



WINONA AREA PUBLIC SCHOOLS

Excellence~Kindness~Respect~Honesty~Responsibility

Annual Report:

World's Best Workforce

2019-2020 SY Report

2020-2021 SY Plan

Dear WAPS Stakeholders,

Winona Area 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 2019-2020 school year as well as a summary of the World's Best Workforce Plan for the 2020-2021 school year.

Stakeholders have determined priority areas and action steps that reflect priorities in five goal areas in accordance with Minnesota Statutes. Collectively our staff worked to make progress toward ensuring all students learn at high levels. Professional Learning Communities, District Committees and our Diversity, Equity and Inclusivity teams at the building levels worked together to determine goals to improve teaching and learning through evidence-based strategies and best practices and student outcomes for ALL students.

It is through steadfast collaboration and a strong desire that *WAPS is committed to expecting excellence, grounded in compassion, to meet the needs of all learners.*

Karla Winter
Director of Learning & Teaching

OVERVIEW

This document reports our progress in the World's Best Workforce as we strive to meet the following goals outlined in accordance with Minnesota Statutes 2013, section 120B.11:

- 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.



WAPS STATEMENT

Our Vision:

One community of lifelong learners, engaged in creating our culture, where all are safe, valued and accountable to one another for success.

Our Mission:

Expect excellence, grounded in compassion, to meet the needs of all learners.

Core Values:

Excellence: Be my best and expect the best of others

Kindness: Concern, compassion, and advocacy for others

Respect: Acceptance of self and others as we work together

Honesty: Say and do the right thing, even if no one is watching

Responsibility: Do my part and be accountable for what I say and do

Strategic Directions: Strategies to Achieve Our Vision

- Expecting high achievement for all students by improving our practices and building positive relationships
- Understanding and meeting everyone's social-emotional, mental health, and cultural competency needs
- Operating with and communicating clear expectations, support, and accountability
- Implementing safe and secured schools and environments
- Engaging and partnering with parents, families and community



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MEASUREMENT OUTCOME 1: ALL CHILDREN ARE READY FOR SCHOOL

Winona Area Public Schools work in partnership with families of newborns to school age children to enhance family capacity and promote the development of their child(ren). Our pre-schools work with children to develop positive self images and outstanding academic skills to make sure they are prepared for a successful transition to Kindergarten. Pre-school staff implement the Creative Curriculum which is developmentally appropriate and in alignment with both the Early Childhood Indicators of Progress and WAPS goals.

WAPS holds a Transition Day with Community Kids Preschool staff, Administration, Kindergarten Teachers, Principals, and support staff to share information regarding students entering kindergarten. A Kinder Hawk time has been established for families to visit buildings and participate in activities to help build relationships prior to the start of school. The Getting Ready Together program is a free eight-week summer intensive preschool opportunity with a focus on early reading and math skills. Benchmark data is collected throughout the year to monitor participating students' progress, to help determine the impact of this program.

FALL BACK

Goal #1 for School Year 2019-2020:

In an effort to identify the need for interventions necessary to prepare children for Kindergarten, WAPS will increase the percentage of children receiving Early Childhood screening from 78% in 2018-2019 to 80% in 2019-2020.

Actions Taken Toward Our Goal:

- Build on current relationships with families (assisting families) in child care settings.
- Collaborate with a local childcare center to provide Early Childhood screening.
- Collaborate with a community agency (Head Start) to provide Early Childhood screening.
- Increase internal checks for screening through monthly messaging.

Goal #2 for School Year 2019-2020:

Increase the number of transition opportunities from preschool programs to Kindergarten from 2 in 2018-2019 to 5 in 2019-2020.

Actions Taken Toward Our Goal:

- Provide Kindercamp, offering an opportunity to help bridge the transition from preschool to Kindergarten.
- Offer the Getting Ready Together program: Increasing a child's readiness to enter kindergarten, with a focus on intensive instruction and developing reading and math skills.
- Provide transportation for preschoolers, making education more accessible.
- Provide additional ECFE opportunities.
- Increase opportunities for collaboration between preschool and Kindergarten teachers.
- Hold a Transition Day.

