



Red Wing
Public Schools
ISD # 256

Annual Report:
World's Best
Workforce
&
Achievement and Integration
Plan

2021-2022 SY Report
2022-2023 SY Plan

Dear Stakeholders,

It is a privilege to present to you the Red Wing Public Schools World’s Best Workforce Annual Report. The Red Wing Public Schools Vision is to strive to provide an innovating and meaningful educational experience that fosters curiosity; pursues and applies best practice; embraces diversity by respectfully engaging all students, families, and staff; connects and partners with our community.

Collectively our staff has worked together to make progress toward ensuring all students learn at high levels. During the 2020–21 through 2021-22 school years, educators and students experienced significant and profound changes in teaching, learning, and social and emotional well-being. It is important to keep this in mind when interpreting assessment results, as these changes impact student scores. While the assessment is the same, the human conditions were vastly different. Our goal is to use the statewide summarized results as one indicator to identify and assist school recovery efforts from the pandemic, understanding the ways different student groups have been impacted and providing additional instructional supports for students of color and Indigenous students.

It is through collaboration and unwavering commitment that we believe we will continue to make progress toward realizing our vision.

Dr. Martina Wagner - Director of Teaching & Learning

OVERVIEW

Red Wing Public Schools World’s Best Workforce Report is presented to provide stakeholders updates in curriculum, instruction, and student achievement within the district. This report includes a summary of progress during the 2021-2022 school year as well as a summary of the World’s Best Workforce Plan for the 2022-2023 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 third-graders can read at grade level.
- 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 will be devoted 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 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 that follow state standards for early learning. The school readiness programs focus on early literacy development, which leads to reading well by third grade. 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 2021-22:

- In the Fall 2021, 60% of kindergarten students who were low risk on the Kindergarten literacy benchmarks as measured by the FASTBRIDGE earlyReading composite benchmark assessment. In Fall 2022, we will increase the percent of students at low risk on the fall K benchmarks by 5% percentage points to 65%.

Actions Taken Toward Our Goal:

- Partnership with ChildCare Providers in surrounding area
- Collaboration with Colvill Family Center and Kindergarten principals
- Colvill teachers participating in PLCs
- Implementation of Creative Curriculum & TS Gold Assessment
- Early Childhood Conscious Discipline professional development

Progress Toward Our Goal 2021-2022:

Fastbridge earlyReading		
	Fall 2021	Fall 2022
Low Risk	60%	51%
Some Risk	29%	35%
High Risk	11%	14%

LOOKING FORWARD

Goal for School Year 2022-2023:

- 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 Steps Toward Our New 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.

Fastbridge earlyReading	Fall 2022	Spring 2023 Target
Composite	51%	56%
- Concepts of Print	15.8%	20.8%
- Letter Names	48.5%	53.5%
- Letter Sounds	48.5%	53.5%
- Onset Sounds	3.5%	8.5%

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 -High Frequency Words -Comprehension -Writing -Grammar	-Oral Vocabulary -Word Work: -Phonemic Awareness -Phonics -Spelling/Handwriting -Structural Analysis -High Frequency Words -Comprehension -Fluency -Writing -Grammar	-Vocabulary -Word Work -Phonemic Awareness -Phonics -Spelling/Handwriting -Structural Analysis -High Frequency Words -Comprehension -Fluency -Writing -Grammar	-Vocabulary -Comprehension -Phonics -Fluency -Writing -Grammar -Spelling

LOOKING BACK

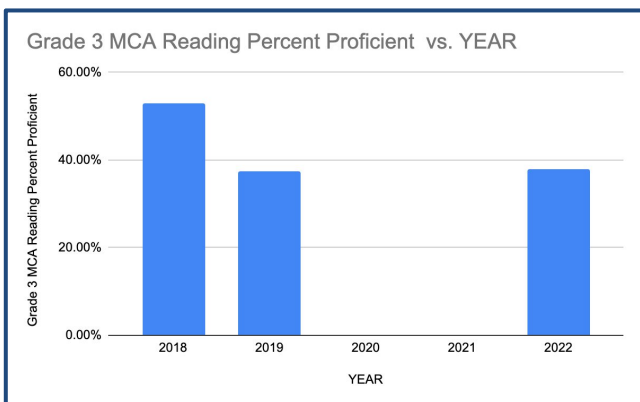
Goal for School Year 2021-2022:

