, and academic achievement. These goals can only be accomplished by intimately knowing our data and basing our decisions on high-leverage actions that will make the biggest impact for students. We acknowledge that the data used in this report has limitations, but it remains essential to providing programmatic insights into where we are experiencing success and where we need to direct resources to improve the lived experiences of our students, staff, and families.

We are Creative, Courageous, and United, and it is through collaboration and unwavering commitment that we will continue to make progress toward realizing our collective vision.

*Allegra Smisek - Director of Teaching & Learning/ Assistant Superintendent*

**OVERVIEW**

Red Wing Public Schools World’s Best Workforce Report is presented to provide updates in curriculum, instruction, and student achievement within the district. This report includes a summary of progress during the 2022-2023 school year as well as a summary of the World’s Best Workforce Plan for the 2023-2024 school year. We will highlight specific strategies and progress for each of the World’s Best Workforce areas.

This document reports our progress as we strive to meet the following goals outlined in the World’s Best Workforce legislation:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

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## CREATING THE WORLD'S BEST WORKFORCE

### What is required with the World's Best Workforce Plan?

- Develop district goals and plan strategies to meet those goals
- Align district budget with strategies
- Hold an annual meeting to share results and gain community input (this will take the place of the Annual Report):
  - Share state of the district
  - Share successes and attempts
  - Provide an opportunity for deliberation
  - Gain input about the district plan
- Establish an advisory committee
- Devote one board meeting to reviewing and revisiting the plan.
- Following that meeting, a summary will be submitted to MDE Commissioner reporting the progress being made, as defined by the plan.
- Post WBWF plan to the district website.

The Red Wing Public Schools World's Best Workforce Plan aligns the state requirements to current district initiatives including: strategic plan, district literacy plan, Title plans and, Achievement and Integration, and ADSIS grant.

### Red Wing Public Schools Strategic Directions

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

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

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

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

**MISSION:** Red Wing Public Schools mission is to educate and inspire all students as they realize their full potential and become respectful, responsible, and productive citizens.

# PERFORMANCE MEASURE 1:

## ALL CHILDREN ARE READY FOR SCHOOL

Red Wing Public Schools (RWPS) offer school readiness programs through Early Childhood Family Education, Early Childhood Special Education, and Preschool offerings that follow state standards for early learning. The school readiness programs focus on early literacy development. Research has shown education begins long before a child reaches kindergarten. The district’s investment in its early learning program creates an environment of success for each of our early learners, closes the achievement gap, and prepares children for continued success.

RWPS conducts individual kindergarten early learning reading and math assessments in the fall of each school year to assess the needs of the students entering kindergarten. Assessment data is then used to determine baseline skills that drive instruction within the classroom.

### LOOKING BACK

#### Goal for School Year 2022-23:

- In the Fall 2022, 51% of kindergarten students met fall Kindergarten literacy benchmarks as measured by the FASTBRIDGE earlyReading composite benchmark assessment. In Spring 2023, we will increase the percent of students meeting K benchmarks by 5 percentage points to 56%.

#### Actions Taken Toward Our Goal:

- Continue collaboration with Colvill Family Center and Kindergarten principals
- Continue Implementation of relevant and responsive literacy instruction including Wonders Curriculum in alignment with high yield instructional strategies across Tier 1.
- Focus on social emotional learning to ensure students are Kindergarten ready.
- Continue emphasis on family and community outreach and engagement.

#### Progress Toward Our Goal 2022-2023:

Fastbridge earlyReading	Fall 2022	Spring 2023	Spring 2023 Target
Composite	51%	45%	56%

### LOOKING FORWARD

#### Goal for School Year 2023-2024:

- In the Fall 2023, 46% of kindergarten students met fall Kindergarten literacy benchmarks as measured by the Fastbridge earlyReading composite. In Spring 2023, we will increase the percent of students that meet these benchmarks by 2% in the composite and increase the subtests of Letter Names and Letter Sounds by 5%.

