

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, March 7, 2023

Duluth East High School

301 N 40th Ave E

Duluth, MN 55804

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Action Items - Consent Agenda

1) Presentation Items Requiring Approval

a. Achievement and Integration Plan

Office of Education Equity Coordinator, Nathan Smith

2

2) Resolutions - None

3) Other Action Items - None

B. Informational Items

1) Presentations

a. CIT Update

Director of Assessment and Evaluation, Tawnyea Lake

42

b. Concurrence and Non-Concurrence

American Indian Education Coordinator, Binesiikwe

70

c. Rename Public School Stadium

Denfeld Alumni & Community Group, Timothy Doyle and Joe Vukelich

72

C. Other - None

4. ADJOURN

Achievement & Integration Plan Information and Presentation

What is the Achievement & Integration Program?

- This A&I program was established to:
 - Increase racial and economic integration
 - Reduce achievement disparities
 - Increase access to effective and diverse teachers
- 21-23 [Plan linked here](#) - also found on our district website
- 24-26 [Plan linked here](#) - once approved by MDE, will be available on district website
- No major changes in next program plan
 - *will share more about changes in upcoming slide
- Note: The Achievement & Integration Plan can be edited/updated at any time with approval from Minnesota Department of Education

How do districts get identified and receive revenue?

- **Racially Isolated (RI):** Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
- **Adjoining:** District physically adjoins a racially isolated district.
- **Racially Identifiable School (RIS):** Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).
- **Voluntary:** District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).

What is a racially identifiable school?

- When the difference of enrolled protected students at a school is more than 20 percent when compared to the district's average for students in the same grade levels, the school with the higher percentage is considered a racially identifiable school (RIS).

**Districts that are racially isolated or have a racially identifiable school are required to be in the A&I program.*

What does the phrase “protected class students” refer to?

- When determining which districts are eligible for this program, protected class students means students who self-report as being in one of the race and ethnicity categories used by school districts and MDE to track student enrollment. These categories are African/Black Americans, Asian/Pacific Americans, Chicano/Latino Americans, American Indian/Alaskan Native, and multi-racial.

Is Achievement and Integration revenue provided through a grant?

- Achievement and Integration revenue is not administered as a grant.
- It is a 70 percent aid, 30 percent levy appropriation.
- A&I aid payments are made to districts through the state's education IDEAS aid system.

How is A&I funding calculated?

$$\frac{\$350 \times \text{district's adjusted pupil units for the current year} \times \text{Ratio of district's enrollment of protected students (previous school year)}}{\text{Total Enrollment (previous school year)}}$$

What do districts need to spend funding on?

Strategies aligned with Minnesota Department of Education Achievement and Integration Program Goals:

- Increase racial and economic integration
- Reduce achievement disparities
- Increase access to effective and diverse teachers

Parameters for Achievement & Integration funding

- Alignment with Minnesota Department of Education Achievement and Integration goals
- Up to 80% Student Supports
- Up to 20% Professional Development
- Up to 10% Administrative Costs

A&I Plan Input

- Per state statute, the A / I plan developed through input from the community (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).
 - Community collaboration council
 - Education Equity Advisory Council
 - American Indian Parent Advisory Committee
 - Staff and families at Racially Identifiable School - Myers Wilkins Elementary School

