

**Education Committee - Regular School Board Meeting**

Duluth Public Schools, ISD 709

Agenda

Tuesday, December 15, 2015

UnitedHealth Group Building

4316 Rice Lake Road

Suite 108

Duluth, MN 55811

6:30 PM

**1. Informational Items**

**A. Informational Presentations**

1) Spanish Immersion Program

Mike Cary, Director of Curriculum and Instruction, provided an update on the Spanish Immersion Program.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

2) Summary of Duluth Public School's Annual School Improvement Goals

5

Amy Starzecki, Assistant Superintendent, provided a summary of all Duluth Public School's annual school improvement goals and key strategies for improvement.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

3) Overview of Duluth Public Schools Integration Program

37

William Howes, Education Equity Coordinator, provided an overview of the Duluth Public Schools Integration Program, including the role of the Integration Specialists. He also presented an update on the Integration Plan, which was submitted to the Minnesota Department of Education.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

**B. Grant Applications**

1) Northland Foundation Grant Application

Scott Pilate, School Psychologist, Aaron Salmela, Science Curriculum Specialist, and Tom Albright, Student Engagement Coordinator, will be submitting a grant application to the Northland Foundation for up to \$2,000. If awarded, funds will be

used to create time for developing a matrix that would align district standards to outside educational/experiential resources to include classroom supports, school-based activities, and field trips.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

2) Verizon Foundation Grant Application 38

Jennifer Pederson, STEM Coordinator at Myers-Wilkins, has submitted a grant application to the Verizon Foundation in the amount of \$20,000. If awarded, funds will be used to help continue their mission to make STEM accessible to all by funding additional professional development for science and engineering, provide additional resources to make STEM hands on for students, and to continue to incorporate STEM activities and education as part of their after-school programs.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

3) NEA Foundation Grant Application 43

Ginger Backus, Guidance Counselor at Ordean East Middle School, has submitted a grant application to the NEA Foundation in the amount of \$5,000. If awarded, funds will be used to support the Duluth Public Schools Teacher Mentoring Program.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

4) Arrowhead Reading Council (ARC) Grant Application 47

Diane Mozol, ECFE teacher, has submitted a grant application to the ARC in the amount of \$150. If awarded, funds will be used to support the *Literacy Live* event held at the Washington Center for fragile ECFE families.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

2. Action Items  
A. 6111 - Home Schooling - Deletion 50

In moving to the MSBA Model Policies administration is recommending the deletion of Policy 6111, which will be replaced by Policy 611. This is recommended for a second reading.

Recommendation: It is recommended that the Duluth School Board accept the deletion of Policy 6111 - second reading.

B. New Policy 611 - Home Schooling 55

Attached is MSBA model Policy 611 - *Home Schooling* for the second reading. This policy would replace the current policy number 6111.

Recommendation: It is recommended that the Duluth School Board approve Policy 611 for the second reading.

C. Resolution E-12-15-3315 - Acceptance of Grant Awards to Duluth Public Schools 58

Attached is Resolution E-12-15-3315 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve the grant awards from the following organizations:

- Minnesota Department of Education
- Lester Park Foundation

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-12-15-3315 - Acceptance of Grant Awards to Duluth Public Schools.

D. **ISD 709 2016-2017 School Year Calendar** (This item was tabled.) 65

Amy Starzecki, Assistant Superintendent, presented the recommended **ISD 709 Calendar 2016-17 School Year** for review and approval. The recommended calendar was also presented to and approved by the Quality Steering Leadership Team at their November 12, 2015 Meeting.

Recommendation: It is recommended that the Duluth School Board accept and approve the recommended ISD 709 Calendar 2016-17 School Year. (This item was tabled.)

E. Diploma Requests 66

The following students have met all graduation requirements for the Duluth Public Schools and should be awarded a Diploma:

- Robert Fox - November 5, 2015
- Christian C. Finley - November 19, 2015
- Daiquan Isaiah King - November 17, 2015
- Jack W. LeNeau - November 24, 2015
- Brandon Michael Koskela - November 3, 2015

Recommendation: It is recommended that the Duluth School Board accept and approve the above listed diploma Requests.

3. **Future Items**

- **Elementary Specialists' Overview Presentation - Additional Elementary Programming**
- **Middle School Programming Presentation**



**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Area Learning Center & AEO		Principal: Adrian Norman
<b>High Achievement for All - Reading</b>		
2014-2015 SMART Goal	Increase student achievement, reduce the achievement gap, and raise graduation rates	
2014-2015 SMART Goal Results	increased enrollments from 36 in Sept 2012 to 125+ in 2014-15 for our seat based program	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	increase student achievement, reduce the achievement gap, and raise graduation rates	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Cultural sharing</li> <li>• PLC's</li> <li>• curriculum alignment, pacing, learning targets</li> <li>• implementing Canvas learning management system for students and teachers</li> </ul>	
<b>High Achievement for All - Math</b>		
2014-2015 SMART Goal	Continuously improve and enhance the quality of our curriculum and align it to state standards	
2014-2015 SMART Goal Results	All of the AEO courses have received approval from MDE	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	Continuously improve and enhance the quality of our curriculum and align it to state standards	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Content creation in AEO migrating from canned curriculum to Duluth curriculum</li> <li>• PLC's, MAAP state conference, MPCC membership</li> <li>• Utilize Canvas learning management system to create real time content in core subjects for AEO</li> </ul>	
<b>High Achievement for All - Graduation</b>		
2014-2015 SMART Goal	increase student achievement, reduce the achievement gap, and raise graduation rates	
2014-2015 SMART Goal Results	Graduates 2013-14 <b>47</b> 2014-15 <b>71</b>	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	Increase student achievement, reduce the achievement gap, and raise graduation rates	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Digitize classrooms in AEO-ALC</li> <li>• Add Music, Art, Health/P.E., Physics, Probability and Statistics, and Spanish</li> <li>• NCAA approval for all courses in AEO</li> </ul>	
<b>Safe and Welcoming Environment</b>		
2014-2015 SMART Goal	Decrease bullying among students, reduce the use and disproportionality in the use of OSS, increase safety and decrease injuries of students and staff	

2014-2015 SMART Goal Results	2012-13 <b>58</b> days OSS, 2013-14 <b>11</b> days OSS, 2014-15 <b>2</b> days OSS	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	Improve communication, cooperation, and teamwork within and across employee groups	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Restorative Learning Program continuation</li> <li>• Monthly staff one-on-one meetings</li> <li>• PLC's</li> </ul>	
<b>DULUTH PUBLIC SCHOOLS ANNUAL SCHOOL IMPROVEMENT SUMMARY (Continued)</b>		
School: Area Learning Center & AEO		Principal: Adrian Norman
<b>Effective and Efficient Systems</b>		
2014-2015 SMART Goal	Improve communication, cooperation, and teamwork within and across employee groups	
2014-2015 SMART Goal Results	near met or exceeded the district wide survey in district wide goals	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	Prioritize general fund spending to instruction and support of students	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• expand elective opportunities for students: Spanish, Health/P.E., Art, and Music</li> <li>• one-to-one chromebook deployment</li> <li>• add an integration specialist to the ALC</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

**School:**  
Congdon Park Elementary School  
3116 East Superior Street  
Duluth, Minnesota 55812

**Principal:**  
Kathi Kusch Marshall  
Kathi.Marshall@isd709.org

**High Achievement for All - Reading**

**2014-2015 SMART Goal**  
The percentage of all students in grades 3-5 at Congdon Park Elementary enrolled by October 1, 2014 who are proficient on the reading (all accountability tests) will increase from **84.5% in 2014 by 2% to 86.5% in 2015**. In addition, the percentage of students receiving free or reduced price lunch in grades 3-5 who are proficient in reading (all accountability tests) will increase from **54.5% to 59.5% in 2015 (an increase of 5%)**. The percentage of special education students in grades 3-5 at Congdon Park School enrolled by October 1, 2014 who are proficient on the reading (all accountability tests) will increase from **56.3% in 2014 to 61.5% in 2015 (an increase of 5%)**.

<b>2014-2015 SMART Goal Results</b>	In moving toward closing the achievement gap, Congdon Park did not meet the smart goal in all three areas. The number of students who are proficient on the reading (all accountability tests) did not meet.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
-------------------------------------	--	---

**2015-2016 SMART Goal**  
The percentage of all students in grades 3-5 at Congdon Park Elementary School enrolled by October 1, 2015 who are proficient on the reading (all accountability tests) will increase from **85.4% in 2015 to increase by 3% to 88.4% in 2016**. In addition, the percentage of students receiving free or reduced price lunch in grades 3-5 who are proficient in reading (all accountability tests) will increase from **63.0% in 2015 to 68.0% in 2016 to increase by 5%**. The percentage of special education students in grades 3-5 at Congdon Park School enrolled by October 1, 2015 who are proficient on the reading (all accountability tests) will **increase from 38.5% in 2015 to 47.5% in 2016 to increase by 9%**.

- 2015-2016 Key Strategies**
- Professional Learning Communities K-5 will identify student needs and development an implementation plan for research based interventions.
  - Classroom teachers and staff will administer and monitor common formative assessments. i.e. guided reading groups, literacy centers, oral reading, K-3 reading corps, read naturally, paired reading, reading practice at least 20 minutes per day,
  - Reading Comprehension: Building Comprehension of Textbook readings Through SQ3R: Survey, Question, Read, Review strategy, Teach a Hierarchy of word decoding strategies, students are taught to follow a multi-step writing process while working collaboratively on their writing. students receive timely feedback about the quality of their writing, students set writing goals, students write about what they have read.

**High Achievement for All - Math**

**2014-2015 SMART Goal**  
The percentage of all students in grades 3-5 at Congdon Park School enrolled by October 1, 2014 who are proficient on the math (all accountability tests) will increase from increase of **85.4% in 2014 to 87.5% (an increase of 2%)**. In addition, the percentage of students receiving free and reduced price lunch in grades 3-5 who are proficient in math (all accountability tests) will increase from **59.0% to 62.1% (an increase of 3%) in 2015**. The percentage of special education students in grades 3-5 who are proficient in math (all accountability tests) will increase from **43.8% in 2014 to 49.8% in 2015 (an increase of 6%)**.

<b>2014-2015 SMART Goal Results</b>	In reviewing the 2015 smart goals all three areas were not met.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
-------------------------------------	---	---

**2015-2016 SMART Goal**  
The percentage of all students in grades 3-5 at Congdon Park School enrolled by October 1, 2015 who are proficient on the math (all accountability tests) will increase from **85.8% in 2015 to 87.8% with an increase of 2%**. In addition, the percentage of students receiving free and reduced price lunch in grades 3-5 who are proficient in math (all accountability tests) will increase from **59.3% to 64.3% with an increase of 5% in 2016**. The percentage of special education students in grades 3-5 who are proficient in math (all accountability tests) will increase from **38.5% in 2015 to 46.5% in 2016 with an increase of 7%**.

<p><b>2015-2016 Key Strategies</b></p>	<ul style="list-style-type: none"> <li>Professional Learning Communities will identify needs and progress monitoring will be embedded into the daily review of students</li> <li>Common formative assessments developed by the teams</li> <li>Math curriculum mapping</li> <li>Math problem of the week</li> <li>Fact fluency will be monitored weekly</li> <li>teachers will use and post math vocabulary that related to each unit</li> <li>Math fact flashcards</li> <li>Small guided math intervention groups</li> </ul>	
<p><b>Safe and Welcoming Environment</b></p>		
<p><b>2014-2015 SMART Goal</b></p>	<p>By Spring 2015 there will be a decrease of the percentage of Congdon Park staff who reported bullying among students at Congdon Park Elementary School from <b>25% to 37%</b>. Reduce the use and disproportionality of the Out of School suspension (OSS) as a discipline consequence by less than .5%. The percentage of students involved in OSS will be consistent with district student demographics. Increase safety and decrease <b>injuries of students and staff from 25% to 15%</b>. <b>Increase family and community involvement, engagement and satisfaction and deepen community partnerships to 67% in 2015.</b></p>	
<p><b>2014-2015 SMART Goal Results</b></p>	<p>Goals were met</p>	<p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p><b>2015-2016 SMART Goal</b></p>	<p>By Spring 2016 the percentage of Congdon Park staff who reported bully behaviors in not a problem <b>will increase from 37% to 50%</b>. By Spring 2016 Congdon Park student will increase the number of students reporting they have never been bullied within the last 30 days from 61% to 80%. Reduce the use and disproportionality in the use of Out of School suspension (OSS) as a discipline consequence (<b>less than 1%</b>) Increase safety and decrease percentage of injuries students and staff are reporting from <b>15% to 5% during the 2015-2016</b> school year. Increase family and community involvement, engagement and satisfaction, and deepen our community partnerships from <b>67% in 2015 to 80% in 2016.</b></p>	
<p><b>2015-2016 Key Strategies</b></p>	<ul style="list-style-type: none"> <li>Implement common consistent adult language to be used across settings to facilitate a safe and welcoming environment. Power of Words, Responsive Classroom.</li> <li>Monthly climate meetings, using responsive classroom practices</li> <li>Review, realign current procedures with the 12 dimensions of school climate</li> <li>Monthly all school morning meetings to build culture</li> <li>Educate students, staff, and families on how to identify and stop bully behaviors</li> <li>Looking at implementation of a PBIS system</li> <li>Implement a school wide set of classroom prosocial instructional modules to be taught at each grade level by the classroom teacher.</li> <li>Training on systematic supervision and the three B's: Be Safe, Be Responsible, Be Respectful.</li> </ul>	
<p><b>Effective and Efficient Systems</b></p>		
<p><b>2014-2015 SMART Goal</b></p>	<p>To prioritize general fund spending to instruction and support of students . To improve communication, cooperation, and teamwork within and across Congdon Park staff. To increase the diversity of staff through culturally competent recruitment and retention practices. <b>To continue to expand and improve community use of facilities that supports the needs of the families in the community from 60% to 90%.</b></p>	
<p><b>2014-2015 SMART Goal Results</b></p>	<p>Goals: Not all goals were met.</p>	<p><input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met</p>

<b>2015-2016 SMART Goal</b>	<b>To increase communications and understanding of school systems with families and staff from 85% to 100% by providing information about school programming, and by making sure parents and staff are better informed and able to support students. Staff and family survey</b>
<b>2015-2016 Key Strategies</b>	<ul style="list-style-type: none"> <li>● Monthly “Coffee with Kathi”</li> <li>● Provide on going family nights</li> <li>● Provide ways to support their children in the digital age in regards to digital citizenship and technology (technology plan)</li> <li>● Meet with leadership team to review data and decide what next steps will be</li> <li>● Evaluate support systems currently in place and review on an annual basis</li> <li>● Increase the after school clubs and activities offered at Congdon Park</li> </ul>