- The percentage of all students in grade 3 at RWPS who are proficient on the MCA III state reading assessment from 2019 to 2022 grew from 37.5 to 37.9. (*baseline year 2019*)

Actions Taken Toward Our Goal:

- Improve the implementation of a new Language Arts curriculum through targeted professional development
- Implement Culturally Responsive Teaching, Anti-Bias Training, and Institute for Courageous School and District Leadership
- Research WonderWorks for Tier II interventions (ADSIS)
- Implement Orton-Gillingham Curriculum for Tier II (TITLE)
- Implement Souday Curriculum (ELA SPED K-6)
- Improve Professional Learning Communities
- Increased walk-throughs from admin to better understand needs and targeted support
- Implement PBIS Coaching
- Implement Literacy Coach @ Burnside

Grade 3- MCA Reading Longitudinal Data



LOOKING FORWARD

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 Steps Toward Our New 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.



PERFORMANCE MEASURE 3: CLOSE ACHIEVEMENT GAPS AMONG ALL STUDENT GROUPS

The achievement gap refers to the differences in academic performance between groups of students. Closing gaps in achievement and ensuring all students are performing at high levels are critical to the social and economic well-being of our state and community. RWPS monitors the achievement gap for seven subgroups defined by differences in race/ethnicity, economic status, and special population: Asian, Hispanic, Black, Free/Reduced Price Lunch, Special Education, and English Learner. 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 2021-2022:

- RWPS will increase the number of students who are proficient in Reading and Math Proficiency rates on MCA-III Assessments for all economic and racial/ethnic student groups by 3 percentage points each year by June 2022

Actions Taken Toward Our Goal:

- District-Wide Equity Training for Administration
- Improve Social Emotional & Equity Training
- Implement Equity Plan created by District-Wide Equity Team
- Improve increased representation in curriculum
- Improve increased representation in speakers & content of Flight Paths
- Improve continued work with District Liaisons
- Improve process of behavior referrals

Progress Toward Our Goal 2021-2022:

Student Groups	Reading 2019	Reading 2020/2021	Target 2022	Actual
Hispanic/LatinX	40.2%	N/A	43.2%	29.8%
Black/African American	18.4%	N/A	21.4%	8.8%
Native American	41.0	N/A	44.0	27.3
Two or more Races	40.9	N/A	43.9	41.9%
FRP	36.9%	N/A	39.9%	30.6%

Student Groups	Math 2019	Math 2020/2021	Target 2021	Actual
Hispanic/LatinX	27.9%	N/A	30.9%	20.9%
Black/African American	10.5%	N/A	13.5%	6.1%
Native American	29.2%	N/A	32.2%	13.6%
Two or more Races	36%	N/A	40%	26%
FRP	29.5%	N/A	32.5%	18.8%

LOOKING FORWARD

Goal for School Year 2022-2023:

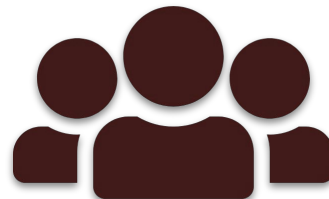
RWPS will increase the number of students who are proficient in Reading and Math on MCA-III Assessments for all economic and racial/ethnic student groups by 5 percentage points each year by June 2023. *Baseline year: 2019*

Student Groups	Reading 2020	Reading 2021	Reading 2022	Reading Target 2023	Math 2020	Math 2021	Math 2022	Math Target 2023
Hispanic/LatinX	N/A	N/A	29.8%	34.8%	N/A	N/A	20.9%	25.9%
Black/African American	N/A	N/A	8.8%	13.8%	N/A	N/A	6.1%	11.1%
Native American	N/A	N/A	27.3	33.3%	N/A	N/A	13.6%	18.6%
Two or more Races	N/A	N/A	41.9%	56.9%	N/A	N/A	26%	31.0%
Students of Color (combined non-white)	N/A	N/A	30.6%	35.6%	N/A	N/A	18.8%	23.8%
FRP	N/A	N/A	21.3%	26.3%	N/A	N/A	14.6%	19.6%

* 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:

- 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.