Progress Toward Our Goals 2019-2020:

The goal of increasing early childhood screening went from 78% to 84%: **Goal Met**

The goal of transition opportunities went from 2-4: **Due to Covid-19 Pandemic some actions steps couldn't happen**

SPRING FORWARD

Goal for School Year 2020-2021:

- In the FALL 2020, 45% of kindergarten students met fall Kindergarten literacy benchmarks as measured by FASTBRIDGE earlyReading Composite benchmark assessments. In FALL 2021, we will increase the percent of students meeting all K benchmarks by 5 percentage points to 50%.

Percent of K Students at or Above Fall Benchmark Scores

FAST earlyReading	Fall 2020
Composite	45%
-Concepts of Print	65%
-Letter Names	44%
-Letter Sounds	39%
-Onset Sounds	47%

*Students participating in a full-time distance learning model in Fall 2020 were not included in the data.

Action Steps Toward our New Goal:

- Focus on the implementation of Pyramid Training for EC staff to enhance social-emotional learning consistently in all EC classrooms
- Continued emphasis on family and community outreach and engagement for early childhood screening starting at age 3
- Continue building relationships within childcare settings to help support child and family needs
- Focus on mapping, pacing and student achievement data of EC standards (TS Gold) to ensure fidelity and curriculum planning
- Creation and use of Ecomap, a family assessment tool that represents a family and the relationship to the environment.

MEASUREMENT OUTCOME 2: ALL THIRD-GRADERS CAN READ AT GRADE LEVEL

According to a statement released by the Minnesota Department of Education and embraced by Winona Area Public Schools, “Literacy is the cornerstone of all learning. In each subject area, the ability to read and produce written material is the highest importance. Supporting the development of capable readers at every level is our goal as educators, parents and as a community.” Our literacy educators implement a practice of whole group, small group and individual instruction. To meet the challenges of teaching literacy in the 21st century, we implement a balanced literacy framework. This framework outlines the “core” elements of literacy instruction. Students not reading at or above grade level are given interventions that accelerate group toward grade level expectations.

K-4 Reading Block Components (90-120 minutes)
Whole Group (25-45 min.) Phonemic Awareness, Phonics & Fluency, Vocabulary, Writing and Comprehension
Small Groups (45-65 min.) Assisted literacy that supports and guides instructional reading level
Individual (20 min.) Reading/Intervention at Independent Level

FALL BACK

Goal for School Year 2019-2020:

Based on the FAST aReading assessment, the percent of students reading at grade level, in the Third Grade, will increase from 45% in 2019 to 70% in 2020.

Actions Taken Toward Our Goal:

- Utilize FAST assessments, interventions, and progress monitoring capabilities. Conduct ongoing data review cycles to target individual student needs and ensure growth.
- Instructional Coaches provide support for all teachers in the areas of instruction, assessments, and professional development.
- Continue to develop and support collaborative teams to promote high functioning PLCs to examine student progress, plan interventions and instructional strategies.

Progress Toward Our Goals 2019-2020:

Due to COVID-19, no Spring FAST aReading assessments were administered to enrolled third grade students. In the FALL of 2020, enrolled fourth grade students were assessed with 56% meeting benchmark targets.

SPRING FORWARD

Goal for School Year 2020-2021:

In the FALL 2020, 52% of Third grade students met fall literacy benchmarks as measured by FASTBRIDGE aReading assessments. In SPRING 2021, we will increase the percent of students meeting third grade benchmark assessments by 9 percentage points to 61%.

Action Steps Toward our New Goal:

- Continue using instructional coaching to provide job-embedded professional development and support
- Build strong Tier I instruction by focusing on essential standards, using common resources/assessments and data to drive instructional decisions
- Create plans for students that are not meeting benchmarks by using research based interventions, progress monitoring, and ongoing data days to ensure student growth



MEASUREMENT OUTCOME 3: CLOSE ACHIEVEMENT GAPS AMONG ALL STUDENT GROUPS

The “achievement gap” in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures. It is most often used to describe the troubling performance gaps between African-American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers, and the similar academic disparity between students from low-income families and those who are better off.

FALL BACK

Goal for School Year 2019-2020:

The percentage of students of color enrolled in WAPS high school advanced courses (AP, PSEO, Honors, CIS and Concurrent enrollment) will increase from 35.4% in 2018-2019 to 40% in 2019-2020. The percentage for similarly enrolled white students in WAPS high school advanced courses will increase from 50.3% in 2018-2019 to 55% in 2019-2020.