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Denfeld High School

Principal: Tonya M. Sconiers

**High Achievement for All - Reading**

2014-2015 SMART Goal	The percentage 10 <sup>th</sup> grade students at Denfeld High School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 44.5% in 2014 to 51.5% in 2015. In addition, the percentage of students receiving free or reduced price lunch in 10 <sup>th</sup> grade who are proficient in reading (all accountability tests) will increase from 35.7% in 2014 to 42.7% in 2015 and the percentages of students proficient identified as Native American and African American will increase by 5% compared to the district average for high schools in 2015.	
2014-2015 SMART Goal Results	The percent of students proficient on the reading all accountability test in the Spring of 2015 increased from 44.5% to 53.8%, thus we exceeded the goal set.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	By the Spring of 2016, overall reading proficiency will increase from 53.8% to 64% measured by all accountability test (October 1 enrollment). In addition, the reading proficiency of American Indian and Black students will increase from 31.6% to 42% and 30.0% to 41%, respectively as measured by all accountability test (October 1 enrollment) in 2016.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>● On-site Literacy TOSA will create and implement staff development for effectively teaching informational reading strategies and comprehension in core content courses, using high impact reading in content area instructional strategies.</li> <li>● English PLC will focus on continuing to identify and utilizing common formative and summative course assessments, common unit assessments aligned to common core benchmarks to and using data to inform instruction and provide reteaching and enrichment as appropriate.</li> <li>● Implement co-teaching model in all English 9 courses and when needed in English 10 and English 11.</li> <li>● Provide Small group English instruction for high needs 9th grade students through SOAR Academy</li> </ul>	

**High Achievement for All - Math**

2014-2015 SMART Goal	The percentage of 11 <sup>th</sup> grade students at Denfeld High School enrolled by October 1, 2014, who are proficient on the MCA math test (all accountability), will increase from 28.4% in 2014 to 34% in 2015. In addition, the percentages of students receiving Special Education services, who are proficient on the MCA math test (all accountability will increase from 6.3% in 2014 to 12.9% in 2015.	
2014-2015 SMART Goal Results	<p>The percentage of students proficient on the math all accountability test in the Spring of 2015 increased from 28.4% to 34.3%, thus we exceeded the goal set.</p> <p>The percentage of students proficient on the math all accountability test in Spring of 2015 for students who receive Special Education increased from 6.3% to 9.1%. We had anticipated improving to 12.9% therefore this student specific goal for math was not met.</p>	<input checked="" type="checkbox"/> X Met <input checked="" type="checkbox"/> X Not Met
2015-2016 SMART Goal	By Spring 2016, overall math proficiency will increase from 34.3% to 42.3% as measured by all accountability test (October 1 enrollment). In addition, the math proficiency of American Indian and Black students will increase from 42.9% to 49% and 11.8% to 22%, respectively as measured by all accountability test (October 1 enrollment) in 2016.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>● Identify students at risk for not attaining proficiency in mathematics as per current course enrollments, prior MCA and Minnesota Early Intervention Risk Factors to ensure differentiated and strategic interventions.</li> <li>● Implement co-teaching model in Algebra 1, Intermediate Algebra, Geometry, Algebra II Concepts</li> </ul>	

	<ul style="list-style-type: none"> <li>● Math TOSA will provide class wide and student specific instruction related to chance and data,space/shape and measurement, and algebraic formulas.</li> <li>● Math PLC will focus on continuing to identify and utilizing common formative and summative course assessments, common unit assessments aligned to common core benchmarks to and using data to inform instruction and provide reteaching and enrichment as appropriate.</li> <li>● Provide Small group Math instruction for high needs 9th grade students through SOAR Academy.</li> </ul>	
<b>High Achievement for All - Graduation</b>		
2014-2015 SMART Goal	The percentage of 2015 graduates at Denfeld High School enrolled by October 1 will increase by 4% over the Class of 2014, from 83.4% to 87.4%. In addition, the percentages of American Indian and African American students graduating in the Class of 2015 will increase from 67% to 72%, and 56% to 61% respectively.	
2014-2015 SMART Goal Results	The percentage of 2015 graduates was 78.7%, which was a 4.7% decrease from the 2014 graduates. We did not meet our goal in this area. We do not have current data on graduation percentages for specific student groups.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> X Not Met
2015-2016 SMART Goal	The percentage of 2016 graduates at Denfeld High School enrolled by October 1 will increase by 6.3% over the Class of 2015, from 78.7% to 85%. In addition, the percentages of American Indian and African American students graduating in the Class of 2016 will increase by 10% over the current level.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>● Dropout Prevention Coordinator will provide increased credit bearing opportunities for Juniors and Seniors.</li> <li>● Counselors will meet individually with students at risk of not graduating and create a graduation plan to complete credits on time.</li> </ul>	
<b>Safe and Welcoming Environment</b>		
2014-2015 SMART Goal	The percentage of students of color and 9th graders involved in OSS will align with the district's student demographics and the number of OSS days will decrease from 2013-14 SY to 2014-15 SY.	
2014-2015 SMART Goal Results	The percentage of 9th graders involved in OSS was lower than the district's student demographics, however it was not lower for students of color.	<input checked="" type="checkbox"/> X Met <input type="checkbox"/> X Not Met
2015-2016 SMART Goal	Decrease by 10% the number of students who report they have been bullied during the last 30 days as measured by the Spring of 2016 Student Survey taken by 10th graders..	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>● Host school wide assemblies promoting bullying awareness</li> <li>● Implement the SPIRIT Program through the Dept. of Justice</li> <li>● Teach students steps to report bullying and how to become an empowered bystander</li> <li>● Provide families with prevention and intervention tips regarding bullying</li> <li>● Continue the Stop the Bullying, Post the Positive Campaign</li> </ul>	
<b>DULUTH PUBLIC SCHOOLS ANNUAL SCHOOL IMPROVEMENT SUMMARY (Continued)</b>		
School:Denfeld High School		Principal: Tonya M. Sconiers
<b>Effective and Efficient Systems</b>		
2014-2015 SMART Goal	No goal identified	
2014-2015 SMART Goal Results	Click here to enter text.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

<p>2015-2016 SMART Goal</p>	<p>Improve Communication, Cooperation, and Teamwork Within and Across Support Services and Programs at Denfeld as measured by 90% of staff reporting on the Spring 2016 Survey that:</p> <p>The people I work with cooperate and work as a team</p> <p>Expectations of how adults treat each other and work together are clear</p> <p>Expectations of how adults treat each other and work together are enforced</p> <p>They are recognized for their work</p>
<p>2015-2016 Key Strategies</p>	<ul style="list-style-type: none"> <li>● Review district goal related to norms and expectations at meetings</li> <li>● Recognize staff efforts through emails, notes, and acknowledgement at Meetings</li> <li>● Collegial Breakfast provided once a month</li> <li>●</li> </ul>

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: East High School

Principal: Laurie Knapp

**High Achievement for All - Reading**

2014-2015 SMART Goal	The percentage of all students enrolled October 1 <sup>st</sup> , 2014 in 10 <sup>th</sup> grade at East High School who are proficient on all reading state accountability tests (MCA, MTAS, MCA-Modified, ACT) will increase from 68.8% to 73.8% in 2015. The proficiency of students of color and the F/RL lunch students enrolled the full academic year in grade 10 at East High School on all state and accountability tests will increase by 5% in the 2014-15 school year.	
2014-2015 SMART Goal Results	The Reading Proficiency for all students in 2014 was 68.8%. In 2015 it fell to 66.2%. Free/Reduced lunch students increased by 4.5%, students of color subgroups were not large enough to report.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of all students enrolled October 1 <sup>st</sup> , 2015 in 10 <sup>th</sup> grade at East High School who are proficient on all reading state accountability tests (MCA, MTAS, MCA-Modified), will increase from 66.2% to 71.2% in 2016.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Teachers will work to implement MN standards and benchmarks to align reading theme curriculum, lessons, and pacing guides in high reading content courses.</li> <li>• Develop common formative assessments, analyze data from those assessments in PLC's, and implement strategies and interventions for student success.</li> <li>• Identify best practice strategies and implement in classroom teaching.</li> </ul>	

**High Achievement for All - Math**

2014-2015 SMART Goal	The percentage of all students enrolled October 1 <sup>st</sup> , 2014 in 11 <sup>th</sup> grade at East High School who are proficient on all mathematics state accountability tests (MCA, MTAS, ACT), will increase from 54.5% to 60% in 2015. The proficiency of Special Education students (22.6), and F/RL students (35.8) will increase by 5% in the 2015 school year.	
2014-2015 SMART Goal Results	The math proficiency for all students in 2014 was 54.5%. In 2015 it rose to 56.5%. Goal of 60% proficiency was not met. Proficiency expectations for Special Education students was not attained, and actually fell 5.8%. F/RL percentages fell from 32.4% to 31.1%.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of all students enrolled October 1 <sup>st</sup> , 2015 in 11 <sup>th</sup> grade at East High School who are proficient on all mathematics state accountability tests (MCA, MTAS, ACT), will increase from 56.5% to 61.5% in 2015-16 school year. The proficiency of Special Education students and F/RL students will increase by 5%.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Subject areas to meet weekly in PLC's to discuss common formative assessments and student data, develop SMART Goals, and discuss best practice strategies to improve teaching and student achievement.</li> <li>• Teachers examine MN standards and benchmarks to align math curriculum, lessons, and pacing guides.</li> <li>• Math teachers participate in District Math meetings.</li> </ul>	

**High Achievement for All - Graduation**

2014-2015 SMART Goal	By June 2015, East High School's Graduation Rate, using District prescribed interventions, increased attendance monitoring, and improved student/parent communication, will increase from 91.9% (2013) to 95.3% (2014).	
2014-2015 SMART Goal Results	The 2014 Graduation rate dropped from 91.9% to 91.5%.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	By June 2016, East High School's Graduation Rate, using District prescribed interventions, increased attendance monitoring, and improved student/parent communication, will increase from 91.5% to 96.5% for reporting year 2015.	

2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Identification of "at-risk" students and implementation of District prescribed interventions with fidelity. Prescription for Success, W.I.N., 9<sup>th</sup> grade C.O.R.E., academic interventions and PLC's.</li> <li>• Development of 4-year educational plans with all 9<sup>th</sup> graders. Career unit in 10<sup>th</sup> grade. MCIS training for teachers and students.</li> <li>• Increased attendance monitoring and reporting.</li> </ul>	
<b>Safe and Welcoming Environment</b>		
2014-2015 SMART Goal	By May, 2015 student leadership teams at East will continue to put into place the "East PRIDE (Peace, Respect, Integrity, Diversity, Enthusiasm) initiative to educate students, staff, and parents on what it means to be a caring community of learners. The initiative will look to help combat bullying, namecalling, and intolerance, as well as create an atmosphere of civility, respect, equity, empathy, and caring, so everyone at East can feel safe and welcome in our school, as reported by the staff and student school survey.	
2014-2015 SMART Goal Results	Student Survey Response: 2014 "Overall I feel safe at school" 96%. 2015 "Overall I feel safe at school." 91.8%. Staff Survey Response: 2014 "During the day, classrooms in this school are safe." 90%. 2015 "During the day, classrooms are safe." 88.4%	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	By May 2016, student leadership teams at East will continue to put into place the East PRIDE (Peace, Respect, Integrity, Diversity, Enthusiasm) initiative to educate students, staff, and parents on what it means to be a caring community of learners. The initiative will look to help combat bullying, name calling, and intolerance, as well as create an atmosphere of civility, respect, equity, empathy, and caring, so everyone at East can feel safe and welcome in our school as reported by the staff and student survey results. Implement an education component as to how to access mental health services and counseling for students.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Continue with the P. R.I.D.E. initiative.</li> <li>• Re-engage TXT 4-Life</li> <li>• Educate students on how to access mental health supports within the school and community.</li> </ul>	
<b>DULUTH PUBLIC SCHOOLS ANNUAL SCHOOL IMPROVEMENT SUMMARY (Continued)</b>		
School: East High School		Principal: Laurie Knapp
<b>Effective and Efficient Systems</b>		
2014-2015 SMART Goal	By September of 2015, we will increase communication between parents and East High School through the web site, Infinite Campus use, registration practices, and online access to forms and information as reported by student, parent, and staff end of year surveys.	
2014-2015 SMART Goal Results	Staff Survey response: 2014 "This school effectively communicates important information to Parents." 89%. 2015: "This school effectively communicates important information to parents." 78.2%	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	By August 2016, we will increase communication between parents and East High School through the web site, Infinite Campus use, registration practices, and online access to forms and information as reported by student, parent, and staff end of year surveys.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Continue to modify our course registration process, making it more user friendly for both students and parents.</li> <li>• Create process to make Jump Start more "green".</li> <li>• Meet with technology to investigate a viable way to have parents be able to access, fill out, and return necessary paperwork online.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Homecroft Elementary School

Principal: Cher Obst

**High Achievement for All - Reading**

2014-2015  
SMART Goal

2014-2015  
SMART Goal  
Results

Reading all 64.4% F & R 57.4%. Sped 25.0%

Met  
 Not Met

2015-2016  
SMART Goal

The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 64.6% in 2014 to 68.6% in 2015. In addition, the percentage of white students in grades 3-5 who are proficient in reading (all accountability tests) will increase from 63.2 % in 2014 to 67.2% in 2015 and the percentage of students receiving special education services in 3-5 who are proficient in reading (all accountability tests) will increase from 25.0 % in 2014 to 36.0% in 2015.

2015-2016  
Key Strategies

- In PLCs, develop formative and summative assessment to analyze student needs
- Build and revise differentiated learning activities to meet needs of all learners.
- Continue implementation of Guided Reading strategies.

**High Achievement for All - Math**

2014-2015  
SMART Goal

2014-2015  
SMART Goal  
Results

All increased to 78.4%. F & R increased to 68.1% Sped increased to 36.8%

Met  
 Not Met

2015-2016  
SMART Goal

The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 78.4% in 2014 to 80.4% in 2015.

2015-2016  
Key Strategies

- Follow district pacing guide
- Use PLCs to build formative assessment, analyze student data, plan appropriate interventions.
- Implement "extra slice" time

**Safe and Welcoming Environment**

2014-2015  
SMART Goal

2014-2015  
SMART Goal  
Results

Procedures revised and shared with students and staff and reinforced through year.

Met  
 Not Met

2015-2016  
SMART Goal

Develop and implement plans, training for SECL.

2015-2016  
Key Strategies

- Develop SECL standards
- Complete implementation training
- Continue developing, implement anti-bullying strategies.

**Effective and Efficient Systems**

2014-2015  
SMART Goal

2014-2015  
SMART Goal  
Results

Several teachers using Chromebooks regularly. Applications demonstrated during staff meetings, short trainings offered by teacher to staff.

Met  
 Not Met

2015-2016  
SMART Goal

Implement use of Chrome Book technology.

2015-2016  
Key Strategies

- Fundraise to purchase another set of Chromebooks
- Shared teacher-training to expand technology use.
- Schedule equitable usage.

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Lakewood

Principal: Darren Sheldon

**GOAL 1: High Achievement for All - Reading**

2014-2015  
SMART Goal

2014-2015  
SMART Goal  
Results

We went from 65.9% to 62.2%.