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, 21st 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

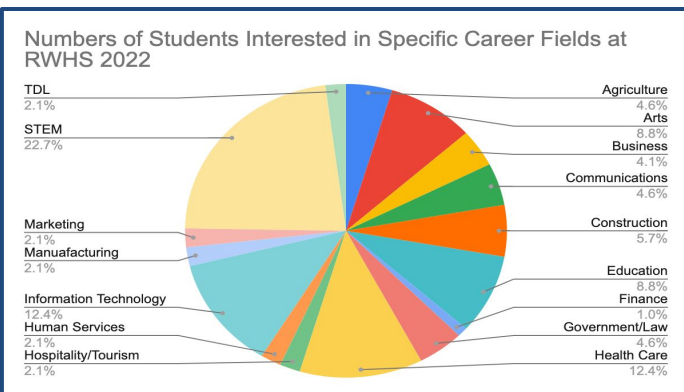
Goal for School Year 2021-2022:

During the 2021-2022 school year, 75% of graduates will have enrolled in courses to complete a Flight Path by the end of the senior year.

Actions Taken Toward Our Goal:

- Improve the Winger Flight Paths to guide purposeful selection of courses
- Winger Flight Paths Course for 8th graders
- Wonders alignment to Career Awareness Activities K-5
- Use of career speakers and increased development of advisory committees

Goal	2022 Target	Actual
During the 2021-2022 school year, 75% of graduates will have enrolled in courses to complete a Flight Path by the end of the senior year.	75.0%	66.1%



LOOKING FORWARD

Goals 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 Steps Toward Our New 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	Target for 2023
Percent of Graduates Earning Credit in AP, CIS, and/or Concurrent Enrollment.	46.2%	56.2%
Percentage of 12th Grade students participating in internships/mentorships	32%	42%

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 2021-2022:

- The overall four year graduation rate will increase from 93.3% to 98.3% with no individual racial/ethnic group below 95% by 2021.

2021 Graduation figures were released in March 2022. To set the 2021-22 school year goal, 2020 graduation data was used.

Actions Taken Toward Our Goal:

- Implement The RWHS class schedule, graduation requirements, and program of studies to meet the needs of The Winger Flight Path Journey
- Implement second semester internship placements for students in grades 11-12
- Implement study halls at RWHS
- Improve representation of all students in the curriculum through Literature Circles materials for ELA department
- Improve the scope and purpose of the REACH program
- Improve common formative and summative assessment
- Improve alternative to out-of-school suspension program
- Improve Winger Study program with NHS tutors
- Research Standards Based Grading for 7-12

Progress Toward Our Goal 2021-2022:

Student Group**	2017	2018	2019	2020	Target 2021	Actual
All Students	90.8	89.8	93.2	93.3	98.3	92.4
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic / Latinx	N/A	N/A	92.3	85.7	98.3	N/A
White	91.4	92.0	94.5	92.9	98.3	92.0

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

LOOKING FORWARD

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.

Student Group**	2017	2018	2019	2020	2021	2022 Target
All Students	90.8	89.8	93.2	93.3	92.4	98.4
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic / Latinx	N/A	N/A	92.3	85.7	N/A	98.4
White	91.4	92.0	94.5	92.9	92.0	98.4

* 2022 Graduation Data is not available until March 2023

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

Actions Steps Toward Our New 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)



ACHIEVEMENT AND INTEGRATION

The purpose of the Achievement and Integration for Minnesota program is to pursue:

1. **Racial and economic integration**
2. Increase student achievement
3. **Create equitable educational opportunities**
4. Reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds

Achievement and Integration Goals:

Goal #1: During the 2022-23 school year, we will reduce the achievement gap for FRP and protected class students in reading and math by 5%.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed. All students are ready for career and college.