The percentage of students eligible for free or reduced-price meals enrolled in WAPS high school advanced courses (AP, PSEO, Honors, CIS and Concurrent enrollment) will increase from 31.7% in 2018-2019 to 35% in 2019-2020. The percentage for similarly enrolled students not eligible for free or reduced-price meals in WAPS high school advanced courses will increase from 54.9% in 2018-2019 to 58% in 2019-2020.

Actions Taken Toward Our Goal:

- Implementation of career and college planning specific to each grade level 9-12, using the Minnesota Career Information System (MCIS).
- AVID

Progress Toward Our Goals 2019-2020:

	Reality 2018-2019	Goal Set 2019-2020	Result 2019-2020	Result
# of white students taking AP, PSEO, Honors, CIS and concurrent enrollment courses at HS	50.30%	55%	51.70%	Increase, Not Yet
# of students of color taking AP, PSEO, Honors, CIS and concurrent enrollment courses at HS	35.40%	40%	29.45%	Not Yet
# of free/reduced students taking AP, PSEO, Honors, CIS and concurrent enrollment courses at HS	31.70%	35%	27.40%	Not Yet
# of non free/reduced students taking AP, PSEO, Honors, CIS and concurrent enrollment courses at HS	54.90%	58%	56.29%	Increase, Not Yet

SPRING FORWARD

Goal for School Year 2020-2021:

Description	20-21		21-22		22-23		23-24	
	Baseline	Goal	Actual	Goal	Actual	Goal	Actual	
% of white students taking AP, PSEO, Honors, CIS and concurrent enrollment courses at HS	41.40%							
% of students of color taking AP, PSEO, Honors, CIS and concurrent enrollment courses at HS	14.60%							
Achievement GAP	26.8%	22.30%		17.80%		13.40%		
% of non free/reduced students taking AP, PSEO, Honors, CIS and concurrent enrollment courses at HS	42.80%							
% of free/reduced students taking AP, PSEO, Honors, CIS and concurrent enrollment courses at HS	11.80%							
Achievement GAP	31%	25.70%		20.60%		15.50%		

Actions Taken Toward Our Goal:

- Engage in professional learning centered on equity and culturally responsive teaching practices-districtwide
- Diversity, Equity and Inclusivity teams at the building levels-framework for decisions: Instruction, Systems, Leadership and Culture
- 3 Year Climate Cohort with an equity focus
- MTSS structure with Tier 1 alignment focus
- Continued Implementation of career and college planning specific to each grade level 9-12, using the Minnesota Career Information System (MCIS)
- AVID-Advancement Via Individual Determination (readiness program)
- Conduct a review of MS courses and enrollment
- Staff members focus on recruitment and retainment of underrepresented students for advanced courses
- Survey students on how to better serve their course needs
- Special education teachers will be trained and implement standards-based goals while using high leverage teaching practices.

MEASUREMENT OUTCOME 4: ALL STUDENTS ARE READY FOR CAREER AND COLLEGE

All students entering 9th grade will have a career and college readiness plan in accordance to MN State 120B.125. Students who are ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate degree, a certificate, or a career pathway-oriented training program without the need for remedial or developmental coursework.

WAPS is producing prepared graduates using a four year planning guide:

PLANNING FOR YOUR FUTURE

Freshman Year: Discovery	Sophomore Year: Explore	Junior Year: Plan	Senior Year: Act
Who am I? What do I like to do? What am I good at? What is important to me? *Practicing Time Management *Beginning Resume *Reviewing Credits	Utilize self-assessment to research and explore academic and career options . *Attend Career Expo *Take Pre-ACT test *Learn about requirements regarding college/career	Clarify and evaluate academic options and career goals *Visit college, universities, or businesses as part of future planning *Take ACT/SAT, Accuplacer, ASVAB test *Meet with representatives from colleges/businesses	Take action on post-secondary plan and career goals including application for: Scholarships/Financial Aid/Technical College/Community College/Military/Job/Career *Apply to colleges and send transcripts and test scores to chosen colleges *Arrange for apprenticeships or job shadow experiences

FALL BACK

Goal for School Year 2019-2020:

Increase the percent of students (9th graders) completing the Minnesota Career Inventory System (MCIS) career and college pathway work from 0% in 2019 to 100% in 2020.