Met  
 Not Met

2015-2016  
SMART Goal

**Grades 3-5 will increase their percentage of proficient students from 62.2% in 2014-15 to at least 66.2% in 2015-16 on MCA Reading.**

2015-2016  
Key Strategies

- Marie Clay & FAST will inform us of our percentage of proficient students K-5. This data will be discussed in PLC to determine Tier 1-2 Interventions. Tier 1 Interventions done by classroom teachers and Tier 2 Interventions done by Classroom Teachers and All Americorp (Reading Corp and True North).
- All Americorp (Reading Corp and True North) will work with those students just under proficiency. Reading Corp will work in the area of Reading K-3. True North will work in the area of Reading 4-5 and Math K-3. Americorp will work with classroom teachers to ensure a flexible schedule so that specific academic gains can be met.
- Some teachers will be evaluated using Teachscape (Charlotte Danielson). The principal will also use this data to determine school professional development (Guided Reading, Daily 5, etc) and curricular needs. Principal & Staff will be trained in the use of Teachscape.
- PD Days, Grade Level Meetings, and School PLC meetings (Thursdays) will be utilized to look at student data, formulate common assessments, determine interventions, student groupings, kid talk, and the PLC Implementation Checklist.
- 1) Split Classrooms started in 2012. Through the 2015 Lakewood Survey it is evident that Splits are not favored. This will be studied throughout the year. 2) Formal PLC training has not happened. The principal will work with staff to provide as much as possible.

**GOAL 2: High Achievement for All – Reading (not math for this year)**

2014-2015  
SMART Goal

2014-2015  
SMART Goal  
Results

We went from 44% to 47.8%.

Met  
 Not Met

2015-2016  
SMART Goal

Math overall has been a strength as we have slightly improved the last five years; reading has not. This year, we are trying to attain reading goals. Our second reading goal is: **Close the achievement gap between Non-F/R students compared to F/R Students by increasing the percentage of proficient free/reduced students from 47.8% to at least 54.8% in 2015-16.**

2015-2016  
Key Strategies

- The five steps for Goal 1 also apply to Goal 2.
- Teachers and Americorp Staff will be aware of those students on F/R lunches to determine extra needs not stated in Goal 1.

**Goal 4: Safe and Welcoming Environment**

2014-2015  
SMART Goal

2014-2015  
SMART Goal  
Results

There was no formal data taken at the end of last year; however, the survey this fall indicates that families seem to be happy with most facets of the school environment.

Met  
 Not Met  
 Don't Know

2015-2016  
SMART Goal

Parent satisfaction with the office will increase throughout the 2015-2016 School Year.

2015-2016  
Key Strategies

- Principal will review data & develop a plan.
- Principal will meet with each office staff person individually to go over the 2015 Lakewood Survey on Wednesday, October 28.
- A parent survey will go out (May 2016) regarding a Safe & Welcoming Environment to see if satisfaction has improved.

**Goal 3: Effective and Efficient Systems & Safe & Welcoming Environment**

2014-2015 SMART Goal	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Don't Know	
2014-2015 SMART Goal Results	No data taken	
2015-2016 SMART Goal	Bullying among students and staff at the school will decrease.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Principal will work with District Leadership around Positive Behavior Interventions and Supports (PBIS) .</li> <li>• District Office Staff and Denfeld Principal (Tonya Sconiers) will present and answer questions regarding PBIS.</li> <li>• Fill out PBIS application.</li> <li>• PBIS Training Begins (if application is accepted)</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Laura MacArthur Elementary School

Principal: Nathan K. Glöckle

**High Achievement for All - Reading**

2014-2015  
SMART  
Goal

2014-2015  
SMART  
Goal  
Results

We had an aggressive goal of an 11% increase. There was an increase of 5%, putting us at 57% proficient.

Met  
Not Met

2015-2016  
SMART  
Goal

By Spring 2016, all student groups will increase reading proficiency within minimum to maximum proficiency rate gain expectations, as measured by all accountability tests (October 1).

2015-2016  
Key  
Strategies

- Implement to fidelity the 7 main comprehension strategies
- Develop practice profiles of each chosen instructional strategy
- Monitor and adjust based off of data collection in our PDSA cycles of continuous improvement

**High Achievement for All - Math**

2014-2015  
SMART  
Goal

2014-2015  
SMART  
Goal  
Results

We had a reasonable goal of a 4% increase but as a school, we went down by 8%. (There are a lot of contributing factors that lead to this). We saw tremendous gains in proficiency but there is only so much that can happen in 1 year.

Met  
Not Met

2015-2016  
SMART  
Goal

By Spring 2016, all student groups will increase math proficiency within minimum to maximum proficiency rate gain expectations, as measured by all accountability tests (October 1).

2015-2016  
Key  
Strategies

- Implement to fidelity the 5 core structures of math expressions
- Develop practice profiles of each chosen instructional strategy
- Monitor and adjust based off of data collection in our PDSA cycles of continuous improvement

**Safe and Welcoming Environment**

2014-2015  
SMART  
Goal

2014-2015  
SMART  
Goal  
Results

N/A

Met  
Not Met

2015-2016  
SMART  
Goal

Laura MacArthur will implement the first 20 days of behavior workshop, (as outlined by the practice profile) to help align staff in common behavioral and measured by walk-through data for the 2015-16 school year.

2015-2016 Key Strategies		
<b>Effective and Efficient Systems</b>		
2014-2015 SMART Goal		
2014-2015 SMART Goal Results	N/A	<input type="checkbox"/> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	Increase teamwork, cooperation, and communication across bargaining units for the 2015-16 school year as measured by 12 Question Gallup Poll survey of employee engagement and the district survey in the Spring of 2016.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Provide opportunities to participate in Restorative Learning workshops</li> <li>• Conversations throughout the school year with staff</li> <li>• Implement Restorative Learning inspired language of Focused, Appropriate, Cooperative language throughout the building.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Lester Park		Principal: Sue Lehna	
<b>High Achievement for All - Reading</b>			
2014-2015 SMART Goal	Current MMR Data 72.99% FR 71.79 % SMART Goal: The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 71.9% in 2014 to 74.9 % in 2015. In addition, the percentage of students receiving free or reduced price lunch in grades 3-5 who are proficient in reading (all accountability tests) will increase from 56 % in 2014 to 61 % in 2015 and the percentage of students receiving special education services in grades 3-5 who are proficient in reading (all accountability tests) will increase from 42.0% in 2014 to 48.5 % in 2015.		
2014-2015 SMART Goal Results	We did not meet our target in any of the 3 areas. We did not demonstrate growth in any of the 3 areas.		<input type="checkbox"/> Met <input checked="" type="checkbox"/> x Not Met
2015-2016 SMART Goal	Current MMR Data 67.82% FR 74.97% SMART Goal: The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 69.0% in 2015 to 74.0 % in 2016. In addition, the percentage of students receiving free or reduced price lunch in grades 3-5 who are proficient in reading (all accountability tests) will increase from 54.2 % in 2015 to 62.2% in 2016 and the percentage of students receiving special education services in grades 3-5 who are proficient in reading (all accountability tests) will increase from 23.3% in 2015 to 38.0 % in 2016.		
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• MTSS - Pilot School</li> <li>• Standards Based Report Cards</li> <li>• PLC's</li> </ul>		
<b>High Achievement for All - Math</b>			
2014-2015 SMART Goal	Current MMR Data 72.99% FR 71.79% SMART Goal: The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 72.5% in 2014 to 75.5% in 2015. In addition, the percentage of students receiving free and reduced price lunch in grades 3-5 who are proficient in math (all accountability tests) will increase from 52.0% in 2014 to 57.0% in 2015 and the percentage of students receiving special education services in grades 3-5 who are proficient in math (all accountability tests) will increase from 54.1% in 2014 to 59.1% in 2015.		
2014-2015 SMART Goal Results	We did not meet our target in any of the 3 areas. However we did show grow in 2 of the 3 measured areas.		<input type="checkbox"/> Met <input checked="" type="checkbox"/> x Not Met
2015-2016 SMART Goal	SMART Goal: The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 74.9% in 2015 to 76.9% in 2016. In addition, the percentage of students receiving free and reduced price lunch in grades 3-5 who are proficient in math (all accountability tests) will increase from 53.40% in 2015 to 59.4% in 2016 and the percentage of students receiving special education services in grades 3-5 who are proficient in math (all accountability tests) will increase from 39.1% in 2015 to 47.1% in 2016.		
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• MTSS - Pilot School</li> <li>• Standards Based Report Cards</li> <li>• PLC's</li> </ul>		
<b>Safe and Welcoming Environment</b>			
2014-2015 SMART Goal	To establish common language across settings that facilitates a safe and welcoming environment		
2014-2015 SMART Goal Results	Adopted and implemented ASK (Appropriate, Safe & Kind). Along with implemented a recording/documentation system to be used in all school areas.		<input checked="" type="checkbox"/> x Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	Element 5: Teamwork and Cooperation To Increase school district atmosphere of trust and respect among all employee groups from 40% of all surveyed believe this to be true to 50% of those surveyed believe this to be true by spring 2016 as measured by staff survey		

2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Cultural Sharing and Introduce the Anti-bias Framework &amp;/or Teaching Tolerance to staff.</li> </ul>	
<b>Effective and Efficient Systems</b>		
2014-2015 SMART Goal	<b>To increase communication and understanding across employee groups through development of a procedural handbook to include day to day and annual practices and/or procedures. (Element 9)</b>	
2014-2015 SMART Goal Results	We did identify and develop various procedures for employee practice but did not create a procedural handbook.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	<b>Element 6: Professional Responsibilities and Values</b> Increase the percentage of teachers receiving professional growth support from 64% to a minimum of 75% by spring 2016 as measured by school district staff survey.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Implementation of TD&amp;E</li> <li>• Implementation of Teachscape</li> <li>• Classroom Walkthroughs - Focus on Engagement and Reading</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Lincoln Park Middle School

Principal: Brenda Vathauer

**High Achievement for All - Reading**

2014-2015 SMART Goal	The percentage of students in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School enrolled by October 1 who earned achievement levels of Meets or Exceeds the Standards in <b>reading</b> on the MCA will increase from 45.2% in 2014 to 57.7% in 2015.	
2014-2015 SMART Goal Results	45.2% Proficient on MCA 2015 test	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of students in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School enrolled by October 1 who earned achievement levels of Meets or Exceeds the Standards in <b>reading</b> on the MCA will increase from 45.2% in 2015 to 50.2% in 2016.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>-Reading strategies will be assessed and further implemented into all curriculum areas.</li> <li>-A Culture of Universal Achievement will be strengthened by decreasing the number of missing assignments.</li> <li>-PLC agenda item will include weekly reading strategy discussion.</li> <li>-Homebase will take on a new structure to include weekly homework checks, intervention structures and innovation time.</li> </ul>	

**High Achievement for All - Math**

2014-2015 SMART Goal	The percentage of students in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School enrolled by October 1 who earned achievement levels of Meets or Exceeds the Standards in <b>math</b> on the MCA will increase from 37.9% in 2014 to 50% in 2015.	
2014-2015 SMART Goal Results	37.9% Proficient on MCA 2015 test	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of students in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School enrolled by October 1 who earned achievement levels of Meets or Exceeds the Standards in <b>math</b> on the MCA will increase from <b>37.9%</b> in 2015 to <b>45%</b> in 2016.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>-Math teachers will meet with the math consultant monthly to analyze lesson structure, co-plan and co-teach lessons.</li> <li>-A Culture of Universal Achievement will be strengthened by decreasing the number of missing assignments.</li> <li>-Homebase will take on a new structure to include weekly homework checks, intervention structures and innovation time.</li> </ul>	

**Safe and Welcoming Environment**

2014-2015 SMART Goal	The percentage of behavior referrals in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School will decrease by at least 50% in 2014-15 (from 1235 to 618) as measured by SWIS data reporting.	
2014-2015 SMART Goal Results	1573 Referrals for 2015	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of students with referrals in the <b>Tier 3 Behavior</b> group in grades 6-8 at Lincoln Park Middle School enrolled by October 1 will decrease from 13.45% in 2015 to 8.07; <b>Tier 1 Behavior</b> group will increase from 73.83% to 80% in 2016 according to SWIS data tracking. (This is a 40% decrease in Tier 3 and an increase of 6.17% in Tier 1)	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>-Learning-Pride-Welcoming (LPW) expectations will be taught in Homebase building wide and on Sept 8 on the bus. Quarterly visits made to the LPW expectations.</li> <li>-Behavioral referrals will be tracked and data used during the PBIS monthly meetings that focus on positive behavior strategies and recognition-Positive Perk Card, Pawsitive Paws, etc.</li> <li>-Weekly CST (Collaborative Solutions Team) meetings will focus efforts for our most at risk kids tracking data on interventions.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Lowell Elementary School

Principal: Jen Larva

**High Achievement for All - Reading**

2014-2015 SMART Goal	In the spring of 20 14, the percentage of 3-5 grade students meeting or exceeding Minnesota Reading performance standards will increase from 54.5 % to 57.2% as measured by the Reading MCA.	
2014-2015 SMART Goal Results	Student proficiency increased from 54.5% to 56.0% on the 2015 Spring MCA assessment.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	In the spring of 2016, the percentage of 3-5 grade students meeting or exceeding Minnesota Reading performance standards will increase from 56.0 % to 65 % as measured by the Reading MCA.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Work with Northern Sky Regional Center of Excellence to focus on best-practices</li> <li>• Develop, implement, and assess Reading Practice Profiles based on research</li> <li>• Teachers will review student data and develop common formative assessments in PLCs.</li> </ul>	

**High Achievement for All - Math**

2014-2015 SMART Goal	In the spring of 20 15 , the percentage of 3-5 grade students meeting or exceeding Minnesota mathematics performance standards will increase from 62.5 % to 64.2 % as measured by the Mathematics MCA.	
2014-2015 SMART Goal Results	Student proficiency increased from 62.5% to 72.0% on the 2015 Spring MCA assessment	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	In the spring of 2016 , the percentage of 3-5 grade students meeting or exceeding Minnesota mathematics performance standards will increase from 72.0 % to 75 % as measured by the Mathematics MCA.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Work with Northern Sky Regional Center of Excellence to focus on best-practices</li> <li>• Develop, implement, and assess Math Practice Profiles based on research</li> <li>• Teachers will review student data and develop common formative assessments in PLCs</li> </ul>	

**Safe and Welcoming Environment**

2014-2015 SMART Goal	Click here to enter text.	
2014-2015 SMART Goal Results	Click here to enter text.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	During the 2015-16 school year, Lowell ES will decrease bullying among students through the annual student staff survey as we increase awareness about bullying and prepare to provide behavior interventions through PBIS.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Research Positive Behavior Interventions and Supports (PBIS) model</li> <li>• Complete the PBIS checklist and application</li> <li>• Provide students with clear expectations and follow-through on behaviors</li> </ul>	

**Effective and Efficient Systems**

2014-2015 SMART Goal	Click here to enter text.	
2014-2015 SMART Goal Results	Click here to enter text.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	Teachers will participate in the Professional Learning Community (PLC) model in efforts to support Multiple Tiered Systems of Support (MTSS) as Lowell implements a pilot program during the 2015-16 school year.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Inventory intervention resources and purchase materials to fit the needs of the program</li> <li>• Develop common vocabulary and practices surrounding the MTSS model</li> <li>• Teachers will review progress-monitoring data and develop formative assessments</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Myers-Wilkins