#### Actions Steps Toward Our New Goal:

- Language Essentials for Teachers of Reading and Spelling (LETRS) Training
  - Early Childhood LETRS
  - K-4 General Education and Special Education Teachers
- Kindergarten Instructional Leader participation in ATLAS cohort on Tier 1 literacy instruction
- Early Childhood and Kindergarten Instructional Leader participation in MnMTSS Cohort
- Early Learning focus on social emotional learning through the Pyramid Model and assessed with SAEBERS screener in Kindergarten
- Continue emphasis on family and community outreach and engagement and advocating for early learning with state legislators

Fastbridge earlyReading	Fall 2023	Spring 2024 Target
Composite	46%	48%
Letter Names	54%	59%
Letter Sounds	44%	49%

# PERFORMANCE MEASURE 2:

## ALL THIRD-GRADERS CAN READ AT GRADE LEVEL

The RWPS believes that literacy is the cornerstone of all learning. Supporting the development of capable readers and writers at every level is our goal as educators, parents, and as a community. The first step toward equipping students with the necessary prerequisite skills begins early in their education with a comprehensive, evidence-based literacy program and quality instruction. To meet the challenges of teaching literacy in the 21st century, we implement a literacy framework. The framework outlines the “core” elements of literacy instruction. Our literacy educators implement a coherent set of practices in whole class, small group, and individual contexts.

K-3 Reading Block Components (90 - 120 Minutes of Literacy Instruction Daily)			
Kindergarten	First Grade	Second Grade	Third Grade
-Oral Vocabulary -Word Work: -Phonological Awareness -Phonemic Awareness -Phonics -Spelling/Handwriting -Comprehension -Writing -Grammar	-Oral Vocabulary -Word Work: -Phonemic Awareness -Phonics -Spelling/Handwriting -Structural Analysis -Comprehension -Fluency -Writing -Grammar	-Vocabulary -Word Work -Phonemic Awareness -Phonics -Spelling/Handwriting -Structural Analysis -Comprehension -Fluency -Writing -Grammar	-Vocabulary -Comprehension -Phonics -Fluency -Writing -Grammar -Spelling

### LOOKING BACK

#### Goal for School Year 2022-2023:

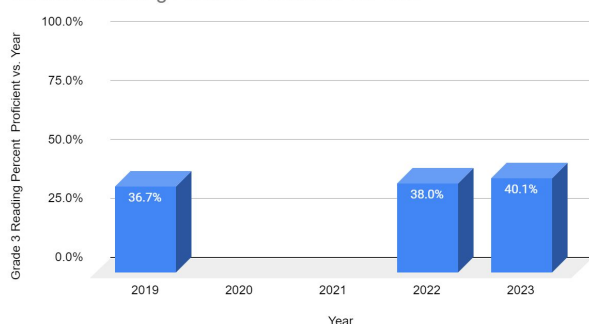
- The percentage of all students in grade 3 at RWPS who are proficient on the MCA III state reading assessment will increase from 37.9% in 2022 to 45% in 2023.

#### Actions Taken Toward Our Goal:

- Continue to build coherence around the components of Wonders Curriculum for consistent application across K-5 classrooms district wide with the support of Teaching and Learning Coach.
- Research and Training on the Science of Reading through LETRS (*Language Essentials for Teachers of Reading and Spelling*)
- Optimize Professional Learning Communities to collaborate around teaching and learning to improve student outcomes. (Reboot)
- Continue to revise and implement a systematic, data driven multi-tiered systems of support that focuses on research-based intervention strategies, progress monitoring, and ongoing data review cycles to ensure student growth.

#### Grade 3- MCA Reading Longitudinal Data

Grade 3 Reading Percent Proficient vs. Year



### LOOKING FORWARD

#### Read Act 2023:

- This is no longer a World’s Best Workforce performance measure for 2023-2024 due to the implementation of the Read Act, a new performance measure will be implemented by MDE but not this school year.