Actions Taken Toward Our Goal:

- Implementation of 9th-grade transition with a focus on MCIS 4-Year career and college pathway plan for grades 9-12
- Counselors and administration will oversee and facilitate all career and college pathway work.
- On a monthly basis, students' will have time during their Guided Study Hall to work on their career and college pathway plan.

Progress Toward Our Goals 2019-2020:

WAPS had an increase from 0% to 85% percent that were able to complete the Minnesota Career Inventory Systems. COVID-19 had an impact on being able to meet the goal of 100%.

SPRING FORWARD

Goal for School Year 2020-2021

Increase the percent of students (9th graders) completing the Minnesota Career Inventory System (MCIS) career and college pathway work from 85% in 2020 to 100% in 2021.

Actions Taken Toward Our Goal:

- Continue to enhance transitions and college and career readiness courses and curricula in grades 6-12
- Implementation of 9th-grade transition with a focus on MCIS 4-Year career and college pathway plan for grades 9-12
- Counselors and administration will oversee and facilitate all career and college pathway work.
- On a monthly basis, students' will have time during their Guided Study Hall to work on their career and college pathway plan

MEASUREMENT OUTCOME 5: ALL STUDENTS GRADUATE FROM HIGH SCHOOL

Winona Area Public Schools graduation rate represents Winona Senior High School and the Winona Area Learning Center. WAPS works collaboratively with all stakeholders to provide support, guidance and build relationships with ALL students to ensure successful completion of high school.

FALL BACK

Goal for School Year 2019-2020:

The percent of all students graduating from **Winona Senior High School** will increase from 87% in 2019 to 90% in 2020.

The percent of students graduating from **Winona Area Learning Center** will increase from 18% in 2019 to 20% in 2020.

Actions Taken Toward Our Goal:

WSHS/WMS

- MTSS: Academic support, enrichment, social-emotional curriculum, organization skills
- Collaboration with student support services (Special Education, English Learner programming, Miller Mentoring)

Elementary

- Analysis of student data
- Class-wide interventions (whole group, small group)
- Progress monitoring
- Collaboration with student services (Title, Special Education, English Learners)
- Increase opportunities for children to engage in Transition programming from Early Childhood to Kindergarten
- Align PreK-3rd grade practices and curriculum

Progress Toward Our Goals 2019-2020:

The 2020 Graduate Rate data is not available until 2021, so 2019 Graduation data is used for reporting progress.

SPRING FORWARD

Goal for School Year 2020-2021:

The percent of all students graduating from WSHS will increase 5% in 2020-21 or based on MDE new guidance.

The percent of students graduating from WALC will increase 5% in 2020-21 or based on MDE new guidance.

The overall district four year graduation rate will increase from 74.9% in 2019 to 85% in 2020.

Actions Taken Toward Our Goal:

- Increase academic support for all students and enhance opportunities and programming for credit recovery at the Winona Area Learning Center that supports project based learning and student voice
- Ensure that PLCs are developing curriculum based on essential standards, while using common resources/assessments and data that drive instructional decisions
- Embed and implement culturally and linguistically responsive teaching and learning into instructional practices
- Collaboration with student support services (Special Education, English Learner programming, Miller Mentoring, Title I)
- MTSS: Academic support, enrichment, social-emotional curriculum, organization skills



REVIEWING EFFECTIVENESS

Teacher and Principal Evaluation

Evaluations are designed for teachers and principals to support one another and continuously improve practices, student learning and achievement. The purpose of teacher evaluations is to create space for administrators to provide meaningful and actionable feedback for teachers. Our model gives specific opportunities for professional growth in the areas identified through observation, self-reflection and additional evidence of classroom practice and student learning.

- Year 1- Observation & Conferencing
- Year 2 & 3 -Goal Setting

Focus Areas for Teachers

Standard 1	Professional Knowledge	<i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>
Standard 2	Instructional Delivery	<i>The teacher engages students in learning by using a variety of instructional strategies in order to meet learner needs.</i>
Standard 3	Learning Environment	<i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i>
Standard 4	Instructional Planning and Data Use	<i>The teacher plans using the Minnesota Standards of Learning, the district's curriculum, effective strategies, resources, and data to meet the needs of students.</i>
Standard 5	Professional Responsibilities	<i>The teacher maintains a commitment to professionalism, communicates effectively, uses technology tools, is collegial, and participates in professional growth that results in enhanced student learning.</i>