Principal: Stephanie Heilig

**High Achievement for All - Reading**

<p>2014-2015 SMART Goal</p>	<p><input checked="" type="checkbox"/> Reading</p> <p>SMART Goal: The proficiency of the students in sub groups listed below enrolled the full academic year of 2014-2015 for all grades tested within Myer-Wilkins Elementary School on all state Reading accountability tests (MCA) will increase by moving up at least one achievement level to show proficiency as follows by the end of the school year:</p> <p>All students: from 41.5% to 58.9%</p> <p>American Indian: from 30.0% to 47.5%</p> <p>Black: from 32.6% to 49.5%</p> <p>White: from 55.9% to 67.0%</p> <p>Non-FRP: from 88.0% to 91.0%</p> <p>FRP: from 36.1% to 52.1%</p>	
<p>2014-2015 SMART Goal Results</p>	<p>All students: from 41.5% to 58.9% (65.91 %-goal not met)</p> <p>American Indian: from 30.0% to 47.5% (44%-goal not met)</p> <p>Black: from 32.6% to 49.5% (30.0- goal not met)</p> <p>White: from 55.9% to 67.0% (67.1%-goal met)</p> <p>Non-FRP: from 88.0% to 91.0% (87.1 % goal not met)</p> <p>FRP: from 36.1% to 52.1% (46.3%- not met)</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>2015-2016 SMART Goal</p>	<p style="text-align: center;">Reading</p> <p>SMART Goal: The proficiency of the students in sub groups listed below enrolled the full academic year of 2015-2016 for all grades tested within Myer-Wilkin Elementary School on all state Reading accountability tests (MCA) will increase by moving up at least one achievement level to show proficiency as follows by the end of the school year:</p> <p>All students: from 58.9% to 65.7%</p> <p>American Indian: from 44.0% to 56.3%</p> <p>Black: from 30.0% to 57.9%</p> <p>White: from 67.1% to 72.6%</p> <p>Non-FRP: from 87.1% to 92.5%</p> <p>FRP: from 46.3% to 60.1%</p>	
<p>2015-2016 Key Strategies</p>	<p>-Stay on target with curriculum map -PLC focus- fluency, comprehension and formative common assessments -Assess. includes: FAST, running records, benchmarks, fluency, formative common</p>	<p style="text-align: right;">24</p>

	assessments -Minimum of 2 reading family nights with feedback from parents -Review assessment data at a Min. every 4 weeks -Determine students for after school and support staff with specific goals -Weekly PLC notes to Principal - Student engagement which includes practices that promote student engagement, reciprocal teaching, strategy training, cooperative learning, questioning and scaffolding.	
<b>High Achievement for All - Math</b>		
2014-2015 SMART Goal	. <input checked="" type="checkbox"/> Math . SMART Goal: The proficiency between the students in sub-groups listed below enrolled the full academic year for all grades tested within Myers-Wilkins  Elementary School on the state Math accountability tests (MCA) will increase as follows:  Myers-Wilkins Baseline 2014-2015 All students 59.5 % to 73.0% American Indian 39.3 % to 59.6% Black 44.2% to 62.8% White 72 % to 81.3% Non-FRP 88.6% to 92.4% FRP 51% to 67.3%	
2014-2015 SMART Goal Results	All students 73.0% (60.1% did not meet) American Indian 59.6% (44.0%- did not meet) Black 62.8% (30% -did not meet) White 72 % to 81.3%% (64%- did not meet) Non-FRP 92.4% (87.1 %- did not meet) FRP 67.3% (44.4%- did not meet) text. enter text.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	The proficiency GAP between the students in subgroups listed below enrolled the full academic year for all grades (3rd through 5th) within mYers-Wilkins Elementary on all state math accountability tests (MCA) will decrease within our school, by increasing the proficiency of the students in sub-groups listed below as follows within our school  All students from 60.1% to 76.4% American Indian students from 44% to 64.6% Black students from 30% to 67.5% White students from 64% to 83.7% Non- FRP 87.1% to 93.4% FRP students from 44% to 71.4 %	
2015-2016 Key Strategies	-Develop common formative assessments that will be used on a regular basis to give more data on student academic achievement. -Lesson plans contains core structures and plans shared at PLC's and documented -Consistent use of quick quizzes, unit tests, FAST to determine growth	

	<ul style="list-style-type: none"> <li>-Printing of parent guide book and 2 family math training nights during the year</li> <li>-Review Assessment data at a Min. every 4-6 weeks</li> <li>-Determine students for after school and support staff with specific goals</li> <li>-Weekly PLC notes to Principal</li> <li>- Student engagement which includes practices that promote student engagement, reciprocal teaching, strategy training, cooperative learning, questioning and scaffolding.</li> </ul>	
<b>Effective and Efficient Systems</b>		
2014-2015 SMART Goal	The percentage of 5th grade students who will be surveyed in the spring of 2015 who feel safe on the playground will increase from the 2013-2014 survey report of 61 % feeling safe to 75% as reported from the 2015 survey,	
2014-2015 SMART Goal Results	82% of the 5th grade students who were surveyed in the spring of 2015 reported that they felt safe on the playground.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of 5th grade students who will be surveyed in the spring of 2016 who feel safe on the playground will increase from the 2014-2015 survey report of 82% feeling safe to 85% feeling safe as reported from the 2016 survey,	
2015-2016 Key Strategies	Employ new playground staff Monthly training for playground staff survey students at semester to get accurate, current data so that if needed, changes could be made to ensure that the goal is being met.	
<b>Effective and Efficient Systems</b>		
2014-2015 SMART Goal	SMART Goal: The percentage of 5th grade students who score proficient on the science MCA Assessment will increase from 32.6% proficient in 2012-13 to 40 % proficient in the 2014-15 science MCA Assessment.	
2014-2015 SMART Goal Results	The percentage of 5th graders who scored met or proficient on the science MCA assessment increased from 32.6% to 42 percent. Goal was met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of 5th grade students who score proficient on the science MCA Assessment will increase from 42% proficient in 20j15 to 50 % proficient on the 2015-16 science MCA Assessment.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>-Science lessons aligned with district curriculum map</li> <li>-Strategies for integrating STEM into district curriculum and all content/ specialist areas</li> <li>-Science PLC to determine by each grade level depending on when the unit will be implemented</li> <li>- Student engagement which includes practices that promote student engagement, reciprocal teaching, strategy training, cooperative learning, questioning and scaffolding</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Ordean East Middle School

Principal: Gina Kleive

**High Achievement for All - Reading**

2014-2015  
SMART Goal

The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Reading** (all accountability tests) will increase from 65.3% in 2014 to 70.8% in 2015 on MCA.

2014-2015  
SMART Goal  
Results

70.7% of all students in grades 6-8 at OEMS, enrolled by October 1, were proficient in **Reading** (all accountability tests)

Met  
 Not Met (by .1%)

2015-2016  
SMART Goal

The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Reading** (all accountability tests) will increase from 70.7% in 2015 to 73.7%-76.7% in 2016 on MCA.

2015-2016  
Key Strategies

- Reading Interventionist supporting all students reading to learn in Social Studies classes. Targeted interventions based on Social St PLC discussions.
- Initiate PDIs for students in Tier III/Trans Reading, if they are not receiving special services
- Support job embedded PLCs for teachers- ensure access to guaranteed and viable curriculum, collaboration on best practice in teaching, review formative assessment data, administer SRI school wide for baseline

**High Achievement for All - Math**

2014-2015  
SMART Goal

The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Math** (all accountability tests) will increase from 57.2% in 2014 to 62.2% in 2015 on MCA.

2014-2015  
SMART Goal  
Results

61% of all students in grades 6-8 at OEMS, enrolled by October 1, were proficient in **Math** (all accountability tests)

Met  
 Not Met (by 1.2%)

2015-2016  
SMART Goal

The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Math** (all accountability tests) will increase from 61% in 2015 to 64-66% in 2016 on MCA.

2015-2016  
Key Strategies

- Math Interventionist supporting all students as a guest teacher in Math classes, during Homebase and after school. Targeted interventions based on Math PLC discussions.
- Initiate PDIs for students in Tier III/Trans Math, if they are not receiving special services. Pilot ALEKS Math as a 7 & 8 grade intervention.
- Support job embedded PLCs for teachers- ensure access to guaranteed and viable curriculum, collaboration on best practice in teaching, review formative assessment data, organize and distribute teacher specific MCA data

**Safe and Welcoming Environment**

2014-2015  
SMART Goal

The number of days all students in grades 6-8 at OEMS, enrolled by October 1, who are assigned OSS as a disciplinary consequence will decrease from 144 days in 2014 to 125 days or less in 2015 according to DIRS documentation..

2014-2015  
SMART Goal  
Results

The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are assigned OSS as a disciplinary consequence will decreased to 77 days.

Met  
 Not Met

2015-2016  
SMART Goal

The number of days all students in grades 6-8 at OEMS, enrolled by October 1, who are assigned OSS as a disciplinary consequence will decrease from 77 days in 2014 to 69 days or less in 2016 according to DIRS documentation..

2015-2016  
Key Strategies

- Review DIRS data from 2014-15, to plan for 2015-16
- Share research re: alternatives to OSS, considering impact on specific demographics, with entire staff
- Review the impact of ISS, as an alternative

**Effective and Efficient Systems**

2014-2015 SMART Goal	Reduce class size from an average of 36 in 2013-14, while prioritizing general fund spending to instruction and support of students.	
2014-2015 SMART Goal Results	Average class size was 34.5	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	Reduce class size from an average of 34.5 in 2015-16, while prioritizing general fund spending to instruction and support of students.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>● Balance class size across subjects and grade levels, taking into consideration intervention and Special Education ratio differences. Use registration information and historical data to hire staff and plan for reduction in class size</li> <li>● Support the social emotional and academic needs of our students through our general fund allocation</li> <li>● Align support staff with specific students through Monday afternoon leadership team meeting. Continue to monitor general education caseloads for social worker and Dean of Students</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Piedmont Elementary		Principal: Beth Shermoen	
<b>High Achievement for All - Reading</b>			
2014-2015 SMART Goal	The percentage of all students enrolled October 1, 2014 in grades 3-5 at Piedmont Elementary School who are proficient on all reading state accountability tests will increase from 46.6% in 2014 to 54.7% in 2015.		
2014-2015 SMART Goal Results	Student proficiency decreased from 46.6% to 41.4% on the 2015 Spring MCA assessment.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	
2015-2016 SMART Goal	The percentage of all students enrolled October 1, 2015 in grades 3-5 at Piedmont Elementary who are proficient on all reading state accountability tests will increase from 41.4% to 50.4%.		
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Teachers will work in PLCs to review student data.</li> <li>• Teachers will work in PLCs to develop common formative.</li> <li>• Develop a collaborative resource team among district resources (i.e. - instructional coaches, curriculum team, integration specialists, etc.) and school staff.</li> <li>• Develop, implement, and assess research based Reading Practice Profiles.</li> <li>• Administration, the district representative and the school leadership team will work collaboratively with the Northern Pines Regional Center of Excellence (i.e. - trainings, site visits, site-analysis, best practices, etc.).</li> <li>• Strategic planning and implementation to increase parental involvement in academic achievement.</li> <li>• Strategic planning, identification and implementation of identifying students who are below grade level for interventions and support.</li> </ul>		
<b>High Achievement for All - Math</b>			
2014-2015 SMART Goal			
2014-2015 SMART Goal Results	Student proficiency decreased from 53.4% to 51.5% on the 2015 Spring MCA assessment.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	
2015-2016 SMART Goal	The percentage of all students enrolled October 1, 2015 in grades 3-5 at Piedmont Elementary School who are proficient on all math state accountability tests will increase from will increase from 51.5% to 56.5%.		
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Teachers will work in PLCs to review student data.</li> <li>• Teachers will work in PLCs to develop common formative.</li> <li>• Develop a collaborative resource team among district resources (i.e. - instructional coaches, curriculum team, integration specialists, etc.) and school staff.</li> <li>• Develop, implement, and assess research based Math Practice Profiles.</li> <li>• Administration, the district representative and the school leadership team will work collaboratively with the Northern Pines Regional Center of Excellence (trainings, site visits, site-analysis, best practices).</li> <li>• Strategic planning and implementation to increase parental involvement in academic achievement.</li> <li>• Strategic planning, identification and implementation of identifying students who are below grade level for interventions and support.</li> </ul>		
<b>Safe and Welcoming Environment</b>			
2014-2015 SMART Goal			
2014-2015 SMART Goal Results	Unavailable	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	

2015-2016 SMART Goal		
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• PBIS training (Active Cohort)</li> <li>• Piedmont Elementary Implementation of Panther Pride (i.e. - Panther Paws, matrix, modeling, education, lessons, etc.).</li> <li>• Matrix development of schoolwide expectations</li> </ul>	
<b>Effective and Efficient Systems</b>		
2014-2015 SMART Goal		
2014-2015 SMART Goal Results	Unavailable	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	Piedmont Elementary will work to align student supports and academic achievement at a schoolwide level. Focus areas will include: Pilot school for Multiple Tiered Systems of Support (MTSS), PLCs, and PBIS.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Data Analysis to design/drive instruction, assessments and interventions.</li> <li>• Active participation in the MTSS pilot program with ISD 709 and elementary pilot schools, Lowell and Lester Park.</li> <li>• Implementation of communication processes to Leadership Team and building staff.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Residentials

Principal: Denise Clairmont

**High Achievement for All - Reading**

<p>2014-2015 SMART Goal</p> <p>Merritt Creek Chester Creek Woodland Hills Academy</p>	<p><b>Students will increase their STAR reading percentile rank by 5%</b></p> <p><b>The percentage of all students in all grades at Merritt Creek Academy enrolled by October 1 who are proficient on reading, all accountability tests, will increase 5%.</b></p>	<p>Students will improve reading comprehension by 7% as measured by STAR diagnostic probe individual scores within one school year.</p> <p><b>The percentage of all students in all grades at Chester Creek Academy enrolled by October 1 who are proficient on reading, all accountability tests, Will increase 7%.</b></p>	<p><b>Increase from 60% to 70% of students testing on STAR will gain at least ½ grade level from pre to post-test. It is expected that on average a student will gain ½ grade for a 90 day stay or longer.</b></p>
<p>2014-2015 SMART Goal Results</p>	<p><b>Merritt: 85 students increased reading percentage 31%</b> <b>Chester: 36/54 students increased star test results by ½ grade or more.</b> <b>Woodland Hills 49/77 students increased star test scores by ½ grade level or more.</b></p>		<p>x <input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>2015-2016 SMART GOALS</p> <p>Merritt Creek Chester Creek Woodland Hills Academy</p>	<p><b>The percentage of all students in all grades at Merritt Creek Academy enrolled by October 1 who are proficient on reading, all accountability tests, will increase from 0% in 2015 to 20% in 2016.</b></p>	<p><b>The percentage of all students in all grades at Chester Creek Academy enrolled by October 1 who are proficient on reading, all accountability tests, Will increase from 21.44% in 2015 to 45.4 % in 2016</b></p>	<p>The percentage of all students in all grades at WHA enrolled by October 1 who are proficient in math, all accountability tests, will increase from 11.1% in 2015 to 31.0% in 2016.</p>
<p>2015-2016 Key Strategies</p>	<p>Vocabulary walls. consultation with ELL teacher, fast testing, PLC's, content meetings.</p> <p><b>Students will work on basic reading comprehension, vocabulary, fluency strategies across content areas.</b></p>		