#### Read Act Steps:

- January 1, 2024 Approved Literacy Curricula Released
- Professional Development Requirements:
  - Phase 1: 2024
    - Early Childhood
    - K-3 Classroom Teachers (we are training K-5 during phase 1)
    - Reading Intervention Teachers
    - Special Education Teachers E-12
    - Curriculum Directors
    - Title 1 EA’s
  - Phase 2: 2025
    - Classroom Teachers 4-12
    - MLL Teachers
- Literacy Screening Tools
  - FastBridge:
    - Early Reading K-1
    - FastTrack Reading 2-10
    - CBM Reading 2-7





# PERFORMANCE MEASURE 3:

## CLOSE ACHIEVEMENT GAPS AMONG ALL STUDENT GROUPS

The achievement gap refers to the differences in academic performance between groups of students. This performance measure requires targeted efforts and resources to close gaps in achievement and ensure that all students are performing at high levels. This work is critical to the social and economic well-being of our state and community. The achievement gap is monitored by student subgroups defined by race/ethnicity and economic status. In an effort to close the achievement gap, we are committed to providing equitable access to high quality, innovative learning opportunities ensuring all students are college, career, and life ready.

### LOOKING BACK

#### Goal for School Year 2022-2023:

- RWPS will increase the number of students who are proficient in Reading and Math on MCA-III Assessments for all economic and racial/ethnic student groups by 5 percentage points each year by June 2023. *Baseline year: 2019*

#### Actions Taken Toward Our Goal:

- Continue focused learning work centered on culturally responsive practices supported with coaching.
- Focus Year 3 Wonders Curriculum Implementation
- Investigate K-5 Core Math Curriculum
- Implement a collaborative Multi-Tiered System of Support (MTSS) instructional framework which allows equitable access for all students into core classes.
- Improve high yield instructional strategies across K-12 classrooms.
- Increase voice and choice in learning for all students increasing cultural representation in curriculum and instruction.
- Reframing of Diversity, Equity, and Inclusion committee and response plan to racial and biased harm.

#### Progress Toward Our Goal 2022-2023:

Student Groups	Reading 2022	Target 2023	Actual 2023
Hispanic/LatinX	29.8%	34.8%	28.6%
Black/African American	8.8%	13.8%	17.4%
American Indian	27.3%	33.3%	31.3%
Two or more Races	41.9%	56.9%	35.8%
White	45.6%	50.6%	48.2%
FRP	21.3%	26.3%	29.0%

Student Groups	Math 2022	Target 2023	Actual 2023
Hispanic/LatinX	20.9%	25.9%	20.7%
Black/African American	6.1%	11.1%	4.5%
American Indian	13.6%	18.6%	23.4%
Two or more Races	26%	31%	22.2%
White	39.9%	44.9%	42.5%
FRP	14.6%	19.6%	19.0%

### LOOKING FORWARD

#### Goal for School Year 2023-2024:

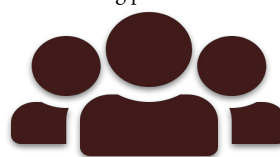
- RWPS will increase the number of students who are proficient in Reading and Math on MCA-III Assessments for all economic and racial/ethnic demographics that are disproportionately represented in low proficiency by 5 percentage points each year by June 2024.