Focus Areas for Principals

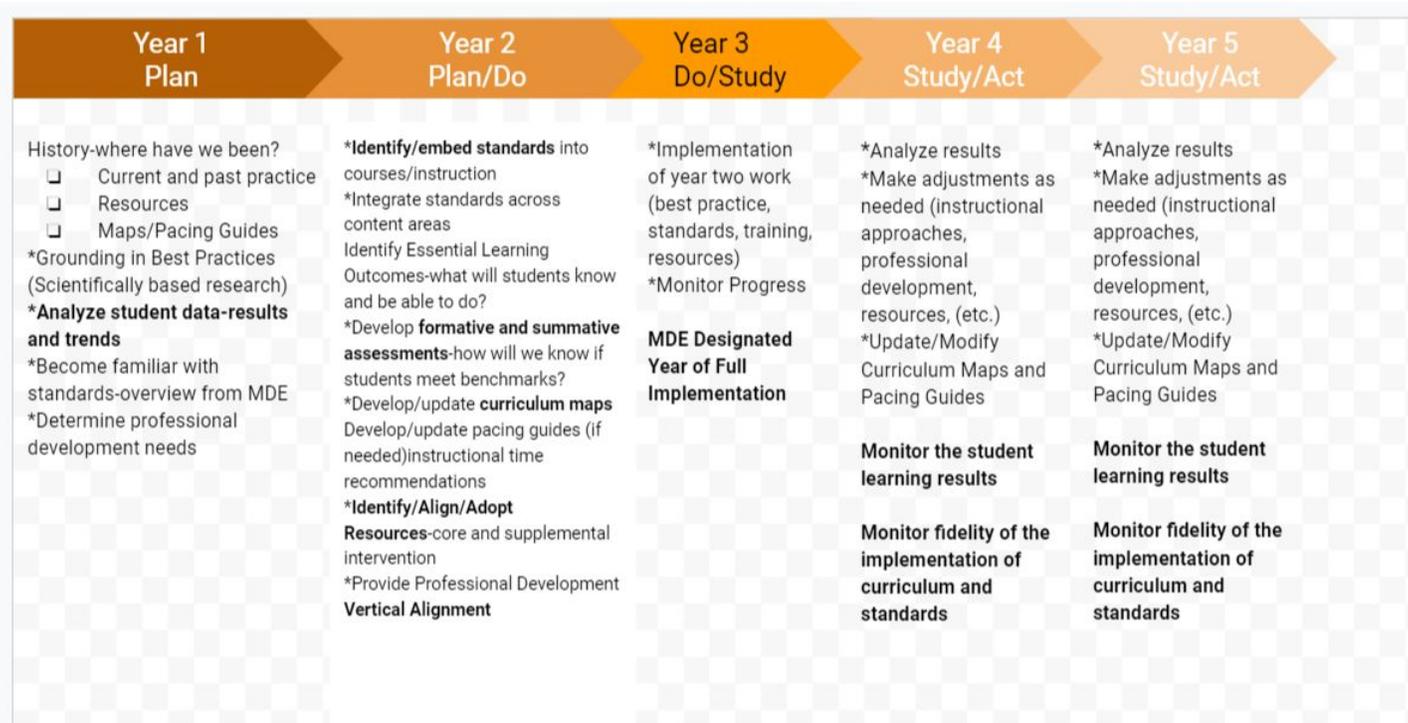
➤ Strategic Leadership	➤ Communication	➤ Managerial Leadership	➤ Ethical and Professional Leadership
➤ Instructional Leadership	➤ School Community Leadership	➤ Cultural Leadership	➤ Student Achievement

Curriculum and Instruction Review Process

Winona Area 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)



WAPS Curriculum Review Cycle

	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
EC	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3
Language Arts	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3
Math *	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1
Science *	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4
Social Studies	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1
Health/PE	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1
Arts/Music	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1
CTE	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3
World Language	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2

10 Year Cycle

Y1-5 (Bolded) Revision Years

Y1-5 (Transparent) Monitoring Years

Year 3- Bolded- Full Implementation

*Tentative

IMPROVING INSTRUCTION, CURRICULUM & STUDENT ACHIEVEMENT

WAPS uses **Professional Learning Communities (PLC's)** at all grade levels and sites to promote collaboration and integrate high-quality instruction, rigorous curriculum and instructional technology. The responsibilities of the PLCs are to work toward site and PLC goals, analyze data, ensure the alignment of curriculum and common assessments to state and/or national standards, investigate and try best practice instructional strategies and research-based interventions, integrate technology into instructional practice, and facilitate teacher learning.