**High Achievement for All - Math**

<p>2014-2015 SMART Goal</p>	<p><b>We will improve math proficiency in all students on the average of 5% on Norm Referenced Assessments.</b></p> <p><b>The percentage of all students in all grades at Merritt Creek Academy enrolled by October 1 who are proficient in math, all accountability tests, will increase from 0% in 2015 to 20% in 2016.</b></p>	<p>Students will improve math proficiency school year.</p> <p><b>The percentage of all students in all grades at Chester Creek Academy enrolled by October 1 who are proficient on math, all accountability tests, will increase from 19.0% in 2014 to 27.0% in 2015.</b></p>	<p><b>Increase from 60% to 70% of students testing on STAR will gain at least ½ grade level from pre to post-test. It is expected that on average a student will gain ½ grade for a 90 day stay or longer.</b></p>
---------------------------------	---	---	--

2014-2015 SMART Goal Results	<b>Merritt: 120 students increased math percentage 9.9 %.</b> <b>Chester: 31/55 students increased star test results by ½ grade level or more.</b> <b>Woodland Hills: 52/73 students increased star test results by ½ grade level or more.</b>		<input type="checkbox"/> x Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	<b>We will improve math proficiency in all students on the average of 5% on Norm Referenced Assessments.</b>  <b>The percentage of all students in all grades at Merritt Creek Academy enrolled by October 1 who are proficient in math, all accountability tests, will increase from 0% in 2015 to 20.0% in 2016.</b>	Students will improve math proficiency school year.  <b>The percentage of all students in all grades at Chester Creek Academy enrolled by October 1 who are proficient on math, all accountability tests, will increase from 26.7 % in 2015 to 46.0% in 2016.</b>	<b>: Increase from 60% to 70% of students testing on STAR will gain at least ½ grade level from pre to post-test. It is expected that on average a student will grade gain ½ grade for a 90 day stay or longer.</b>  <b>The percentage of all students in all grades at WHA enrolled by October 1 who are proficient in math, all accountability tests, will increase from 0.0% in 2015 to 20.0% in 2016.</b>
2015-2016 Key Strategies	<b>fast testing, PLC's, title one, individual interventions determined by teacher</b>		
<b>High Achievement for All - Graduation</b>			
2014-2015 SMART Goal	<b>Increase the graduation rate through exploration of higher educational opportunities, interest inventories and group planning opportunities.</b> <b>Provide opportunities for credit recovery to increase graduation rates</b>		
2014-2015 SMART Goal Results	<b>Arrowhead Academy: 2 students graduated</b> <b>Chester Creek Academy: 3 students graduated</b> <b>Merritt Creek Academy: 1 student graduated and 1 student continued in Bridge Program</b> <b>Woodland Hills Academy: 6 students graduated</b>  <b>ACT testing for 8, 10 and 11th graders</b>	Students at all residential sites are enrolled in daily life skills class that focuses on Career/college planning. About 40 students completed ASVAB testing at Woodland Hills Academy. All 11 th and 12th grade students have a comprehensive transcript check by school counselor.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	<b>Increase the graduation rate through exploration of higher educational opportunities, interest inventories and group planning opportunities.</b> <b>Provide opportunities for credit recovery to increase graduation rates</b>		
2015-2016 Key Strategies	<b>Life skills Class.</b> <b>Complete credit checks on all juniors and seniors in fall.</b> <b>Asvab testing at Woodland Hills Academy.</b> <b>Credit recovery opportunities.</b>		

	<b>Title one support for elementary and secondary students</b>		
--	--	--	--

**Safe and Welcoming Environment**

2014-2015 SMART Goal		: School environment will improve so that all individuals will feel safe and welcome while visiting, working and attending Chester Creek/ Merritt Academy/Woodland Hills Academy	
2014-2015 SMART Goal Results	<p><b>Survey results from past and present years. Progress noted.</b></p> <ul style="list-style-type: none"> <li>• Aligned anti-bullying interventions with treatment approach on student's daily behavior sheets. Baseline data on individual students.</li> </ul>	<ul style="list-style-type: none"> <li>• Displayed honor and merit roll lists, and names of students of the month.</li> <li>Displayed student work and other accomplishments.</li> </ul>	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal		: School environment will improve so that all individuals will feel safe and welcome while visiting, working and attending Chester Creek Academy/Merritt Creek Academy/Woodland Hills Academy	
2015-2016 Key Strategies	teacher lead discussions on defining bullying. Read definitions quarterly to all classes. Include in daily student reporting sheets incidents. display student work, celebrate honor and merit students. team building activities student and staff. Student data from behavior sheets.		

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY (Continued)**

School:	Principal:
---------	------------

**Effective and Efficient Systems**

2014-2015 SMART Goal	Click here to enter text.	
2014-2015 SMART Goal Results	Click here to enter text.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	Click here to enter text.	
2015-2016 Key Strategies		

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Stowe Elementary School

Principal: Larry Udesen

**High Achievement for All - Reading**

2014-2015 SMART Goal	The percentage of all students in grades 3-5 at Stowe Elementary School enrolled October 1 and test day who are proficient in reading (all accountability tests) will increase from 47.9% to 54.9% on the 2015 MCAs.	
2014-2015 SMART Goal Results	Students who demonstrated proficiency on the 2015 MCA reading test (all accountability tests) increased from 47.9% to 53.5%.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of students in grades 3-5 at Stowe Elementary School enrolled October 1 and test day who are proficient in reading (all accountability tests) will increase from 53.5% to 58.5% on the 2014-2015 MCAs.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>Teachers will use district pacing guide to implement Harcourt Storytown to deliver instruction aligned with the MN state ELA standards.</li> <li>Teachers will meet in PLCs to review formative assessments in order to design differentiated instruction to best meet the needs of each student.</li> <li>Intervention resources will be utilized to meet the needs of each student. They include: Harcourt leveled readers, Harcourt Strategic Intervention Kits, Harcourt Intensive Intervention Kits, Differentiated Instructional Strategies listed in Storytown, and utilizing Title I and Reading Corp.</li> </ul>	

**High Achievement for All - Math**

2014-2015 SMART Goal	The percentage of all students in grades 3-5 at Stowe Elementary School enrolled October 1 and test day who are proficient in math (all accountability tests) will increase from 59.4% to 64.4% on the 2014-2015 MCAs.	
2014-2015 SMART Goal Results	Students who demonstrated proficiency on the 2015 MCA math test (all accountability tests) was 58.2%	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of all students in grades 3-5 at Stowe Elementary School enrolled October 1 and test day who are proficient in math (all accountability tests) will increase from 58.2% to	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>Teachers will use the district pacing guide to implement Math Expressions, Rational Number Project (grades 3 &amp; 4), and Calendar Math Materials to deliver instruction based on the MN math standards.</li> <li>Teachers will meet in PLCs to review formative assessments in order to design differentiated instruction to best meet the needs of each student.</li> <li>Teachers will utilize the following intervention strategies: differentiated strategies listed in Math Expressions, Soar to Success and SciMath, and utilizing Title I and True North Americorp.</li> </ul>	

**Safe and Welcoming Environment**

2014-2015 SMART Goal	In order to support the Duluth Public School's aim of a Safe and Welcoming Environment for Everyone in our Schools, the goal that Stowe has chosen to focus on is: To increase family and community involvement, engagement, and satisfaction, and deepen our community partnerships.	
2014-2015 SMART Goal Results	Stowe did implement a plan to address chronic absenteeism, as well as an anti-bullying policy.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	In order to support the Duluth Public School's aim of a Safe and Welcoming Environment for Everyone in our Schools, the goal that Stowe has chosen to focus on is: To increase family and community involvement, engagement, and satisfaction, and deepen our community partnerships.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>Further-develop school-wide plan to address and reduce chronic absenteeism.</li> <li>Maintain focus on anti-bullying practices, particularly new strategies implemented during the month of October 2015.</li> </ul>	

**Effective and Efficient Systems**

2014-2015 SMART Goal	In order to support the Duluth Public School's Aim of Effective and Efficient Systems that Make the Best Use of Resources, the goal that Stowe has chosen to focus on is: expand and improve community use of facilities that support the needs of families and the greater community.	
2014-2015 SMART Goal Results	Stowe did plan and execute an MCA Parent Night and a Title I Kindergarten Parent Night, in order to support the needs of families at Stowe.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	In order to support the Duluth Public School's Aim of Effective and Efficient Systems that Make the Best Use of Resources, the goal that Stowe has chosen to focus on is: expand and improve community use of facilities that support the needs of families and the greater community.	
2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Notes from last year's Title One Kindergarten Parent Night will be reviewed in order to improve upon the groundwork laid for the first Title I Kindergarten Parent Night. The Kindergarten Parent Night will be held again this year, with changes made upon the recommendations from the organizers from last year's event.</li> <li>• Leadership Team will meet to discuss how to support our families' need to help their children prepare for the 2016 MCAs. A plan to support this need will be developed and executed prior to the Spring MCAs.</li> <li>•</li> </ul>	

# Summary of SIPs

## Education Committee Presentation

12/8/15

### Overview of SIP Goals:

- Improve Reading on MCAs
- Improve Math on MCAs
- Reduce Achievement Gap
- Reduce Bullying
- Improve graduation rates

### Key strategies being used in schools to meet goals:

- Improve School Climate
  - Cultural sharing
  - Implementation/sustainability of PBIS
  - Social Emotional Cultural Learning (SECL) standards developed
  - Training for staff--i.e. bullying topics
  - Alternatives to suspension utilized
  - SPIRIT program
- PLCs
  - Curriculum alignment, mapping to standards, pacing guides developed
  - Development of formative assessments
  - Development of standard based report cards
- Technology integration
  - Chromebooks
- MTSS Implementation
  - FAST implementation
  - Additional instruction for those at risk--interventionists utilized
- Homebase at middle school
- Identify instructional practices that impact students achievement and incorporate into walkthroughs by principals and leadership teams
- Development of graduation plans
  - MCIS implemented

# Office of Education Equity

## *Achievement and Integration for Minnesota*

The “Achievement and Integration for Minnesota” program is established to pursue racial and economic integration, increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students’ diverse racial, ethnic, and economic backgrounds in Minnesota public schools. The Duluth Public Schools are an eligible district due to Myers-Wilkins Elementary School being designated as a Racially Identifiable School (RIS), under Minnesota Rule 3535.

The Duluth Public Schools - Office of Education Equity (OEE) developed, and is currently implementing, the *Achievement and Integration Plan* to pursue academic achievement and racial and economic integration through activities that include: (1) integrated learning environments that prepare all students to be effective citizens and enhance social cohesion; (2) developing curricula and training instructors, administrators, school counselors, and other advocates to support and enhance integrated learning environments, innovative research-based instruction, differentiated instruction, and targeted interventions to improve achievement; and (3) rigorous, career and college readiness programs for underserved student populations.

Each Activity within the plan is designed to: (1) reducing the disparities in academic achievement among all students and specific categories of students; and/or (2) increasing racial and economic integration in schools identified within the plan. View the plan on our website at: <http://www.isd709.org/district/departments-3/office-of-education-equity>.

### District-wide Activities

- Integration Specialists
- Achievement Centers
- High School Ojibwe Language
- Professional Development
- Family Engagement PASS Program

### **Contact OEE with questions or for more information:**

William Howes, Coordinator  
[william.howes@isd709.org](mailto:william.howes@isd709.org)

### Myers-Wilkins (RIS) Activities

- Literacy Coaches
- STEM Integration
- Diversity Coordinator
- Ojibwe Immersion Program
- Transportation for School Enrollment Choices
- Response to Intervention Tutors
- After-School and Summer School Programs
- Professional Development
- Field Trips and In-School Learning Opportunities
- Intervention Learning Materials

## Review Your Application

Please review your proposal information. If you are not ready to submit your proposal at this time, click the "Save Only" button. The proposal will then be available to edit from the Welcome page. Clicking the Submit button will immediately send the application to Verizon Foundation and you will then be unable to perform further editing.

### Contact Information

\* **First Name** Jennifer  
**Middle Name**  
 \* **Last Name** Pederson  
 \* **Title** STEM Coordinator  
 \* **Contact Type** Employee  
 \* **E-mail Address** jennifer.pederson@isd709.org  
 \* **Telephone** 218-336-8860 ext 2498  
 \* **Address** 1027 N 8th Ave E  
 \* **City** DULUTH  
 \* **State** Minnesota  
 \* **ZIP / Postal Code** 55805 1739  
**Province / Country** United States

### Organization Information

\* **Organization Legal Name** Myers-Wilkins Elementary  
**Organization AKA Name**  
 \* **Are you applying on behalf of another organization?** No  
 \* **Organization Mailing Address** 1027 N 8th Ave E  
 \* **Organization Mailing City** DULUTH  
 \* **Organization Mailing State** Minnesota  
 \* **Organization Mailing ZIP / Postal code** 55805 1739  
 \* **Organization Mailing Province / Country** United States  
 \* **Organization E-mail Address** jennifer.pederson@isd709.org  
 \* **Organization Telephone** 218-336-8860  
**Organization Website Address** <http://myers-wilkins-elementary.isd709.org/>  
 \* **Organization Mission** Myers-Wilkins (MW) is a K-5 community elementary school providing 21st Century classrooms and facilities, an experienced teaching staff, and excellent educational programs. The school community promotes high achievement and provides a welcoming environment for everyone. The MW school community is located in the Hillside Neighborhood of Duluth, MN. The target population includes 444 students and an estimated 1300 additional family members. This population includes families/individuals who are low to very low income, working, people of color, homeless, formerly incarcerated, and unemployed. Approximately 100 children at MW are homeless (24%) The transient rate of families moving in and out is 67%. Additionally we are the center for Deaf and Hard of Hearing students for the entire region, and 24% of our students are identified special education. With a rate of 83% receiving free lunch, Myers-Wilkins is classified as a building wide Title One school.

On April 26, 2005, Myers-Wilkins (formerly known as Nettleton Elementary) was declared a racially isolated school under the Minnesota Desegregation Rules and was required to engage the community to develop integration strategies that reduce racial isolation. In 2014 we began the three year journey towards becoming a STEM school.

Myers-Wilkins serves a large population who are underrepresented in the fields of science

and technology. Our mission is to provide the educational and hands-on opportunities our students need in order to discover the many options available in science, technology, engineering and math. STEM is for ALL students. This principle is one of equity and excellence. Excellence in STEM equates to the ideal that all students can understand the aspects of STEM if they are given the opportunity. These opportunities must be in the form of multiple experiences over several years.

\* **Scope of Organization** Local

Proposal Information

\* **Program Title** Making STEM Accessible to All

\* **Request Date** 10/26/2015

\* **Request Amount** \$20,000.00

\* **Program Start Date** 01/01/2016

\* **Program End Date** 12/31/2016

\* **Which Social Cause will this request address?** Education

**Which Education program would you like to apply for?** Verizon Innovative Learning Award

## Approach Information

\* **Executive Summary** Myers-Wilkins Elementary is a K-5 elementary school in Duluth, MN. We are in our second year of a three year integration plan to become a STEM school. Our vision is to expose ALL students to STEM principles (the scientific process, an engineering design process, critical thinking skills, encouraging creativity and innovation, integrated math throughout the activities, etc), and possible secondary education and career paths. We began our process by taking the district's science curriculum (FOSS) and integrating engineering design challenges that support the science and concepts addressed in the Minnesota Science Standards. Some of the design challenges came from the Engineering is Elementary (EiE) curriculum put out by the Boston Museum of Science, and others are various engineering activities that support the science concepts. As part of the integration plan, each grade level will implement one new STEM unit each year.