Student Groups	Reading 2019	Reading 2021	Reading 2022	Reading 2023	Reading Target 2024	Math 2019	Math 2021	Math 2022	Math 2023	Math Target 2024
Hispanic/LatinX	38.5%	N/A	29.8%	28.6%	33.6%	27.7%	N/A	20.9%	20.7%	25.7%
Black/African American	16.2%	N/A	8.8%	17.4%	22.4%	10.5%	N/A	6.1%	4.5%	9.5%
American Indian	39.0%	N/A	27.3%	31.3%	36.3%	29.2%	N/A	13.6%	23.4%	28.4%
Asian	50%	N/A	N/A	60%	64%	N/A	N/A	N/A	N/A	N/A
Two or more Races	43.6%	N/A	41.9%	35.8%	40.8%	37.0%	N/A	26%	22.2%	27.2%
White	59.6%	N/A	45.6%	48.2%	52.2%	54.8%	N/A	39.9%	42.5%	46.5%
FRP	36.9%	N/A	21.3%	29.0%	34%	29.5%	N/A	14.6%	19%	24%
Non-FRP	67.7%	N/A	45.3%	60%	64%	49.2%	N/A	37.2%	51.6%	55.6%

\* Racial/Ethnic subgroups listed are compared with performance of White students to determine the gap data reported. Groups with n<10 are not reported. Special populations are compared against all other students, i.e. Free/Reduced are compared with non-Free/Reduced, etc.

#### Actions Steps Toward Our New Goal:

- Collaboration with American Indian and Hispanic Liaisons
- Working with an equity consultant with the District Advisory Committee and the Diversity Equity and Inclusion Committee
- Collaborating with a K-12 math consultant and LETRS training
- Math Curriculum Review and pilot
- Implementing BARR in grades 8-9
- Participation in the MnMTSS and ATLAS cohorts
- Improvement of MTRSS procedures and processes
- Adoption of new teacher and principal development and evaluation frameworks
- School Instructional Leadership Teams
- Intentional training to increase data literacy
- Focused PD on equitable teaching practices



## PERFORMANCE MEASURE 4:

### ALL STUDENTS ARE READY FOR CAREER AND COLLEGE

All students entering grade nine will have a career and college readiness plan in accordance to MN State 120B.125. This plan is centered around seven key elements: academic scheduling, career exploration, 21<sup>st</sup> century skills, community partnerships, college access, all forms of postsecondary training, and experiential learning opportunities. Red Wing Public Schools is producing prepared graduates using:

- An academic rigorous diploma that exceeds the State of Minnesota minimum requirements.
- Post-secondary options through Advanced Placement (AP) courses and College in the Schools (CIS).
- All 8th grade students participate in a College and Career Readiness Course
- Accessible counseling and other supports that prepare students for post-secondary education and careers using, Business Internships, and Career Exploration.
- Accountability and progress monitoring efforts to ensure all kids are making adequate progress to meet state and local graduation requirements through local assessments, ACT college entrance exam, and academic planning and registration conferences.

#### LOOKING BACK

##### Goal for School Year 2022-2023:

- The percentage of RWPS graduating students who have earned credit in courses with college credit-earning potential (AP, CIS, and/or concurrent enrollment) will increase 10% in 2022 to 2023 from 46.2% to 56.2%.
- The percentage of grade 12 students in RWPS participating in Flightpath internships/mentorships will increase 10% in 2022 to 2023 from 32% to 42%.

##### Actions Taken Toward Our Goal:

- Continue development of career pathways in grades 6-12
- Improve access to guidance resources and career readiness skills and experiences through programming
- Improve the Winger Flight Paths to guide purposeful selection of courses
- Revise the Winger Flight Paths Course for eighth graders
- Continue Wonders alignment to Career Awareness Activities K-5
- Increased use of career speakers and increased development of advisory committees
- Winger Flight Path Capstone course for all juniors
- Guide students on course selection to ensure equitable access to college earning potential

Goal	2022	Actual	Target for 2023
Percent of Graduates Earning Credit in AP, CIS, and/or Concurrent Enrollment.	46.2 %	91.7%	56.2%
Percentage of 12th Grade students participating in internships/mentorships	32%	26%	42%

#### LOOKING FORWARD

##### Goals for School Year 2023--2024:

- RWPS will maintain it's above 90% of students earning high school credit in classes with the potential to earn college credit (AP, CIS, PSEO, Concurrent Enrollment)
- The percentage of grade 12 students in RWPS participating in Flightpath internships/mentorships will increase 10% in 2022 to 2023 from 32% to 42%.