Goal type: Achievement Disparity

Goal #2: During the 2022-23 school year, RWPS will increase the number of racially diverse staff hired by 30%.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed. All students are ready for career and college.

Goal type: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Goal #3: During the 2022-23 school year, will provide an integrated leadership in equity series (through World Cafe Style events and Field Trips) for all students with emphasis on protected class students in both Red Wing High School and Cannon Falls High School.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed. All students are ready for career and college.

Goal type: Innovative and integrated pre-K-12 learning environments.

Goal #4: During the 2022-23 school year, RWPS will provide staff professional development opportunities to staff in regard to culturally relevant and trauma informed response practices as aligned to American Indian and African American students navigation the E-20 educational system

Aligns with WBWF area: All racial and economic achievement gaps between students are closed. All students are ready for career and college.

Goal type: Professional development opportunities focused on academic achievement of all students.

Actions Steps Toward Our New Goal:

- REACH Success Lab Implementation
- School Continuous Improvement Planning through Culturally Relevant Practices
- Teaching and Learning Instructional Coach (CR Practices, Instructional, and Social Emotional Support)
- Create and implement a District Wide Teacher Recruitment and Retention Plan
- Establishing affinity groups to support retention for teachers and administrators of color.
- Reexamine hiring practices as it relates to more access to racially and culturally diverse staff.
- Dakota Language and Culture Course
- World Cafe
- CLR Field Trips/Leadership Development with Cannon Falls Integration.



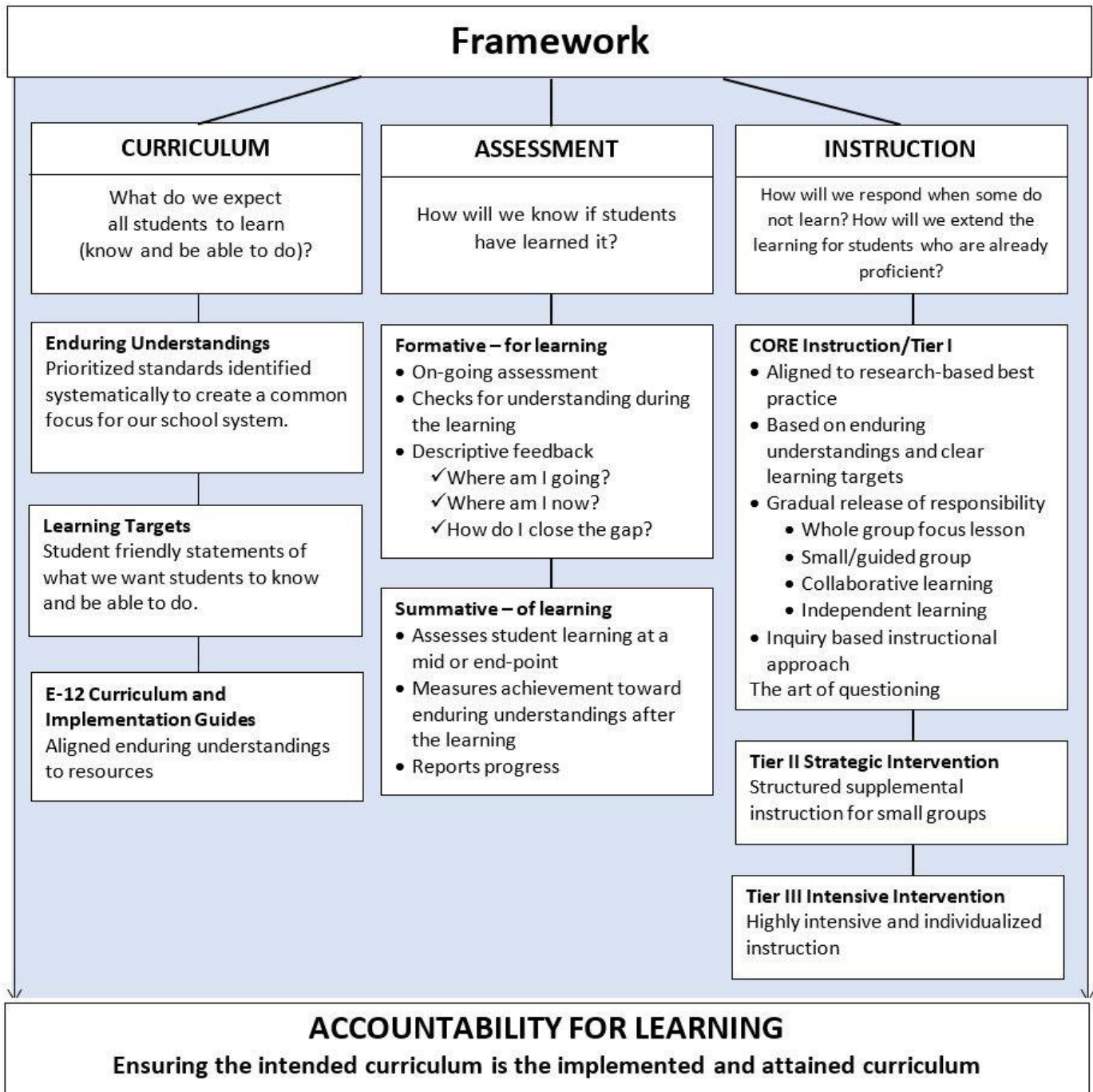
[Link](#) to expanded details on Achievement And Integration action Steps.