<p>Leadership:</p> <ul style="list-style-type: none"> ➤ Establish a School Culture Focused on Learning ➤ Select and Develop PLC Leads ➤ Align School-Wide and PLC Mission, Vision and Goals ➤ Utilize Communication and Feedback Protocols ➤ Monitor Fidelity of PLCs 	<p>Collaborative Culture:</p> <ul style="list-style-type: none"> ➤ Establish Structure for PLCs ➤ Establish Team Membership ➤ Communicate to Meet Students Needs ➤ Develop Collaborative cultures focus on Learning for all Students ➤ Utilize a Cycle of Improvement 	<p>Standards & Instruction:</p> <ul style="list-style-type: none"> ➤ Focus on Learning for All-Standards and Benchmarks ➤ Focus on Learning for All-Instructional Practices 	<p>Data & Evidence:</p> <ul style="list-style-type: none"> ➤ Utilize Data and Evidence to Improve Instruction ➤ Create and Use SMART goals ➤ Implement a Variety of Assessment Practice to Analyze Growth in Instruction ➤ Examine Data and Evidence Practices
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This graphic represents the system we use to ensure implementation and to create guaranteed and viable instruction for all learners. 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?

STAFF DEVELOPMENT GOAL

The District Staff Development Committee actively participates in all phases of planning and implementing district activities that provide teachers and other district staff with individual and professional organizational growth and development opportunities to prepare them to provide excellent educational experiences for students and ultimately help them achieve the fundamental purpose of improving student learning.

Action steps are aligned with District Strategic and World's Best Workforce Goals.

District Strategic Directions: A, B, C, D, E (F- not included)

A. All staff will expect high achievement for all students by improving practices and building positive relationships.

- Implementation of Hybrid learning practices that meets the needs of all learners.
- Continue Tier I standards curriculum development that aligns with common pacing and assessments.
- Support from instructional coaches to increase growth and learning for students and teachers.

B. All staff will understand and meet everyone's social-emotional, mental health, and cultural competency needs.

- Develop understanding of Trauma Informed schools and implement strategies to maintain a trauma informed lens.
- Continue to enhance understanding of culturally responsive teaching practices and meet the needs of diverse learners.
- Examine our systems and climate to meet the needs of all stakeholders.

C. All staff will operate with and communicate clear expectations, support, and accountability.

- Maintain professional learning communities that support and improve skills and knowledge through collaborative practices to ensure high achievement levels for all students.
- Development of essential questions that aim to stimulate thought, to provoke inquiry, and to spark more questions.

D. All staff will implement safe and secure schools and environments.

- Continue implementation of safe and secure school practices through training and following district policies.

E. All staff will engage and partner with parents, families and the community.

- Identify and implement ways to engage and partner with our families through consistent use of digital platforms, surveys and web pages.

Each building has a DEI (Diversity Equity and Inclusion) team that is responsible for developing building goals to guide their building's efforts toward increasing student achievement, through an equity lens, that helps create processes and outcomes by disaggregating student group achievement results.

92% of WAPS staff involved in instruction participated in effective staff development activities in SY 19-20.

Meeting the Needs of Learners

English Learners

EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing. EL licensed teachers provide consultation support to classroom teachers and student support staff, based on each student's English language learning needs.

Support staff (tutors, social workers, guidance counselors, nurses) provide resource services to EL students and their families. EL teachers align their curriculum and program with the district's curricula in English literacy, WIDA national standards, and Minnesota state content standards.

Special Education

Winona Area Public Schools offers a wide range of Special Education programs and services. To receive special education services, a student must first be evaluated and meet state criteria. Once qualified, an Individual Education Plan (IEP) is developed for the student. Programs and services are provided to students and their families beginning at birth through age 21 or completion of a secondary education program.

Gifted and Talented

WAPS offers a variety of programming options for gifted students. Elementary gifted students are served through a resource model, in which students are grouped with other gifted students and receive specialized instruction from a gifted-endorsed teacher. Students work on higher-level thinking activities using age-appropriate materials. They are provided opportunities for complex, in-depth study designed to build thinking, research, communication, and technology skills. Student achievement is evaluated using appropriate and specific criteria based on high expectations.