##### Actions Steps Toward Our New Goal:

- Continue development of career pathways in grades 8-12
- Improve access to guidance resources and career readiness skills and experiences through programming
- Career Awareness Activities K-5
- Increased use of career speakers and increased development of advisory committees
- Winger Flight Path Capstone course for all juniors
- Guide students on course selection to ensure equitable access to college earning potential

Goal	2023	Target for 2024
Percent of graduates earning a credit in a course that is eligible for college credit	93%	93%
Percentage of 12th Grade students participating in internships	32%	40%

# PERFORMANCE MEASURE 5:

## ALL STUDENTS GRADUATE FROM HIGH SCHOOL

The Red Wing Public Schools graduation rate represents Red Wing Public High School. We use AYP 4-year graduation rates reported on the MDE Report Card in the Spring for the previous year, therefore results lag one year.

### LOOKING BACK

#### Goal for School Year 2022-2023:

- The overall four year graduation rate will increase from 92.4% to 98.4% with no individual racial/ethnic group below 95% by 2022.

2022 Graduation figures were released in March 2023. To set the 2022-23 school year goal, 2021 graduation data was used.

#### Actions Taken Toward Our Goal:

- Increase academic support for students and enhance opportunities and programming for credit recovery
- Increase student engagement in learning.
- Ensure PLCs are highly effective in their ability to monitor, analyze, and respond to student progress and adjust instruction to achieve better results for students
- Continue to develop pathways to graduation for students receiving student support services and create individual graduation plans for all students
- Improve alternative to out-of-school suspension program
- Standards Based Grading (early adoption)

#### Progress Toward Our Goal 2022-2023:

Student Group**	2018	2019	2020	2021	Target 2022	Actual 2022
All Students	89.8%	93.2%	93.3%	92.4%	98.4	87.9%
American Indian	N/A	N/A	100%	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic / Latinx	N/A	92.3%	85.7%	N/A	98.4	76.9%
White	92%	94.5%	92.9%	92%	98.4	89.7%

\*\*Data only shown for cohort groups with n>=10

### LOOKING FORWARD

#### Goal for School Year 2023-2024:

- The overall four year graduation rate will increase from 87.9% to 93% with no individual racial/ethnic group below 93% by 2023.

Student Group**	2018	2019	2020	2021	2022	2023 Target
All Students	89.8%	93.2%	93.3%	92.4%	87.9%	93%
American Indian	N/A	N/A	100%	N/A	70%	93%
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic / Latinx	N/A	92.3%	85.7%	N/A	76.9%	93%
White	92%	94.5%	92.9%	92%	89.7%	93%

\* 2023 Graduation Data is not available until March 2024

\*\* Data only shown for cohort groups with n>=10

#### Actions Steps Toward Our New Goal:

- Collect data on students that do not graduate to target future interventions
- Increase communication with families when a student's grade is below 35% in a course at midterm
- Implement and expand BARR program
- Administrators will become aligned practitioners of the new observation tool to ensure high quality feedback leads to well prepared educators.
- Instructional leadership team conducting classroom walkthroughs to collect data to inform improvements