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.

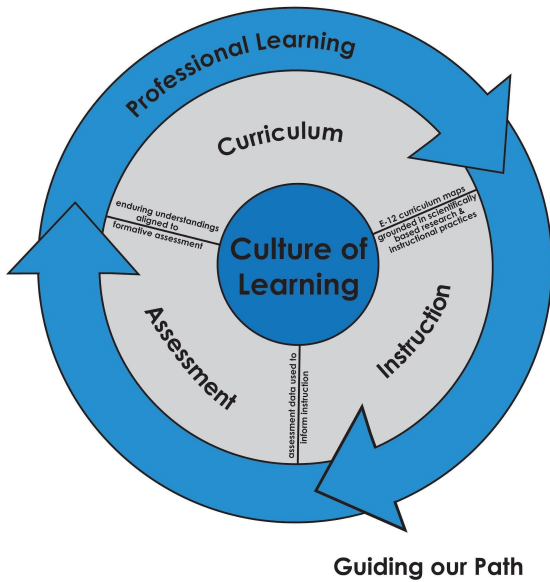


Improving Instruction, Curriculum & Student Achievement

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?

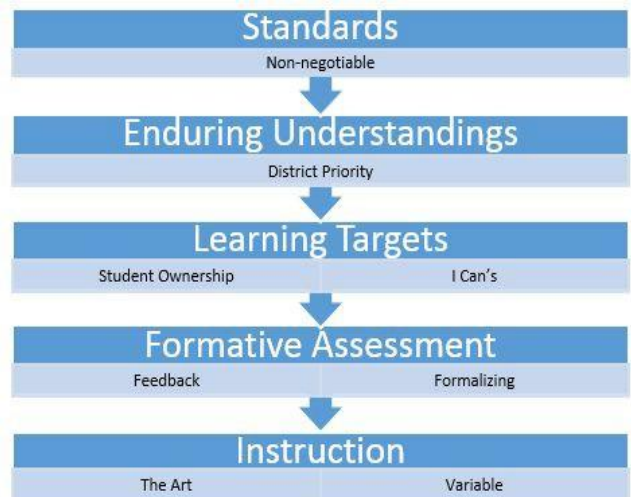
This systematic approach to curriculum development has been used by all curricular areas. District resources have been prioritized to support this effort.