Title I

The Winona Area Public Schools will put into operation programs, activities, and procedures for the involvement of parents, in all of its schools with Title I programs. Those programs, activities, and procedures will be

planned and operated with meaningful consultation with parents of participating children. The Winona Area Public Schools will work with its schools to ensure that the required school-level Parent Involvement Plan meet the Title I requirements, and include, as a component, a school-parent compact. The Winona Area Public Schools will incorporate this district-wide Parent Involvement Plan into its district plan. In carrying out the Title I Parent Involvement requirements, to the extent practicable, the Winona Area Public Schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format.

PBIS

Positive Behavioral Intervention and Support (PBIS) refers to a systems change process for an entire school. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject. The school will focus on three to five behavioral expectations that are positively stated and easy to remember. PBIS is implemented in WAPS elementary schools.

AVID

AVID helps students build skills they will need to become college graduates. Students enroll in rigorous classes and in the AVID elective. The pillars of the curriculum are strong writing, inquiry, collaboration, organization, and reading skills. AVID electives are available at the WMS and WSHS.

Annual Budget

Working in collaboration with Title I, II, III, IV and District Staff Development funds, a budget is formulated to support the implementation of the learning and teaching framework and strategic plan striving to achieve the goals of the District World's Best Workforce plan.



Curriculum Advisory Committee

The Curriculum Advisory Committee Commits:

1. To serve as an advisory committee that ensures active community participation in all phases in planning and improving instruction and curriculum, especially aspects, affecting graduation standards.
2. To advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities and other related issues.
3. To make recommendations to the School Board and the Superintendent of Independent School District No. 861 on district-wide standards assessments and program evaluation by:
 - a. Reviewing the school district instructional and curriculum review plan, with emphasis on implementing Minnesota Standards.
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board.
 - c. Reviewing and recommending revisions to curriculum-related parts of the district's "World's Best Workforce Plan" prepared by staff prior to submission to the Board.
 - d. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals.

The Curriculum Advisory Committee Members:

Representatives shall serve a four (4) year term and may be re-elected

EDUCATION BASED MEMBERSHIP:

Up to 8 Members to include; teachers, support staff and school administration

Position	Representative	Term Ends	Email
Early Childhood	Grace Rysted	2022	grace.rysted@winona.k12.mn.us
Elementary Teacher	Carolyn Lutz	2024	carolyn.lutz@winona.k12.mn.us
Middle School Teacher	Teri Reuter	2022	theresa.reuter@winona.k12.mn.us
High School Teacher	Scott Halverson	2020	scott.halverson@winona.k12.mn.us
EL/SPED Representative	Jackie Stevens	2023	jacqueline.stevens@winona.k12.mn.us
Elementary Principal	Emily Cassellius	on-going	emily.cassellius@winona.k12.mn.us
Middle School Principal	Mark Winter	on-going	mark.winter@winona.k12.mn.us
High School Principal	Mark Anderson	on-going	mark.anderson@winona.k12.mn.us
Director of Learning and Teaching <i>ex-officio member</i>	Karla Winter	on-going	karla.winter@winona.k12.mn.us
Superintendent <i>ex-officio member</i>	Annette Freiheit	on-going	annette.freiheit@winona.k12.mn.us

COMMUNITY BASED MEMBERSHIP:

12 Members to include; school board members, students, and community members (including parents)

Position	Representative	Term Ends	Email
WAPS Board Member <i>ex-officio member</i>	Nancy Denzer	on-going	nancy.denzer@winona.k12.mn.us
WSHS Student 11/12	Marquetta Berlin-Berns	2020	berlma21@students.winona.k12.mn.us
WSHS Student 9/10	TBD	2022	
Community	TBD	2020	
Community	Karin Worthley	2021	worthley@hbc.com
Community	TBD	2022	
Community	Nikki Kimmerle	2021	nkimmerle@gmail.com
Community	Jennifer Al-Saeed	2022	jalsaeed@hotmail.com
Community	Amy Uribe (Chair)	2022	ahornbyuribe@gmail.com
Community	Jenifer Clemons	2021	cjclemons@charter.net
Community	TBD	2022	
Community	TBD	2020	