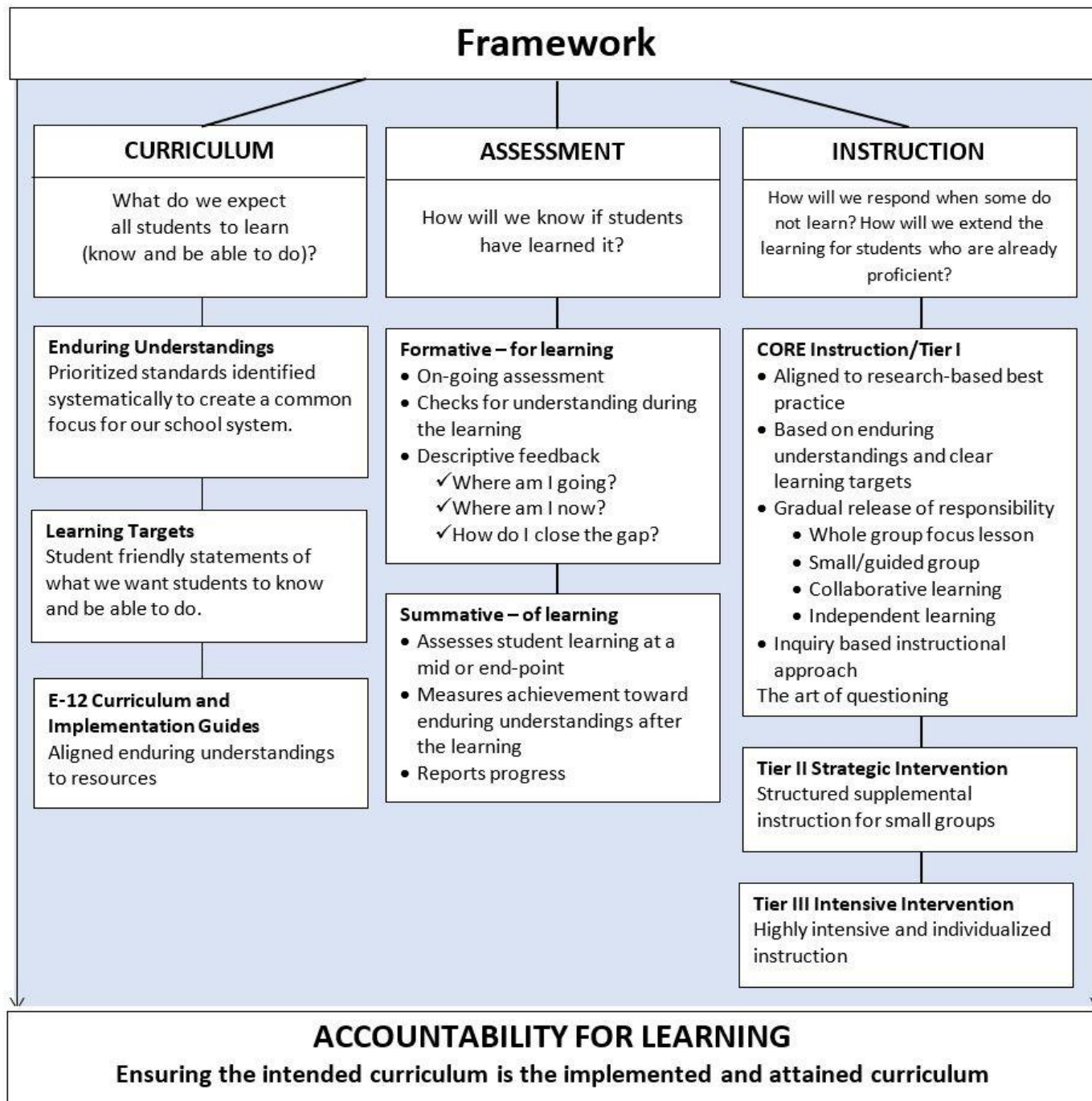




# TEACHING AND LEARNING FRAMEWORK

## A Systematic Approach to Teaching and Learning

This framework guides the implementation of our guaranteed and viable curriculum while providing direction for consistent application of our beliefs.