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



REVIEWING EFFECTIVENESS

Teacher and Principal Evaluation Process:

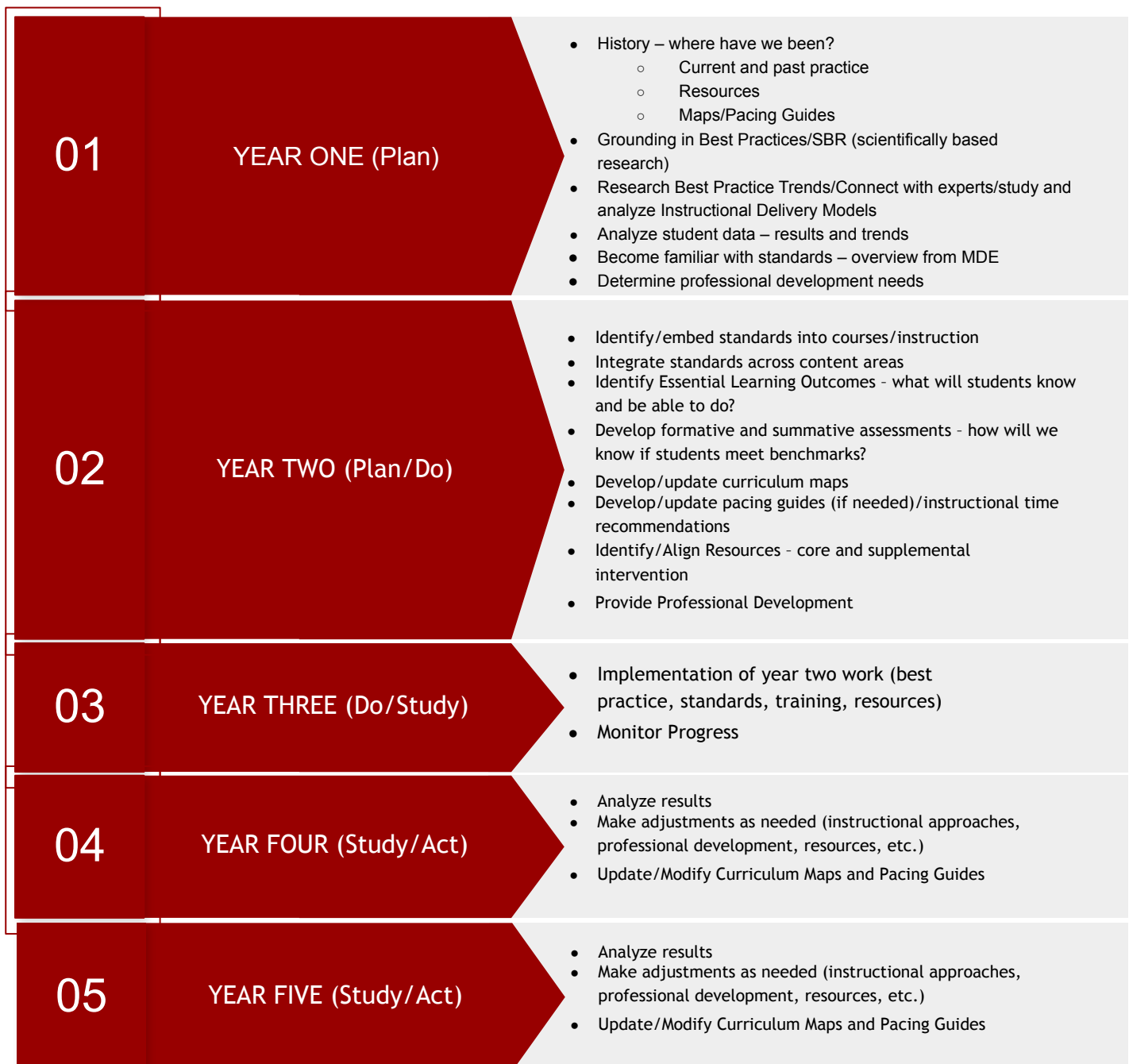
As part of continuous improvement, teachers and principals participate in annual goal setting, peer review and/or formal evaluation. The purpose for teacher evaluation is to foster teacher growth and development in order to ensure high levels of learning for all students. The teacher development and evaluation process is a system:

- Under which a teacher’s professional development leads to improved student performance
- Results in increased student achievement, engagement and involvement in learning experiences that reflect innovation or best practices
- Leads to reflective conversations about learning between teaching professionals and administrators
- Relevant to all educators within our system

Curriculum & Instruction Review Process:

The Red Wing Public Schools uses the following system to review and evaluate the effectiveness of curriculum, assessment, and instruction on an ongoing basis. This process follows a plan-do-study-act cycle.

