

## Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, March 2, 2021

Historic Old Central High School - Board Room, 2nd Floor

215 N 1st Ave E

Duluth, MN 55802

4:30 PM

1. **CALL TO ORDER**

2. **ROLL CALL**

3. **AGENDA ITEMS**

A. Curriculum and Instruction

1) Action Items - Consent Agenda

a. Presentation Items Requiring Approval - NONE

b. Resolutions - NONE

c. Other Action Items - NONE

2) Informational Items

a. Presentations

(1) Distance Learning vs Face-to-Face 2

Cindy Jamar, Lester Park Elementary School Teacher

Brief presentation on teaching and learning in distance vs face-to-face models from an elementary perspective.

(2) Resolution of Concurrence and Non-Concurrence 2020 6

Edye Binesiikwe Washington, Coordinator of the American Indian Education Department

Presentation of the Resolution of Concurrence and Non-Concurrence 2020 for review. The Resolution of Concurrence and Non-Concurrence is submitted annually to the Minnesota Department of Education on behalf of the Duluth Public Schools American Indian Education Programs Parent Advisory Committee.

B. Other - NONE

C. Future Items

4. **ADJOURN**

## Informational Writing

Today you will learn how to write an informational writing draft. You will need your **green notebook** for this lesson.

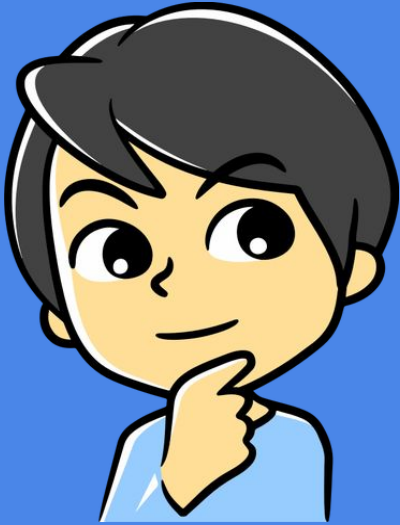
You will watch a video about this and then write your draft.

## Informational Writing



Let's write a draft.

## Informational Writing



### Writing a Draft

- \*It's a first version of your writing
- \*You may go back later and add more

## Informational Writing



### Things Your Draft Should Have

- \*Should have facts  
AND
- \*Should have headings

# Informational Writing



## After Each Section

\*You can draw and include labeled illustrations

Fill out the next slide 

# Informational Writing

Draft

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# Informational Writing

Draft (continued)

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**RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE 2020**

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS
KINDERGARTEN READINESS	Increase the number of American Indian students/families in Early Childhood programs to be prepared and ready for Kindergarten. Increase knowledge of cultural differences/similarities of staff to have a safe beginning place for American Indian students within DPS.	Lack of American Indian teachers/staff in Early childhood level to provide ongoing culturally relevant support to families and students.(Approximately 2 known teachers of color) Lack of culturally relevant curriculum.	Planning meetings have been had with Sherry W. and Brenda G. to develop a bi-lingual preschool program, housed at Lowell Elementary. Focus will be on English and Ojibwe language/culture.	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing culturally relevant programming. Look at hiring practices in Human Resources. Look at recruitment and retention among American Indian/and or POC staff within Duluth Public Schools.
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade. Increase culturally appropriate resources/references into curriculum so our students see themselves in school/curriculum.	American Indian students still continue to score low on reading even though they utilize the same reading core support provided in the MTSS model. Average reading proficiency from 2015/16-2018/19 is 40.49% reading proficiency. Less than 50% of our American Indian Students are proficient in reading.		Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	Average for AI students 2015/16-2018/19 is 33.97% Math Proficiency.	No Progress	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or culturally needs of American Indian students. Provide training of culturally inclusive strategies to staff district wide.
	Increase American Indian Student Achievement	Average for AI students from 2015/16-2018/19 is 40.49% Reading proficiency.	Slow progress: Reading proficiency has fluctuated over the years 2015/16 40.36% proficiency 2018/19 39.74% proficiency. Unacceptable to have less than 50% of our American Indian students proficient in reading.	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or culturally needs of American Indian students. Provide training of culturally inclusive strategies to staff district wide.

	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	Information was shared with Content Specialists a couple of years ago but has not been a continued agenda item.	Continue the work of American Indian State Standards implementation that began in 2018. This is to ensure that Content Specialists know what the Standards are and can work with the AIE Coordinator to work on implementation.
GRADUATION	Raise Graduation rates for American Indian students	2014-15 Graduation rate was 28.57%. 2018-19 it was 55%. Slowly increasing but did American Indian students meet the district goal of graduation rate 85% by 2020?	Slow increase over the years.	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or culturally needs of American Indian students. Utilize the 4 components of CARE, Culture, Achievement, Resilience, Engagement. Focus on the culture of the school.
COLLEGE AND CAREER READINESS	Increase the number of American Indian students who are college or career ready			
OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history on local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.	N/A	Provide an American Indian Curriculum Specialist or Instructional Coach.
	Prioritize General Fund Spending to Instruction and Support of Students in regards to American Indian Education	Funding dropped from the district to help with American Indian student support from 50k to 10k to \$0		Increase current funding from \$0 back to \$50,000 to help cover costs of Coordinator OR hire an American Indian Curriculum Specialist or Instructional Coach.

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