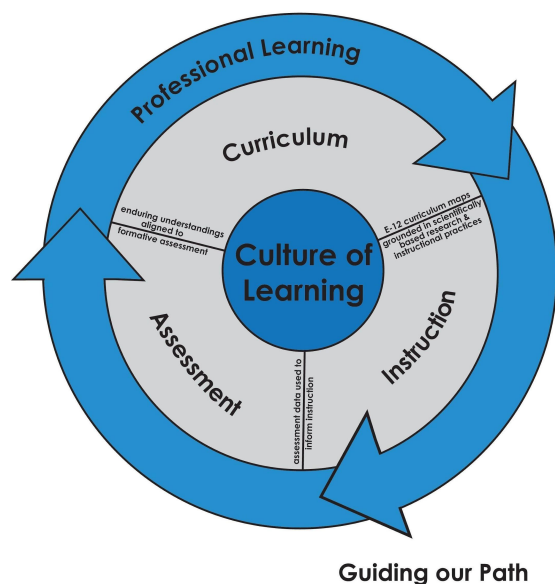


# Improving Instruction, Curriculum & Student Achievement

The end in mind for curriculum and instruction is to develop a collaborative culture where all staff have the tools and resources to address the four critical questions of learning, as introduced by the DuFour model.

The teaching and learning framework was created based on research and best practice to guide the improvement process in our District. Development and implementation of a guaranteed and viable curriculum, common assessments and professional learning will allow all staff to make our framework for a systematic approach to teaching and learning actionable. Professional Learning Communities (PLCs) focused on student learning and growth have been implemented throughout our District E-12. This has required extensive work on systems and structures that support collaboration as well as to hold ourselves collectively accountable for results.

## Focus for Teaching and Learning



This graphic represents the system we use to create a guaranteed and viable curriculum that ensures all students will learn at high levels. Our work has been aligned to allow us to answer DuFours' four critical questions of learning –

- ★ What do we want all students to learn – to know and be able to do?
- ★ How will we know when they have learned it?
- ★ How will we respond if they did not learn it?
- ★ How will we respond if they already know it?

**EQUITY FOCUSED QUESTION:** Who benefits from the actions for learning selected?

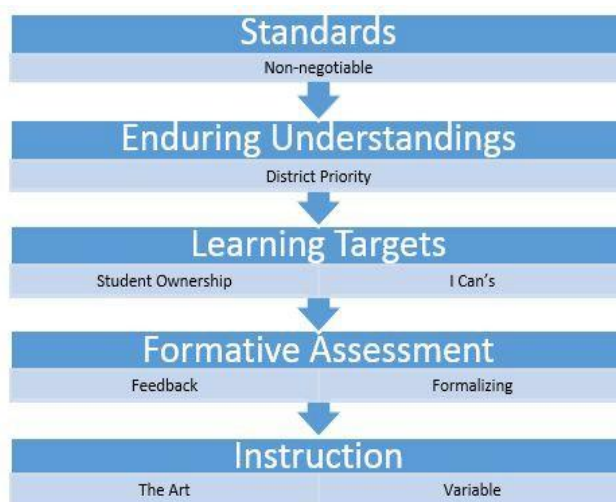
This systematic approach to curriculum development has been used by all curricular areas. District resources have been prioritized to support this effort.

Departments and grade level teams worked together to implement enduring understandings and learning targets for all required courses and selected electives. This aligned our work when answering the first question, what all students must know and be able to do.

Development and use of common assessments allowed teachers to begin answering question 2, how will we know if all students have learned?

Elementary teachers continued to focus on literacy instruction, emphasizing how to use a core literacy and a gradual release of responsibility structure. This supported us in beginning to answer question 3 and 4, how will we respond when students do not learn or when they already know it?

## Development Process



## STAFF DEVELOPMENT GOAL

RWPS will provide job embedded professional development that is personalized, engaging and relevant to increase student learning. Staff Development opportunities will focus on:

### 1. Improved student achievement

- a. Deliver a high-quality instructional program that anticipates and meets the needs of all learners
- b. Develop a common understanding of key instructional practices within a balanced literacy framework that are critical to student success and aligned to MN State Standards.
- c. Continue implementation of new math curriculum and instructional practices
- d. Develop and enhance Flight Paths and Capstones so students are college/career ready.