This grant would help us continue our mission to make STEM accessible to all by funding additional professional development for science and engineering, provide additional resources to make STEM hands on for our students, and to continue to incorporate STEM activities and education as part of our after-school programs at Myers-Wilkins Elementary. As part of our STEM units we would like to incorporate Picture Perfect Science lessons which integrate fiction and nonfiction trade books to help teach the science concepts along with hands-on activities. We would also like to expand our portable engineering carts to include mini maker spaces to encourage creativity and innovation. Additional professional development from Engineering is Elementary (EiE) and Picture Perfect science, including sending teams of teachers to train the trainer workshops to encourage sustainability at Myers-Wilkins Elementary is part of our vision for this STEM for ALL grant.

**What approaches will you use to communicate Verizon's brand and our role as your partner in this work?**

Myers-Wilkins has a successful partnership with the television stations and other media outlets in Duluth. When we send a press release at least one station or the newspaper comes 90% of the time. On our school website we have a tab where we share information about our STEM program. Our media center and after school program use facebook to share things, including science/STEM information with the community. Every classroom teacher and the principal has a weekly newsletter that goes home every Wednesday. The school newsletter is also placed on the website each week, as well as, listing all of the in school and after school activities for students and families. Whenever we have events or family events all the sponsors are listed on flyers that go home, posters that are around our school, and the neighborhood. The events at Myers-Wilkins are also included in our bi weekly district newsletter that is e-mailed to all staff and families in the district.

## Targeted Population

Indicate the makeup of the targeted population for the program.

\* **Estimated ethnicity to be served by this project** 23% American Indian/Alaska Native  
1% Asian

30% Black/African American  
46% White/Caucasian

**Estimated age(s) to be served by this project** 85% 0-18 Years Old  
15% 19-54 Years Old

**\* Estimated gender to be served by this project** 50% Females  
50% Males

**Estimated income to be served by this project** 83% Very Low Income (<50% of Area Median Family Income)  
15% Average Income (80%-120% of Area Median Family Income)  
2% High Income (>120% of Area Median Family Income)

**Estimated location to be served by this project** 5% Suburban  
95% Urban

**Are participants for this education project part of an underserved community?** Yes

**Underserved Education Community Metrics Based on Income** 100

**Underserved Education Community Metrics Based on Geography** 100

**Underserved Education Community Metrics Explanation** 83% of families fall into "Very Low Income", and approximately 100 children at MW are homeless (24%); the transient rate of families moving in and out is 67%. We are also the center for Deaf and Hard of Hearing students for the entire region, and 24% of our students are identified special education. Students are from urban community. We believe these metrics demonstrate the need for help in our school.

**What percentage of the children in your school qualify for free and reduced lunch?** 83

**Explain your percentages for free and reduced lunch** With a rate of 83% receiving free lunch, Myers-Wilkins is classified as a building wide Title One school.

**What is the estimated education level to be served by this project?** 100% K-12 Students

**Note that a requirement of this grant is to complete the metrics section below and participate in the post grant Impact Report process so that actual results can be measured. Please make a note of the Target Values that you enter because you will be asked to provide periodic updates on your progress towards these goals in the form of an Impact Report. Once requested, you will be required to return your responses 10 days after you receive the report. If you do not agree to participate in the Impact Report process, please do not proceed with the submission of your grant.**

Metrics	
Number of participants/attendees	455
Engineering Survey	By the end of the 2017 school year, 80% of our students will score proficient on the engineering survey.
Professional Development	By the end of the 2016-2017 school year, 80% of certified staff will participate in at least one professional development training opportunity.
Science MCA	By the end of the 2017 school year, 55% of our 5th grade students will score proficient on the science MCA test.

**Describe how you are collecting data you will report to Verizon.** During each unit teachers will use regular common formative assessments to inform instruction. This data will be analyzed during STEM PLC's to modify instruction. Science journals will be used throughout the unit and will be assessed using a rubric developed in cooperation with classroom teachers, district science coordinator and the Myers-Wilkins STEM coordinator. At the end of the unit all students will take a summative test with the expectation that all students will pass with 80% or better. Those who score less than 80%

will be given interventions and retested to ensure that the min of 80% is reached.

A minimum of 3 evening science family events will be held which will highlight science units that students have worked on. Included in the family nights will be presentations and activities done by community partners. After each STEM family night the data from surveys will be analyzed and changes will be made before the next event to reach the goal of 90% approval rating.

The school science goal that we are striving to meet is that the percentage of 5th grade students who score proficient on the science MCA assessment will increase from 45% proficiency in the 2014-15 school year to 50% on the 2015-16 school year and 60% in 2016-17 school year. The Minnesota comprehension test in science is only administered to the 5th grade students.

Included in the participant/attendee total are the certification of 30 teachers on staff.

Please upload surveys and spreadsheets if available.

### Technology

Does the program utilize mobile technologies? No

### Additional Information

**Additional Information** See attached worksheet for budget details and breakdown for the Verizon Innovative Learning Award funding.

The other attachment contains additional statistics of the Hillside Neighborhood in Duluth, MN where Myers-Wilkins Elementary School is located.

- Additional Information Upload**
- [Statistics for Hillside Neighborhood.docx \(20.55 K\)](#), uploaded by Jennifer Pederson on 11/04/2015
  - [Myers Wilkins Copy of Verizon Grant- Budget.xlsx \(12.77 K\)](#), uploaded by Jennifer Pederson on 11/02/2015

### Reporting Contact Information



- \* **Reporting Contact Full Name** Jennifer Pederson
- \* **Reporting Contact Email Address** jennifer.pederson@isd709.org
- \* **Reporting Contact Telephone** 218-336-8860 ext 2498

[Financial Information](#)

## Verizon Foundation Project Funding

Please take this space to breakdown the details of the direct and indirect costs associated with the project. For further clarification on what each cost type means, please click on the information icon (i).

Your IT Hardware and IT Software total should be less than 20% of the total of the Verizon Foundation Support or please be prepared to explain the overrun in the box below.

	* Direct Costs 	* Explanation	* Indirect Costs 	* Explanation	Total Costs
Employee Salaries & Benefits:	2520	Stipends for staff for EIE tr			
Consultants:	2550	Consultants for Family Niç			41

Materials & Supplies:	6430	Picture Perfect Science Te			
Marketing/Advertising/PR:					
Printing/Publications:					
IT Hardware:	2600	Sphero 2.0 Programmable			
IT Software:					
Travel:	2500	Professional Development			
Training/Professional Development:	3400	Teach Education Institute,			
Other:					
Total:	20000	100.00%		0.00%	

Organization Certifications

- \* Does Verizon or any of its employees or directors exercise control or influence over your Organization? No
- \* Do you have any branch offices, operations, or representation in U.S. sanctioned countries or any relationship, including but not limited to financial, with any entity or individual designated by the U.S. as a prohibited party or Specially Designated National? No
- \* Do any members of your Board, staff or organization have any indictments, convictions or conflicts of interest? No
- \* Does your organization have less than three board members? No
- \* Does your organization have at least one separate financial or accounting person or function? Yes
- \* Does your organization have "conflict of interest" policy and procedures? Yes
- \* I certify to the following grant agreement clauses. I certify
- \* I certify that this organization complies with all applicable laws, including those relating to tax-exempt status, charitable registration and reporting, and anti-discrimination laws. I certify

**Confirmation of Application Receipt:**

Your proposal was successfully submitted to The NEA Foundation. No further action on your part is required and you can expect to receive notice of your proposal's status shortly. To print a copy of this completed application go to 'File', then 'Print' on your browser toolbar. Click here to return to the homepage when you are finished.

**Applicant Information**

**Contact Type** Lead Applicant

**Salutation**

\* **First Name** Ginger

\* **Last Name** Backus

**\* Job Category**

Other

\* **Home Address** 916 10th Street

**Home Address - Line 2**

\* **Home City** Cloquet

\* **Home State** Minnesota

\* **Home Zip** 55720

\* **Work Telephone** 218-336-8940

**NEA Membership** Yes

**NEA Membership Number****NEA Member SSN**

\* **School/Institution** Ordean East Middle School

\* **Work Address** 2900 E. 4th Street

\* **Work City** Duluth

\* **Work State** Minnesota

\* **Work Zip** 55812

\* **Work Title** Guidance Counselor

\* **Home Telephone** 218-341-5713

\* **Work Fax** 218-336-8949

\* **E-mail Address** ginger.backus@isd709.org

**\* Grades Taught**

6th Grade

7th Grade

8th Grade

\* Subjects Taught  
Counseling

\* Percentage of Free and Reduced Lunch Students 26

\* American Federation of Teachers Membership Yes

\* Work Experience in Education 37

### Partner Information

Salutation

First Name Bernadette

Last Name Burnham

Job Category  
Librarian

Home Address 4130 W. 4th Street

City Duluth

State Minnesota

Zip 55807

Home Telephone 218-591-8751

How did you hear about the NEA Foundation's grants? A state or local NEA leader

Have you previously applied for a grant from the NEA Foundation? No

NEA Membership Yes

NEA Membership Number

School/Institution Laura MacArthur Elementary

Work Address 720 N. Central Ave.

Work City Duluth

Work State Minnesota

Work Zip 55807

Work Title Media Specialist

Work Telephone 218-336-8900

Work Fax 218-336-8904

Email Address bernadette.burnham@isd709.org

Grades Taught Kindergarten  
1st Grade  
2nd Grade  
3rd Grade  
4th Grade  
5th Grade

NEA Member SSN

Subjects Taught Technology  
Other

Percentage of Free and Reduced Lunch 77.4  
Students

American Federation of Teachers Yes  
Membership

Work Experience in Education 16

#### Fiscal Agent

\* Fiscal Agent Name Duluth Public Schools

\* Address 215 E. 1st Street

\* City Duluth

\* State Minnesota

\* Zip 55812

#### Fiscal Agent Agreement

\* Signature of Authorized Representative Christopher Peterson

#### Proposal Information

\* Application Type Group

\* Project Title Teacher Mentoring

\* Requested Amount \$5,000

\* Proposal Budget mentor grant.xlsx (9 K), uploaded by ginger backus on 10/08/2015

\* Students Benefited 8100

\* Educators Benefited 50

#### Additional Support

\$60,000. Staff Development/Curriculum funds for mentoring program

\$5,000. Duluth Federation of Teachers - funds for new mentor training.

\$2,000. Federal Title II - funds for mentor/mentee classroom exchanges

\$3,750. Technology support - use of computers, Innovation team support, chrome book support

\$4,540 In Kind support - clerical, custodial, facilities, instructional coaches, supplies and materials

Total additional support is \$75,290.

#### \* Summary

The mission of this program is to provide high quality professional development experiences through the training of mentors so that we will continue to attract, induct, support and retain quality teachers of varied cultural, social and linguistic backgrounds who are new to their teaching assignment. The new teacher's ability to become an experienced life-long learner and educator will ultimately affect his/her students and their achievement. The mentor program will also support ISD 709 goals of high achievement for all, safe and welcoming environment for everyone in our schools and effective and efficient systems.

#### \* Describe the professional development plan. What are your goals in this learning? What learning resources do you plan to use?

Tenured teachers (mentors) will be invited to participate in an intensive, two day training to assist in professional growth, provide support to, and have a collaborative relationship with a mentee (first year educator). New and tenured staff will have continued opportunity to participate in professional development throughout the school year.

Through the training of mentors, we will meet the following goals:

- retain quality new teachers for the Duluth Public Schools.
- provide new teachers the assistance necessary for them to be successful educators.
- identify beginning teacher needs and modify support in response to those needs.
- create professional growth environments for new and tenured teachers grounded in continuous inquiry, ongoing assessment and problem solving.

- recognize and practice the attitudes, behaviors and skills of effective mentors.
- encourage rigorous collegial exchanges.
- provide a sustainable venue for active teacher leadership.

We will be using the Mentorship Training materials from the New Teacher Center, University of California, Santa Cruz along with Charlotte Danielson's Framework for Teaching.

**\* How, when, and where will the learning be accomplished?**

Specific tenured staff will be invited to participate in a two day training (8:30 - 3:30) to be held at the DFT office located at 639 E. Central Entrance Duluth, MN 55811.

This training will take place June 15-16, 2016.

Where - DFT office

**\* How does the proposed professional development advance your professional goals? How does it advance your workplace goals?**

Our training will enhance the veteran teacher's ability to really listen, challenge, support and help new teachers to move forward in their professional practice. We hope to provide an environment where students take on responsibility for their learning and can monitor that learning against clear standards. Integrating the Charlotte Danielson Framework will help us to reach this goal. We understand that effective teachers are directly tied to successful students. Mentoring new staff by veteran staff will allow for professional conversations between and among educators around the complex task of teaching. The mentor program will support ISD 709 district goals of high achievement for all, safe and welcoming environment for everyone and effective and efficient systems. Through the Mentor Program we hope to retain quality new teachers, identify new teacher needs and modify support in response to those needs, recognize and practice the attitudes, behavior and skills of effective mentors and provide a sustainable venue for active teacher leadership.

**\* What is the need for this professional development? How did you and your colleagues assess the need? Please define need in terms of both student need and professional need by the applicant(s).**

Duluth Public Schools are in a critical time period for the Mentorship Program to be carried out with 36% of our staff eligible to retire by 2020. Veteran teachers working with newly hired and non-tenured teachers will promote professional growth and ensure continuity of skill building for every teacher that is involved in the Mentorship Program. From this program the new teacher's ability to become an experienced, life-long learner and educator will ultimately effect his/her students and their achievement. Research shows that teachers who have been mentored, not only remain in teaching, but that their students' success ranks above those students who have not been taught by mentored teachers.

Data was collected by our Human Resources department indicating that of the 700 certified staff 36% are eligible to retire by 2020.

**\* How will this project continue beyond the grand period? How will you continue sharing the knowledge gained in this project? Describe sharing in relation to your colleagues, students, and administrators.**

The Curriculum Department, Staff Development and our local union have already established financial support for the Mentorship Program to continue for the next 5 years.

Mentors trained in the Mentorship Program will continue to support newly hired staff and those new to their teaching positions in our district. Additional mentors will be trained annually. Research shows that students of mentored teachers have greater success in school. Administrators have higher quality staff when new teachers have been mentored.

Sustainability is also maintained as mentees move into the role of mentor which brings us full circle.

### Required Signatures

- \* Lead Applicant Signature Ginger Backus
- \* Lead Applicant Signature Date 10/14/2015
- \* Principal or Dean Signature Gina Kleive
- \* Principal or Dean Signature Date 10/14/2015

Need Support?

46

# ARROWHEAD READING COUNCIL

*Promoting life-long literacy*



## Grant Application

*For literacy projects*

## **\$150 LITERACY AWARD**

*Due December 1, 2015*

- Up to two literacy grants in the amount of \$150 are available to ARC members in good standing.
- The award money is to be used for classroom/community reading and/or writing activities to occur in 2015 – 2016 school years.
- Some examples of appropriate expenses include speakers, books, and supplies needed to implement learning connected to life-long literacy or classroom learning directly connected to state standards. No food or postage expenses will be funded.
- Applications are due on December 1, 2015.
- After completion of your proposed literacy project, ARC requests you send a short summary of your results and, if possible, include a picture. With your permission, we potentially could feature your project in one of the ARC newsletters.