District Student Achievement Curricular Review Process (Five-Year Cycle)



MEETING THE ACADEMIC NEEDS OF HIGH PERFORMING STUDENTS

Red Wing Public Schools recognizes the uniqueness of each student and attempts to meet individual educational needs on an ongoing basis. (see Policy 513 Gifted and Talented Identification).

Early Entrance To Kindergarten Acceleration

Families can enroll their children in the Red Wing Public School District's kindergarten classes when they are five years old on or before September 1st of the current school year. Occasionally, a child may demonstrate attributes that will merit consideration of kindergarten entrance before the previously established entrance age. Children who will be 5 years old on or before December 1 of the year for which early entry to kindergarten is requested may be considered if certain criteria is met (see Policy 513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN). An application for early entrance to Kindergarten must be made no later than May 1 of the preceding school year to the elementary Principal.

The Red Wing Public School District acknowledges that occasionally there are students who need services beyond their current grade level due to their extremely advanced abilities. RWPS may address these unique needs through subject-based or whole grade acceleration (see Policy 513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN).

SELECTION OF INSTRUCTIONAL MATERIAL

Red Wing Public Schools have policies and procedures in place for the selection of textbooks and other instructional materials. This is an important component of the instructional program. The policies and procedures give direction for both the initial selection of materials and review or reconsideration of previously selected materials. If a parent or community member has a concern about the use of instructional materials, he or she may request an opportunity to review the materials and may also submit a request for reconsideration if other alternatives are not successful. Contact the District Director of Teaching and Learning at 651.385.4504 for more information regarding this policy and accompanying procedures.

ANNUAL BUDGET

Working in collaboration with Title I, ADSIS, Achievement and Integration Grant, and District Staff Development funds, a budget is formulated to support the implementation of the teaching and learning framework and strategic plan striving to achieve the goals of the District World's Best Workforce plan. These funds are focused on development of curriculum and assessments continuously with the largest concentration supporting professional learning of teachers and administrators.

A district truly committed to the concept of learning for each student must develop consistent, systematic procedures that ensure each student can and will achieve.

STAFF DEVELOPMENT GOAL

The District Staff Development Committee is charged with structuring professional development intending to improve instruction and ultimately student achievement. This committee RWPS district staff development goals which align with the district's strategic direction. Staff development opportunities include district-wide staff development days, site staff development, Professional Learning Communities and support of Teaching and Learning Coach during the school year.

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.

Each building has a Site Team responsible for developing goals to guide their building's efforts toward increasing student achievement. Committee members, comprised of teacher leaders and the building principal, analyze disaggregated student achievement results and growth data for all grade levels and student sub-groups served, to set yearly student achievement goals. All site goals align with one of the SD goals (1-4).

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.

2022-2023 Curriculum Advisory Committee Meeting Dates:

September 27, 2022
November 29, 2022
January 31, 2023
March 21, 2023
April 25, 2023
May 23, 2023

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

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

2022-2023 Curriculum Advisory Committee Members

Martina Wagner	Kayla Anderson	Shari Chorney	George Nemanich
Brent Stinson	Maggie Cichosz	Tina Grinager	Holly Tauer
Erin McDonnell	Margaret Lampman	Tori Campbell	Joanna Jaeger
Janie Farrar	Megan Ramaker	Brian Cashman	Kaity Schroeder
Jeimmy Yusty-Rojas	Emily Seefeldt	Michael Wendland	Lucy Richardson
Jenna Collins	Nicky Larson	Maureen Nelson	Rachel Daley
Jennifer Tift	Robin Pagel	Abigail Shimek	Stephanie Jeselson
Ella Johnson	Sarah Marks	Janice Erickson	