### 2. Meet the needs of diverse learners

- a. Develop a common understanding of Culturally Responsive Schools and implement strategies to maintain a culturally responsive lens in order to meet the holistic needs of students
- b. Match instructional strategies with reading interests, learning profiles and language acquisition needs of all learners
- c. Continue to enhance understanding of multi-tiered systems of support to meet the diverse academic student needs

### 3. Culturally responsive curriculum and instruction

- a. Identify targeted strategies to promote culturally relevant pedagogy in all E-20 classrooms
- b. Ensure equitable access to all programs
- c. Examine personal bias and implement instructional strategies that focus on student strengths to create a sense of belonging

### 4. Instructional technology to enhance learning

- a. Strengthen student/staff collaboration and enhance instruction through continued integration of technology.

### 5. Continue to provide opportunities for mentoring and peer coaching

- a. Continue to enhance the Teacher Development and Evaluation system to support teachers' on-going professional growth
- b. Create and maintain a collaborative, instructionally focused mentoring partnership to build capacity in beginning teachers and to advance teacher effectiveness.

## DISTRICT ADVISORY COMMITTEE (DAC)

The District Advisory Committee (DAC) serves as an integral advisory group for the Red Wing Public Schools. It affords stakeholders an opportunity to provide feedback regarding rigorous academic standard, student achievement goals, measures, and district curriculum and programs. It addresses curricular issues, is the formal advisory group for the Minnesota Academic Standards implementation, and provides feedback on district improvement initiatives and review of curriculum adoptions. The committee serves as the formal means to involve community in decisions related to curriculum and instruction. Members devote their time and energy to support District improvement efforts.

Committee members include representatives from each stakeholder group including the community, parents, instructional staff, School Board and administration. The committee shall reflect the diversity of the district and its school sites. Committee members are identified and selected on an annual basis. Additional information is outlined in Board Policy. Anyone interested in serving on this committee can contact the Department of Teaching and Learning.

**The District Advisory Committee (DAC) will be responsible for the oversight of this plan, which will include review and revision.**

### 2023-2024 Curriculum Advisory Committee Meeting Dates:

October 12, 2023  
November 9, 2023  
December 7, 2023  
January 11, 2024  
February 8, 2024  
March 7, 2024  
April 11, 2024  
May 9, 2024

The Red Wing Public School District is committed to providing all students with the educational foundation necessary to succeed in school and life. To ensure student success, the District sets high standards that are reflected in what is taught in each and every classroom. RWPS is also committed to keeping parents and the community informed regarding the delivery and continued improvement of District curriculum and academic programs. Literacy is a top priority.

Our students are served in one kindergarten through first grade elementary and one second through fourth grade elementary school, a middle school serving fifth through seventh grade and a high school eight through twelfth grade. Students in early childhood are served through Colvill Family Center. Community Education also serves community members birth through adult.

For more information, visit the Red Wing Public Schools at our website: [www.rwps.org](http://www.rwps.org)

### 2023-2024 Curriculum Advisory Committee Members

Martina Wagner	Brent Stinson	Megan Ramaker	Ella Johnson
Allegra Smisek	Michael Lickness Holmes	Michelle Lundberg-Bogner	Heidi Jones
Emily Seefeldt	Erin McDonnell	Natasha Yates	Jennifer Tift
Michael Wendland	Janice Clement	Rachel Glover	Kelly Pyle
Brittini Kuehl	Jeimmy Yusty-Rojas	Stacy Wegner	Kim Hudson
Patrick Beierman	Jennifer Grove	Tina Grinager	Lydia Beaulieu
Robin Pagel	Joanna Jaeger	Yanelis Jinete	Rachel Daley
Janice Erickson	Kimberly Thompson	Maggie Cichosz	Rachel Schoenfelder
Amy Finley	Burke Murphy	Alyvia Xiong	Shelby McDonald
Andrew Richardson	Leah Buysse	Abby Schimek	