### **To apply – please complete the following:**

#### **YOUR CONTACT INFORMATION**

Name:

Grade level:

Name of School/Affiliation:

School District:

Address:

Phone number:

Your email address:

#### **BRIEF OVERVIEW – BIG PICTURE**

- Please describe what your participants will be doing and how this is connected to life-long literacy or classroom learning that is directly connected to state standards.
- How will you spend the money? Please develop a budget.

#### **QUESTIONS OR TO SUBMIT THE APPLICATION PLEASE CONTACT/SEND TO:**

Mary Anderson, Arrowhead Reading Council Grant Chair

Stowe Elementary

715 101<sup>st</sup>. Ave W

Duluth, MN 55808

mary.fitzgeraldanderson@isd709.org

**Name:** Diane Mozol

Other Team Members/Collaborators: Jane Barnes, Lynn Henderson

**Name of School/ Affiliation:** Early Childhood Family Education (ECFE)

Washington Center, Duluth Public Schools

**Address:** 310 N. 1st Ave. W., Duluth, MN 55802

**Phone Number:** 218-461-7250

**Email Address:** [diane.mozol@isd709.org](mailto:diane.mozol@isd709.org)

**Grade Level:** Infants and Parents of Infants

**School District:** ISD 709

**Project Title: Literacy Live!**

### **Proposal Summary**

A collaborative group of ECFE programs who serve fragile families will provide Literacy Live. This special event at Washington center will include home visit and First Year Families with infants.

### **Background**

The families attending Literacy Live receive home visits or programming from certified ISD 709 teachers. The home visits are one on one with the families. First Year is a community collaborative program for parents who have experienced multiple ACEs (Adverse Childhood Experiences) in their life and are now first time parents. Literacy Live could bridge the home/school connection and begin the focused exploration of literacy in a supportive setting.

### **Project Description**

Literacy Live will be held on a Thursday afternoon from 2:30-3:30 at Washington Center. There will be four literacy stations set up for parents to experience with their infants. Options could include making an infant texture book, vocabulary experiences using books, a theme based activity from a storybook and incorporating literacy at the snack table.

Each family will be presented with a new book and offered a home visit to promote book related literacy activities.

### **Standards**

ISD 709 Literacy Goal

District goal:

*By Spring 2016, all student groups will increase reading proficiency within minimum to maximum proficiency rate gain expectations, as measured by all accountability tests (October 1)*

Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3

Domain II: Language Development and Communication

Component: Emergent Literacy

Indicators: Shows interest in songs, rhymes and stories

Shows interest in photos, pictures and drawings.

Develops interest in and involvement with books and other print materials.

Begins to recognize and understand symbols.

<b>Budget</b>	<b>Cost</b>	<b>Source of Funding</b>
30 board books for infants	\$150	ARC Grant Application
Snack	\$30	Donation from a private business
Materials	\$30	ECFE
Transportation for cabs	\$200	ECFE
Staff (3 teachers/1 paraprofessional) at contract rate of pay		ECFE

## **6111—Home Schooling**

### **I. PURPOSE**

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a *home school* that is an alternative to an accredited public or private school.

### **II. GENERAL STATEMENT OF POLICY**

The Compulsory Attendance Law (Minn. Stat. 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective leadership. (Minn. Stat. 120.22, Subd. 1)

### **III. CONDITIONS FOR HOME SCHOOLING**

The person in charge of a *home school* and the school district must provide instruction and meet the requirements specified in Minn.Stat. 120A.22.

### **IV. IMMUNIZATION**

The parent of a *home schooled* child shall submit statements as required by Minn. Stat. 121A.15, Subds. 1, 2, 3, and 4, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides, by October 1 of each school year. (Minn. Stat. 121A. 15)

### **V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARDIZED TESTS**

Upon formal request as required by law, the school district will provide textbooks, individualized instructional materials and standardized tests and loan or provide them for use by a *home schooled* child as provided in Minn. Stat. 123B.42 and Minnesota Rules Chapter 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. 123B.40 to 123B.48 for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the students or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

### **VI. PUPIL SUPPORT SERVICES**

Upon formal request, as required by law, the school district will provide support services in the form of health services and counseling and guidance services to a *home schooled* child as provided by Minn. Stat. 123B.44 and Minn. Rules Ch. 3540. The school district is not required to expend any amount for any of these purposes that exceeds the amount it receives pursuant to Minn. Stat. 123B.40–123B.48 for any of these purposes.

### **VII. EXTRACURRICULAR ACTIVITIES**

Resident pupils who receive instruction in a *home school* (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (Minn. Stat. 123B.36, Subd. 1, and 123B.49, Subd. 4)

## VIII. ~~SHARED TIME PROGRAMS~~

### ~~1. Students Eligibility~~

~~1.1 Resident students who attend approved *home schools* full time and are in compliance with the Minnesota Compulsory Instruction Law may apply for limited shared time enrollment privileges in I.S.D. #709.~~

~~1.2 Students requesting shared time enrollment privileges must be enrolled at their *home school* for the majority of their usual school day. Shared time enrollment is limited to two courses per semester, one course at STC (Secondary Technical Center), one block class, unless the assistant superintendent makes an exception.~~

~~1.3 Shared time students do not qualify for an I.S.D. #709 high school diploma, participation in honor rolls, class rank and other recognition available to full time public school students.~~

~~1.4 *Home school* students must be enrolled completely in the Duluth Public Schools their senior year to receive a Duluth Public Schools diploma. The *home school* transcript will need to be evaluated in order to award credit.~~

~~1.4.1 If the transcript is from an accredited *home school* association or program, grades for credits may be given at face value.~~

~~1.4.2 If the transcript is without validation from an accredited *home school* association or program, the grade value will need to be validated. In order to be validated, documentation of credit and grade value can be verified through indicating that required subject areas are in fact being taught; include class schedules, copies of materials used for instruction, student portfolio of work, description of methods used to assess student achievement, and methods for achieving the course outcomes. In the absence of documentation the district may request further assessment to determine grade level and credit value.~~

~~1.4.3 Credits may be adjusted to equate them to the district's semester system.~~

~~1.4.4 Summer school classes will be evaluated and equated to the district maximum of 1.0 credit per year.~~

~~1.5 In order to be approved for a specific course, a student must have completed all prerequisite course requirements and may be required to demonstrate appropriate skill and/or knowledge levels.~~

~~1.6 When participating in a shared time course, shared time *home school* students will be subject to all the same school and district policies, regulations and rules which apply to public school students, including student rights and responsibilities, grading, and attendance and performance expectations.~~

### ~~2. Program Availability~~

~~2.1 Shared time enrollment will be provided only as space is available in the program class, grade level and/or school building as determined by the high school principal in consultation with the assistant superintendent.~~

~~2.2 Class hours will not be altered to provide for shared time students.~~

~~2.3 Shared time students enrolled for two courses not offered consecutively~~

~~must leave school property when not in class or may attend a supervised study hall in between the two courses. (A study hall does not count as one of the two courses a home school student may enroll in each semester.)~~

~~2.4 If the school lunch period falls between the two courses, the shared time student may purchase a school lunch and eat in the student eating area. Shared time students whose families fall within the income guidelines for free or reduced price meals may qualify for a free or reduced price lunch. Inquiries should be directed to the Child Nutrition Services Department.~~

~~2.5 *Home school* shared time students may take the state Basic Standards Tests and MCA II's as arranged with the principal.~~

~~2.5.1 The *home school* will be charged for the cost of the test and the scoring.~~

~~2.5.2 *Home school* student test results will be reported separately from public school student test results.~~

~~2.6 All students who are expecting a public school diploma, must pass the required Minnesota Basic Standards Tests and the MCA II's (Minnesota Comprehensive Assessment II's). (Minn. Stat. 120B.02)~~

### ~~3. Application Process~~

~~3.1 Students accepted for share time enrollment will be counted as enrolled in the district for the purpose of calculating state aid and must complete all applications and information accordingly.~~

### ~~4. Attendance Area~~

~~4.1 Shared time students must attend public school at the high school in their attendance area.~~

~~4.2 If a course a *home school* student wants to take is only offered or only has space available at a different high school than the one in his or her attendance area, the assistant superintendent may allow the student to attend a public high school outside of the student's attendance area.~~

~~4.3 If a shared time student wants to take courses at a high school other than the high school in his or her attendance area, the student may request an intra-district transfer in the same manner as public school students.~~

### ~~5. Transportation~~

~~5.1 Students accepted for shared time enrollment are eligible for district transportation from home to school if they are at an existing bus stop at the regularly scheduled bus stop time, and if they meet district policy guidelines for distance from school.~~

~~5.2 Students accepted for shared time enrollment are eligible for district transportation from school to home if they are at the school bus departure location at the end of the school day, if they get off the bus at a regularly scheduled bus stop, and if they meet district policy guidelines for distance from school.~~

~~5.3 Students must be eligible for state transportation aid. (Minn. Stat. 123B.92)~~

~~5.4 Transportation arrangements will be made by the Transportation Department, at the request of the home school.~~

## ~~IX. OPTIONAL COOPERATIVE ARRANGEMENTS~~

### ~~A. Activities~~

~~1. Minnesota State High School League sponsored activities (where six or more students receive instruction in the home school or the home school students are not residents of the school district).~~

~~A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Bylaw 403.00. The approval of such an arrangement shall be at the discretion of the school board.~~

~~a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.~~

~~b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.~~

~~c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.~~

~~2. Non Minnesota State High School League activities where six or more students receive instruction in the home school.~~

~~A home schooled child may participate in non Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.~~

### ~~B. Transportation Services~~

~~1. The school district may provide nonpublic non regular transportation services to a home schooled child.~~

~~2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matters relating to the provision of transportation services.~~

~~Legal References: Minn. Stat 124D.03 (Enrollment Options Program)~~

~~—Minn. Stat. 120A.22 (Compulsory Instruction)~~

~~—Minn. Stat. 120A.24 (Reporting)~~

~~—Minn. Stat. 120A.26 (Enforcement and Prosecution)~~

~~—Minn. Stat. 123B.49 (Co-curricular and Extracurricular Activities)~~

~~—Minn. Stat. 121a.15 (Health Standards; Immunizations; School Children)~~

~~—Minn. Stat. 123B.36 (School Boards May Require Fees)~~

~~—Minn. Stat. 123B.41 (Definitions)~~

~~—Minn. Stat. 123B.42 (Textbooks, Individual Instruction)~~

- ~~—Material, Standard Tests)~~
- ~~—Minn. Stat. 123B.44 (Provision of Pupil Support Services)~~
- ~~—Minn. Stat. 123B.86 (Equal Treatment Transportation)~~
- ~~—Minn. Stat. 123B.92 (Transportation Aid and Entitlement)~~
- ~~—Minn. Rules Chapter 3540 (Textbooks, Individualized~~
- ~~—Instruction materials, Standardized Tests)~~

Adopted: ~~07-17-2007 ISD 709~~

## **611 Home Schooling**

- I. PURPOSE  
The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a *home school* that is an alternative to an accredited public or private school.
  
- II. GENERAL STATEMENT OF POLICY  
The Compulsory Attendance Law (Minn. Stat. 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective leadership. (Minn. Stat. 120.22, Subd. 1)
  
- III. CONDITIONS FOR HOME SCHOOLING  
The person in charge of a *home school* and the school district must provide instruction and meet the requirements specified in Minn.Stat. 120A.22.
  
- IV. IMMUNIZATION  
The parent of a *home-schooled* child shall submit statements as required by Minn. Stat. 121A.15, Subds. 1, 2, 3, and 4, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides, by October 1 of the first year of home schooling in Minnesota and the grade 7 year-. (Minn. Stat. 121A. 15, Subd 8)
  
- V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARDIZED TESTS  
Upon formal request as required by law, the school district will provide textbooks, individualized instructional materials and standardized tests and loan or provide them for use by a *home-schooled* child as provided in Minn. Stat. 123B.42 and Minnesota Rules Chapter 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. 123B.40 to 123B.48 for this purpose. Funding for the aforementioned educational materials is provided through the Aids for Nonpublic Students program. As per state statute, parents of home-schooled students may access these funds by following established state and district guidelines. If curriculum has both physical and electronic components, the school district will, at the request of the students or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.
  
- VI. PUPIL SUPPORT SERVICES  
Upon formal request, as required by law, the school district will provide support services in the form of health services and counseling and guidance services to a *home-schooled* child as provided by Minn. Stat. 123B.44 and Minn. Rules Ch. 3540. The school district is not required to expend ~~any~~ an amount for any of these

purposes that exceeds the amount it receives pursuant to Minn. Stat. 123B.40-123B.48 for any of these purposes.

## VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a *home school* (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (Minn. Stat. 123B.36, Subd. 1, and 123B.49, Subd. 4)

## VIII. SHARED TIME PROGRAMS

- A. A homeschooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared-time pupils to classes.

## IX. OPTIONAL COOPERATIVE ARRANGEMENTS

### A. Activities

- 1. Minnesota State High School League sponsored activities (where six or more students receive instruction in the home school or the home school students are not residents of the school district).

A *home school* which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Bylaw 403.00. The approval of such an arrangement shall be at the discretion of the school board.

- a. The *home school* must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
  - b. The *home school* is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
  - c. The *home school* is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
- 2. Non-Minnesota State High School League activities where six or more

students receive instruction in the *home school*.

A *home-schooled* child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However *home school* students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic non-regular transportation services to a *home-schooled* child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matters relating to the provision of transportation services.

Legal References:

Minn. Stat 124D.03 (Enrollment Options Program)

Minn. Stat. 120A.22 (Compulsory Instruction)

Minn. Stat. 120A.24 (Reporting)

Minn. Stat. 120A.26 (Enforcement and Prosecution)

Minn. Stat. 123B.49 (Co-curricular and Extracurricular Activities)

Minn. Stat. 121a.15 (Health Standards; Immunizations; School Children)

Minn. Stat. 123B.36 (School Boards May Require Fees)

Minn. Stat. 123B.41 (Definitions)

Minn. Stat. 123B.42 (Textbooks, Individual Instruction  
Material, Standard Tests)

Minn. Stat. 123B.44 (Provision of Pupil Support Services)

Minn. Stat. 123B.86 (Equal Treatment-Transportation)

Minn. Stat. 123B.92 (Transportation Aid and Entitlement)

Minn. Rules Chapter 3540 (Textbooks, Individualized  
Instruction materials, Standardized Tests)

Adopted: 12/15/2015

## RESOLUTION

### Acceptance of Grant Awards to Duluth Public Schools

WHEREAS, Minnesota Statute 465.03 requires a school district to accept grants by resolution expressed in the terms prescribed by the donor in full; and,

WHEREAS, acceptance of the grant in accordance with the donor's terms is in the best interest of the Duluth Public Schools:

NOW, THEREFORE, BE IT RESOLVED that the Duluth Public Schools does accept the below-described grants from said organizations in accordance with the terms set forth herein.

BE IT FURTHER RESOLVED that the Duluth Public Schools wishes to extend its grateful appreciation to these various organizations.

	Organization	Author/Contact	Project Title	Award Amount	Terms
1	Minnesota Department of Education	Pam Rees	Increase to Head Start State Grant initially approved by the School Board on May 19, 2015	An additional \$91,020 bringing the total grant award to \$490,768.	Funds from this grant increase will be used to support the Duluth Public Schools Head Start Program.
2	Lester Park Foundation	Various	Lester Park School Foundation Grants	Eight (8) mini grants for a total of \$2,372	Funds from these mini grant awards will be used to support student projects in eight (8) classrooms at Lester Park Elementary.

