

**Achievement Integration Plan Summary- Duluth Public Schools
July 1, 2017 – June 30, 2020**

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

Important Information:

The Achievement Integration for Minnesota legislation maintains the requirement that uses of Integration Revenue outside of the RIS be for strategies/interventions within the Achievement Integration (AI) Plan to address the goal area of Achievement and be measurable by SMART goals, where separate Achievement and Integration goals and interventions are identified for Myers-Wilkins Elementary School as the Racially Identifiable School (RIS) within our district. In our efforts to reduce academic and enrollment disparities based on students' race, ethnicity, and economic background at Myers-Wilkins, Lowell Elementary continues to be identified as a neighboring collaborative site to assist in providing equitable achievement programming and access to school enrollment choices for families within the Myers-Wilkins attendance area. Due to the technical nature of the Achievement Integration (AI) Plan Template that is required for submission to MDE, an Achievement Integration (AI) Plan summary is presented here that indicates all strategies/interventions included within the plan with their corresponding goal area and the budgeted amount for each activity. The School Board will be provided with a completed template of the Duluth Public Schools Achievement Integration Plan upon submission to MDE.

	Narrative-Activity Description	Budget Amount
	<p>Administration: The Office of Education Equity (OEE) is an administrative office staffed with a Coordinator and Office Support Specialist within the central administrative offices of the Duluth Public Schools. The Coordinator is an integral part of the Duluth Public Schools administrative team to ensure the implementation of the Achievement and Integration Plan strategies and activities, manage the Achievement and Integration Revenue budget, and fulfill all reporting requirements. The Coordinator also serves on multiple district committees and leadership teams to assist in ensuring the academic success of all students.</p>	\$150,000.00

Goal Area	Narrative-Intervention Description	Budget Amount
Achievement	<p>Integration Specialists: The Integration Specialist position is an integral part of the Duluth Public Schools' Continuous Improvement Plan in the areas of Response to Interventions support, Increasing Graduation Rate and Drop-out Prevention, Academic Proficiency, and Family Engagement. There will be eleven (11) full-time Integration Specialists for the Duluth Public Schools; one full-time at Ordean East MS; two full-time at Lincoln Park MS, Denfeld HS and East HS; and one full-time at each of the following elementary schools: Myers-Wilkins, Lowell, Laura MacArthur, and Piedmont. Integration Specialists at the elementary level play an active role in providing support for academic interventions in Reading and Math based on the Response to Intervention plan at their site. Integration Specialists at the middle and high schools play an active role in academic proficiency, increasing graduation rates, preventing drop-outs, and career and college readiness. Integration Specialists at all levels spend a majority of their time at their site focused on the academic success of the students on their rosters. Rosters of 35 students are developed utilizing data from MCA and Benchmark assessments, attendance rates, behavioral referrals, and staff referrals. Integration Specialists at all site levels will provide supports and programming in: Culturally-Based After School Programming on average of at least 2 days/week, which would be 40% of total school days; Weekly (at least) Book or Math Club with selected students on Roster; Bi-Weekly 1-1 Check-ins (social, attendance, grades, behavior) with all students on Roster - Not done during Math or Reading course-times; Personal Learning Plan (PLP) Development and Monthly PLP Monitoring of the Roster for all Interventions; Monthly Parent/Caregiver Contacts for all students on Roster and as needed based on the needs of the student/family; Quarterly Monitoring of Academic Success data points (Grades, Tests) with a Goal for Increased GPA/FAST Data; Student-to-Teacher Connections (First-month of the Year "Interviews"); Provide at least 4 yearly Integrated Cultural Learning Opportunities from at least 2 different Cultural Perspectives in Classrooms, Grade Levels, or Whole School Assemblies/Programs at their site. **The Integration Specialist at each site will be in one of the classrooms of a student/s on their roster to provide support to the student/s on the roster and/or the teacher for 80% (4 of 6 class periods) of the student contact day. These supports will be aligned with the MTSS Plan at each site. At the middle and high school level, Integration Specialists will also be in a WIN every day in collaboration with teachers at their site. When not working in a specific classroom, the Integration Specialist will be doing 1-1 check-ins and/or working on planning for other program goal areas. Integration Specialists will also coordinate and facilitate the OEE Family Engagement program and offer supports in school-to-home communication. 11 Staff & Benefits (\$605,000) Tutors (\$2,500) Transportation Support (\$7,000) Contracted Services (\$9,000), General Supplies (\$1,000), Classroom Supplies (\$1,000), Food (\$3,000), Learning Materials (\$2,000)</p>	\$630,500.00