**2015-16 Lester Park Foundation Grant Awards**

<b>Name/Title</b>	<b>Award Amount</b>	<b>Purpose</b>
Sue Baker	\$165	3 Portable CD Players and 3 Cassette Players for Kdg Listening Centers
Terry Norton	\$500	Glazes for ceramic projects in the K-5 art classroom
Carrie Plamann	\$24.16	Standing height desk/work table for resource room
Katie Kyyhkynen	\$260	Walkie Talkie for use in outdoor classrooms and school forest
Nancy Dallum, Mary Ostazeski, Cindy Jamar	\$629.05	3 STEM Learning Lab Sets to enhance 4th grade science curriculum and community building
Susan Mikel	\$173.31	36 Handheld dry erase paddles to increase student engagement in classroom
Pat Isbell	\$250.00	36 Toobaloo Whisper Phones to help 1st graders increase reading proficiency and confidence
Sherry Williams and Anne Krafthefer	\$370	Maple syrup tapping materials and texts to support standards in 2nd and 5th grade science and social studies as well as creating a community event
Total	\$2,372	

**Duluth Public Schools/Duluth Head Start**

**State Funding Approval**

**Presentation to the School Board Education Committee**

**Tuesday, December 8, 2015**

The State legislature raised our allocation for Head Start. On October 1, we submitted a revision to our State grant to provide a new program option we call Home Base Plus. After some conversation back and forth with the State, we amended our application to provide Home Based services for 12 children. We had to trim the extra services we intended to provide as funds are strictly attached to children. We have approval for **\$91,020. to serve 12 children**. This will require hiring a full-time early childhood teacher.

Our Home Base option will meet children and families in their homes where they will build a mutual trusting relationship. This relationship based approach will support the family with quality early childhood education to help them make progress on school readiness goals, provide parent education to help build on family strengths and encourage developmentally appropriate expectations, parenting techniques and effective behavior management. In addition, this option will allow for opportunities for families to get together with other families in this program option for socialization.

Families enrolled in this option are expected to be families who could benefit from parenting support, families with children who struggle in a classroom with 15 other children due to a variety of issues, families who for other reasons may not be able to access other Head Start programming options due to barriers like transportation and scheduling.

**STATE OF MINNESOTA - DEPARTMENT OF EDUCATION**

Head Start

GRANTEE: **Duluth Head Start**  
 PROJECT:  
 PROGRAM: **Head Start**  
 START DATE: **7/1/2015**  
 END DATE: **6/30/2016**

GRANT ID: **2015-00264**

Current Reimbursement Period Dates

Thru

**FINANCIAL  
REPORTING  
FORM**

Fill in only 'CURRENT' columns. Enter actual expenditures for the period. If you wish to spend down the Advance, enter the amount in the 'SPEND DOWN' box.

Date Form Issued:  
**12/02/2015**

Expenditures Through:  
9/30/2015

Claim No.: 3

Expended to date: 9.41 %

**MAIL TO:**

**Grant/Financial Manager:**  
Lisa Boemer

Department of Education  
Grant Services Division  
1500 Highway 36 W  
Roseville, MN 55113

Phone:  
(651) 582-8510  
Fax:  
(651) 582-8494  
Email:  
lisa.boemer@state.mn.us

BUDGET ITEMS	Award			
	Budget	Expenses	Balance	Current
Salary and Fringe	\$397,640.00	\$39,505.12	\$358,134.88	
Consultant/Contracted Services	\$32,150.00	\$327.25	\$31,822.75	
Training	\$4,020.00	\$127.32	\$3,892.68	
Travel/Transportation	\$2,864.00	\$22.31	\$2,841.69	
Equipment over \$5000 per unit	\$0.00	\$0.00	\$0.00	
Office Expenses	\$5,001.00	\$375.82	\$4,625.18	
Program Expenses	\$12,218.00	\$1,424.54	\$10,793.46	
Other Expenses	\$36,875.00	\$4,437.12	\$32,437.88	
<b>Totals</b>	<b>\$490,768.00</b>	<b>\$46,219.48</b>	<b>\$444,548.52</b>	
Advance	<b>Total</b>	<b>Spent Down</b>	<b>Balance</b>	<b>Spend Down</b>
	<b>\$40,156.10</b>	<b>\$40,156.10</b>	<b>\$0.00</b>	

Please indicate if this is the final payment:

Yes \_\_\_\_\_ No \_\_\_\_\_

(Any remaining funds will be cancelled if 'Yes' is checked above.)

**Payment Due**

State of Minnesota  
Grant Manager  
Initials/Date

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms & conditions of the award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 & Title 31, Sections 3729-3730 & 3801-3812).

**Print and Return~ SFY2016 Minnesota State Head Start Program Plan**

<b>Section 4: PROJECTED MONTHLY EXPENDITURES</b>		Agency:	<b>Duluth Public Schools/Duluth Head Start</b>
INSTRUCTIONS: Indicate the state Head Start share of projected monthly expenditures. Consider prior state and federal financial reports, number of payrolls in a month and significant budget changes.			
<b>July</b>	\$ 122,692	<p><b>Financial Reporting Schedule:</b>                      Indicate your intended financial reporting cycle:</p> <p><b>Monthly</b> (by the 15th of each month): <input type="checkbox"/></p> <p><b>Quarterly</b> (by 15th of Oct., Jan., April, July) <input checked="" type="checkbox"/></p> <p>All final reports must be submitted within 45 days of the end of the fiscal year.</p>	
<b>August</b>	\$ -		
<b>September</b>	\$ -		
<b>October</b>	\$ 122,692		
<b>November</b>	\$ -		
<b>December</b>	\$ -		
<b>January</b>	\$ 122,692		
<b>February</b>	\$ -		
<b>March</b>	\$ -		
<b>April</b>	\$ 122,692		
<b>May</b>	\$ -		
<b>June</b>	\$ -		
<b>TOTAL</b>	\$ 490,768		

The undersigned, acting on behalf of the agency, agrees to

1. Comply with all applicable federal, state and local laws, ordinances, rules and regulations in the performance of this project.
2. Deliver services and expend funds for allowable activities as stated in the approved funding application unless modified with the required approval or notification as specified in the following items:
  - a. Request and receive prior approval from Minnesota Department of Education (MDE) of any program changes to be implemented with state Head Start funds.
  - b. Provide notification to MDE of any program changes that are implemented with federal Head Start funds.
3. Submit enrollment reports to MDE and, if required, a corrective action plan to comply with Minnesota Statutes 119A.52(b) and the related enrollment policy and procedures. Financial consequences shall be imposed on an agency not meeting full enrollment after the period of corrective action.
4. Submit an annual report as specified by MDE.
5. Report state-funded services on the annual Program Information Report (PIR) submitted to the federal contractor.
6. Provide information to MDE to measure progress in meeting full-day requirements of Minnesota Statute 119A.5411 and to supplement the PIR.
7. Provide MDE with a copy of the annual audit summary.
8. Submit Financial Reporting Form (FRF) as specified in MDE's payment instructions.
9. Notify MDE of any reimbursement payment not received within 30 days of submitting a reimbursement request in accordance with MDE's payment instructions.
10. Provide MDE with written documentation supporting reported expenditures within the time period specified by MDE and demonstrate a proper account system in accordance with generally accepted accounting standards.
11. Comply with the state desk and on-site monitoring process and allow MDE access to and the right to examine all records, books, papers, or documents related to the project. All records and books of account related to this application shall be preserved by the program for a period of six years from the date of submission of the final expenditure report. If any litigation, claim or audit is started before the expiration of the six-year period, the records shall be retained until all litigation, claims or audit findings have been resolved.
12. Establish safeguards to prohibit employees from using their position for any purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
13. Submit information that is requested by MDE and the Head Start State Collaboration Director in a timely manner. Information requested may include, waiting list surveys and information for HSSCO Annual Needs Assessment.
14. **Advance will be paid down by December 31, 2015.**

If the agency fails to comply with any of the above, MDE may take action to protect the interest of the state of Minnesota including withholding reimbursement of expenditures, disallowance of expenditures, refusal to disburse additional funds, requiring the return of all or part of the funds already disbursed, and possible termination of this agreement.

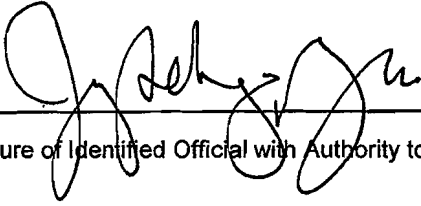
I declare that the above statement is true and correct and information in this application is accurate and complete.

Judy Seliga Punyko

School Board Chairperson

Print Name of Identified Official with Authority to Sign

Position Title

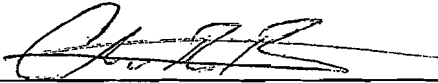


11/18/15

Signature of Identified Official with Authority to Sign

Date

This is to certify that I have prepared and/or reviewed the budget plan and projected expenditures being submitted. All costs included in the proposal are allowable and allocable to federal and state funding awards on the basis of a beneficial or causal relationship in accordance with applicable requirements including OMB circulars. Similar types of costs have been applied consistently and, if an indirect cost has been applied, the same costs have not also been claimed as direct costs.



11/19/2015

Signature of Official with Authority to Sign Financial Reports

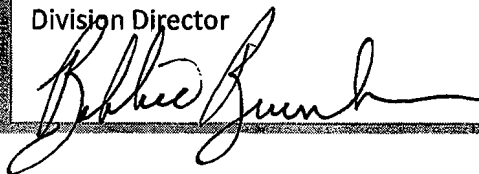
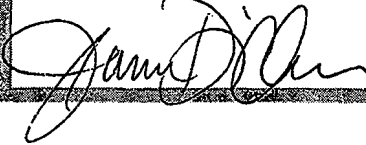
Date

MDE Use Only

MDE Office Review

Division Director

MDE Administration



# ISD 709 Calendar 2016-17 School Year

JULY							AUGUST							SEPTEMBER							OCTOBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2		1	2	3	4	5	6						Teacher Work Day 1	2	3							1
	Indep. Day HOLIDAY 4	5	6	7	8	9	7	8	9	10	11	12	13	4	Labor Day HOLIDAY 5	Students First Day 6	7	8	9	10	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	MEA Weekend 20	21	22	
24									Staff Develop. 30	Teacher Work Day 31							Early Release 28	29			23	24		Early Release 26				
31	25	26	27	28	29	30	28	29						25	26	27					30	31	25		27	28	29	



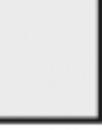
NOVEMBER							DECEMBER							JANUARY							FEBRUARY										
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S				
			1	2	3	HM 4	5						1	2	3	1	New Years HOLIDAY 2	3	4	5	6	7						1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11				
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	M.L.K. Win. Rec. 16	17	18	19	Semester Break EHM 20	21	12	13	14	15	16	17	18				
20	21	22	23	Thanksgiving HOLIDAY/ Recess 24	25	26	18	19	20	21	22	Winter Recess 23	24	22	23	24	Early Release 25	26	27	28	19	Pres. Day HOLIDAY 20	Confer. Makeup 21	Confer. Makeup 22	Winter Recess 23	Winter Recess 24	25				
27	28	29	30				25	Winter Recess 26	Winter Recess 27	Winter Recess 28	Winter Recess 29	Winter Recess 30	31	29	30	31					26	27	28								

MARCH							APRIL							MAY							JUNE								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
			1	2	3	4							1			1	2	3	4	5	6						1	2	3
5	6	7	8	9	10	11	2	Confer. Makeup 3	Confer. Makeup 4	Spring Recess 5	Spring Recess 6	Spring Recess 7	8	7	8	9	10	11	12	13	4	5	6			Students Last Day EHM 8	Teacher Work Day 9	10	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17		
19	20	21	Early Release 22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24		
26	27	28	29	30	HM 31		23							28	Mem. Day HOLIDAY 29	30	31				25	26	27	28	29	30			

## KEY DATES

- First day for students - September 6, 2016
- Schools will schedule open houses and conferences

- No school for students:   
- Last day for students - June 8, 2017

## GRADING TERMS

### Elementary Schools:

- Term 1: September 6 to January 20
- Term 2: January 23 to June 8

### High Schools and Middle Schools:

- Term 1: September 6 to November 4
- Term 2: November 7 to January 20
- Term 3: January 23 to March 31
- Term 4: April 3 to June 8

**MEMORANDUM**

TO: Curriculum Dept.

FROM: Patricia Fleege, Adult Diploma Program

SUBJECT: High School Diploma

DATE: ~~July 31, 2013~~ November 5, 2015

The following student completed all requirements for graduation from I.S.D. 709 via the Adult Diploma Program and requests his Duluth Public Schools diploma, dated November 5, 2015:

**Robert Fox**

**November 24, 2015**

**Amy Starzecki  
Independent School District 709  
215 N 1<sup>st</sup> Ave E  
Duluth, MN 55802**

**Dear Ms. Starzecki,**

**This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive his/her diploma from the school listed.**

**NAME OF GRADUATE**

**Christian C. Finley**

**SCHOOL ON DIPLOMA**

**GRADUATION DATE**

**Duluth Public Schools**

**11/19/2015**

**Please send diploma to Kim LeDoux at the Area Learning Center, Room 101**

**Adrian Norman  
Principal**

**Kimberly LeDoux  
Administrative Assistant  
Area Learning Center**

**November 24, 2015**

**Amy Starzecki  
Independent School District 709  
215 N 1<sup>st</sup> Ave E  
Duluth, MN 55802**

**Dear Ms. Starzecki,**

**This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive his/her diploma from the school listed.**

**NAME OF GRADUATE**

**Daiquan Isaiah King**

**SCHOOL ON DIPLOMA**

**GRADUATION DATE**

**Duluth Public Schools**

**11/17/2015**

**Please send diploma to Kim LeDoux at the Area Learning Center, Room 101**

**Adrian Norman  
Principal**

**Kimberly LeDoux  
Administrative Assistant  
Area Learning Center**

**November 24, 2015**

**Amy Starzecki  
Independent School District 709  
215 N 1<sup>st</sup> Ave E  
Duluth, MN 55802**

**Dear Ms. Starzecki,**

**This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive his/her diploma from the school listed.**

**NAME OF GRADUATE**

**Jack W. LeNeau**

**SCHOOL ON DIPLOMA**

**GRADUATION DATE**

**Duluth Public Schools**

**11/24/2015**

**Please send diploma to Kim LeDoux at the Area Learning Center, Room 101**

**Adrian Norman  
Principal**

**Kimberly LeDoux  
Administrative Assistant  
Area Learning Center**

**December 2, 2015**

**Amy Starzecki  
Independent School District 709  
215 N 1<sup>st</sup> Ave E  
Duluth, MN 55802**

**Dear Ms. Starzecki,**

**This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive his/her diploma from the school listed.**

**NAME OF GRADUATE**

**Brandon Michael Koskela**

**SCHOOL ON DIPLOMA**

**GRADUATION DATE**

**Duluth Public Schools**

**11/3/2015**

**Please send diploma to Kim LeDoux at the Area Learning Center, Room 101**

**Adrian Norman  
Principal**

**Kimberly LeDoux  
Administrative Assistant  
Area Learning Center**