Goal Area	Narrative-Activity Description		Budget Amount
Achievement	Career & College Readiness Specialist	The Career & College Readiness Specialist will focus on the development of a Career & College Readiness program at the middle and high schools. This Specialist will provide programming and supports that include: Serve as a member of the district team to develop a Career & College Readiness System to ensure equitable access to postsecondary education and career planning; Assist in developing a menu of WIN specific sessions that need to be completed by all 6-12 grade students in order to gain WIN credits for graduation by meeting Career & College Readiness standards; Ensure WIN offerings for Career & College Readiness are culturally responsive and designed to equitably engage all students; Serve as a 'connector' between OEE staff, counselors, teachers, and administrators at each high school (Year 1-3) and middle school (Year 2-3) to ensure equitable participation and completion of Career & College Readiness sessions by Protected Class Students; Monthly/Quarterly/Semester Data Checks on Career & College Readiness session completion rates for Students of Color and Check-ins with staff and students (1-1, small groups, large groups) at each site when needed; Provide an After-school or Zero-hour program 2 days/week at each site for students enrolled in Rigorous Courses for supports to successfully complete these courses (tutoring, planning, study sessions, social dynamics, etc.); Facilitation of 2 weekly WIN sections at each high school; Semesterly Monitor Rigorous Course Enrollments by Protected Class students with the goal of increases in the percentage of Protected Class students enrolled in and successfully completing Rigorous Courses.	\$75,000.00
Achievement	Family Engagement Program:	The OEE Family Engagement program is designed to bring schools, parents, and the community together for the benefit of student achievement. The model is designed for parents to gain access to district, school, and classroom resources and increase communication with school staff, as well as foster educational learning environments at home that assist students in academic achievement in school. Programming will be provided each semester for parents at Myers-Wilkins Elementary, Lowell Elementary, Laura MacArthur Elementary, Piedmont Elementary, Lincoln Park Middle School, Ordean East Middle School, Denfeld High School, and East High School. Training will also be provided for district staff on FE, including sessions on home-visits, positive contacts, cultural considerations, and parent perspectives through parent-panels.	\$3,500.00
Achievement	Recruitment & Retention Program	The focus of the Recruitment & Retention program is to assist in the district goal of diversifying our staff. This will be done through the following strategies: one session/semester for current Teachers of Color to discuss Climate dynamics and build a sense of community and networking for interested Teachers of Color within the district (Retention); Provide Teachers of Color with access to the Professional Development CARE Academies being offered each year; Provide additional "resources" for them throughout a year (learning materials, presenters, trainings, etc.); Offer Mentorship to interested staff of color; OEE Coordinator provides training for HR staff on recruitment strategies; OEE Coordinator and community members serve on the district committee working to diversify the staffing of our district; Bolster strategic relationships with local Postsecondary teacher education programs; Offer "relocation cost" reimbursements for new Teachers of Color and Admin of Color (receipts necessary); Develop a Recruitment Team that attends Job Fairs, assists in Postings, Serves on Screening Process Teams - Contract with individuals and ask current Teachers of Color to serve on the team to ensure a diverse team.	\$11,000.00
Achievement	Professional Development:	The OEE Professional Development program will provide training and resources for district staff designed to improve achievement of all students in the Duluth Public Schools and increase culturally responsive teaching and learning. Training and resources will be provided in the areas of Multi-Tiered System of Support, Response to Interventions, Professional Learning Communities, Differentiated Instruction techniques, Multicultural Curriculum Integration, Racial Identity Development, and Cultural Responsiveness. The CARE Academy will provide a research-based PD opportunity for Certified Staff and Administrators at sites that have OEE supports. The CARE Academy is based on the 2011 National Education Association CARE Report: Strategies for Closing Achievement Gaps. These 8 sites will each send 4-12 staff each year (total of 64 staff broken into 3 cohorts of 21-22). A new group of 64 certified staff each year will participate. We will provide 4 Full-Day Workshops + 4 two-hour sessions after contract time to increase the understanding and implementation of strategies and content from the four areas of Culture, Abilities, Resilience, Engagement. For Principals who can't participate fully in the CARE Academy, mini-sessions will be provided for them to understand what is being covered to aide in the support of implementation by participants. Follow-up sessions will be provided each year for participants who have completed the initial CARE Academy to continue opportunities for understanding and implementation. We will offer CEUs, Substitutes, Stipends, and/or Lane Change Credits for all participants. Application of the knowledge/skills covered in the CARE Academy sessions is required to receive credit. Participants will learn to transform their classrooms by integrating multiple aspects/activities of each area of CARE in their instruction, grading practices, and/or curriculum. This will lead to an increase in the level of culturally responsive teaching and learning in the classrooms and schools of the participants, which will lead to the reduction of achievement gaps for students in their classrooms and schools. Participants will develop their own understanding and purpose for participating in the CARE Academy and will be able to share this with fellow participants and colleagues.	\$100,000.00

Goal Area	Racially Identifiable School Narrative-Intervention Descriptions		Budget Amount
Achievement	Reading Interventionists:	Reading Interventionists are skilled teachers, highly trained in Literacy instruction, that work within Myers-Wilkins and Lowell elementary schools with high concentrations of protected students to provide focused literacy interventions to students in grades Kindergarten to 5th grade who are identified within the "Strategic" or "Intensive" ranges of the MTSS, as measured by benchmark assessments. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of literacy.	\$163,000.00
Achievement	School Counselors:	Full-time School counselors at both Myers-Wilkins and Lowell elementary schools will provide small-group therapeutic counseling, push-in Social Emotional Learning (SEL) opportunities across all grades, and Restorative Conflict Resolution supports. The position will also serve as the lead staff member for Mindfulness programming at Myers-Wilkins (Mental Health Support), provide Beginning-of-Day small group check-ins, as well as a SEL support for Staff. The School Counselor will serve on a team for developing SEL spaces in the school and classrooms and a menu of strategies and options for movement breaks (large-muscle gym Boost-up Program). The School Counselor will also serve on the Behavior Support Team (develop SRIBs, etc). The implementation of School Counselors will aid in the goal areas of reduction in behavior referrals and suspensions, and increase in attendance of all students.	\$160,000.00
Achievement	Professional Development:	The Myers-Wilkins/Lowell Professional Development program will provide training and resources for teachers and administrators designed to improve academic achievement for all students at the two sites. Training and resources will be provided in the areas of Guided Reading Instruction at Myers-Wilkins, travel to PBIS for both Myers-Wilkins & Lowell, Mindfulness Training (SEL - Social Emotional Learning) at Myers-Wilkins, and Responsive Classroom Refresher for both Myers-Wilkins & Lowell.	\$44,000.00
Achievement	Math Interventionist:	The Math interventionist is a skilled teacher, highly trained in Mathematics instruction, that will work at Myers-Wilkins to provide focused math interventions to students in grades Kindergarten to 5th grade who are identified within the "Strategic" or "Intensive" ranges of the MTSS, as measured by benchmark assessments. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of mathematics.	\$80,000.00
Achievement	After School and Summer School Programs:	The Summer School programming and After-School programming will provide the students at Myers-Wilkins culturally responsive, safe, nurturing, and enriching experiences designed to help build students' academic, creative, and life skills. The programs are run and organized by the Myers-Wilkins Community School Collaborative (MWCSC) in collaboration with the Myers-Wilkins principal and staff. Each child that participates in the programs has an individual learning plan with learning goals developed in cooperation with the classroom teacher and MWCSC staff. All of the types of programs offered will be focused on a connection to the school goals of academics, school pride, engagement, and opportunity.	\$20,000.00
Integration	Immersion Program Assistants:	The Immersion Classroom Assistant position is a vital part of the success of any World Language Immersion Program. These positions will assist the teachers and other staff in the implementation of the Ojibwe Language Immersion classroom. The Ojibwe Immersion Program at Lowell Elementary School will continue to serve dual purposes in the area of achievement and integration. Research on immersion education programs around the country shows increased academic performance amongst students enrolled in Language Immersion programs. In the area of integration, American Indian families in the Duluth School District have indicated the need for Ojibwe Immersion programming in the Duluth Public Schools. Myers-Wilkins Elementary (RIS) has the highest population of American Indian students in the district. Through the collaboration between Lowell Elementary and Myers-Wilkins Elementary (RIS), the Ojibwe Immersion program will be one of the strategies implemented to decrease racial and economic enrollment disparities at the RIS. Steps will be taken to ensure equitable access to educational resources and programming, including bus transportation between the attendance areas with a priority given to students within the RIS attendance area to attend Lowell Elementary, which is outside their attendance area.	\$65,000.00
Integration	Field Trips and In-school Learning Opportunities:	As part of the integration efforts at Myers-Wilkins, staff will provide the students with hands-on learning opportunities and experiences that will connect directly with the curriculum and service learning opportunities within their community. Some of the activities that will be included are trips to out-of-school centers such as the Great Lakes Aquarium, Duluth Children's Museum, Deep Portage Environmental Center, UMD sugar bush, and area colleges/universities and local business. Representatives from these centers will also be invited into Myers-Wilkins classrooms. Myers-Wilkins will host a minimum of one Family Night each month during the school year to help connect the content and learning within the school setting with the families of the students. All family nights will be free, with transportation provided for those who need it.	\$8,000.00
Integration	Transportation for School Enrollment Choices:	In order to ensure equitable access to school enrollment choices being offered to families in the RIS attendance area and to allow greater access to the RIS for White, Non-FRP families in the Lowell attendance area, bussing transportation routes will be provided between attendance areas of the RIS (Myers-Wilkins) and the neighboring collaboration site of Lowell Elementary. There will be a priority status for students in the RIS attendance area to attend Lowell, which is outside their attendance area.	\$90,000.00
Total			\$1,600,000.00