Changes within the next A&I plan

- Adding 1 Integration Specialist and expanding direct student support of the Integration Specialist to all schools (total would now be 12)
 - New schools include: Homecroft Elementary, Lakewood Elementary, Lester Park Elementary, Stowe Elementary, Congdon Park Elementary and our district Residential schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy, Rockridge Academy as well as Arrowhead Regional Juvenile Correctional Center
- Changing Young Scholars Coordinator at Myers-Wilkins Elementary School to: Site Enrichment Coordinator and Young Scholars Program Facilitator
 - Young Scholars support changing from K-5 to K-2 to better align and collaborate with E-Squared @ Myers-Wilkins
 - Tier 1 grade level STEM support and manage STEM resources for Myers-Wilkins.
 - Explore, recruit and partner with community organizations, cultural experts and programs to provide Tier 1 and Tier 2 opportunities and enrichment experiences to classrooms and/or the whole site.
 - collaborate & coordinate with outside organizations and widely share enrichment opportunities/experiences on district website, social media, and expand social media presence to share enrichment opportunities at Myers-Wilkins with a goal to attract new families to Myers Wilkins and in turn, racially and economically desegregate the school
- Narrative strategy and programmatic alignment to district Multi-tiered system of support (MTSS) intervention model
- Updated Key Indicator of Progress (KIP) Goals to better align with narrative strategies and positions

Achievement & Integration

District Wide Strategies & Supports

- Coordinator - Office of Education Equity
- Administrative Assistant - Office of Education Equity
- 12 Integration Specialists - *Adding one position and expanding service to all sites*
- Social Emotional Learning Specialist
- Family Engagement Programming
- Ojibwe Language Teacher & Coordinator
- Office of Education Equity Recruitment & Retention program
- Office of Education Equity Professional Development program

Achievement & Integration

Strategies & Supports for Racially Identifiable School

Myers-Wilkins Elementary School

- Young Scholars Program- *Changing to Enrichment Coordinator & Young Scholars Program Facilitator*
- Social Emotional Learning Specialist
- Integration Specialist
- 3 Reading Interventionists (1 at Lowell to support Equitable Enrollment/School Choice)
- 1 Math Interventionist
- 2 KG classroom assistants
- Intervention Materials
- Professional Development
- In school learning opportunities and field trips
- Afterschool and summer school programming
- 2 Ojibwe Immersion classroom assistants (At Lowell to support Equitable Enrollment/School Choice)
- Equitable Enrollment Transportation Option - School Choice partnership for RIS and Lowell Elementary

Input/Thoughts/Reflections/Questions?

nathan.smith@isd709.org

218-336-8714

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

District ISD# and Name: 709 Duluth Public Schools

Plan submitted by: Nathan Smith

Title: Office of Education Equity Coordinator

Phone: 218.336.8714

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Superintendent: John Magas

Phone: 218.336.8752

Email: john.magas@isd709.org

District Integration Status: Racially Identifiable School

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Myers-Wilkins Elementary School

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

School Board Approval

☐ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

☐ We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: **John Magas**

Signature:

Date Signed: Enter date.

School Board Chair: **Jill Lofald**

Signature:

Date Signed: Enter date.

Plan Input

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

Multidistrict Collaboration Council: N/A

Community Collaboration Council for Racially Identifiable School(s): The Achievement and Integration Plan was developed through input and recommendations from the community collaboration councils of the Education Equity Advisory Council - EEAC - and the American Indian Parent Advisory Committee - AIPAC. Membership of both EEAC and AIPAC groups reasonably reflects the diversity of the Duluth Public Schools and Myers-Wilkins Elementary School (Racially Identifiable School). Both Advisory groups meet monthly throughout the academic school year as advisory committees to the Duluth Public Schools. The OEE Coordinator met with the entire American Indian Parent Advisory Committee at one of their monthly meetings to receive input and guidance on Achievement & Integration goals of: 1) Reducing Achievement Disparities amongst low income and protected class students, 2) Increasing access to effective and diverse staff, 3) Providing racial and economic integration opportunities 4) input on how to desegregate Myers-Wilkins Elementary school. The OEE Coordinator met with the entire Education Equity Advisory Committee at two of their monthly meetings to receive input and guidance on this Achievement & Integration plan. In order to provide specific input and recommendations for this plan, community input sessions were provided on different days and times to identify recommendations for goals and strategies to be implemented in this Achievement & Integration Plan. Due to the challenges of Covid, the RIS (Myers-Wilkins Elementary School) no longer has a Parent Advisory council so the district sent surveys, with the assistance of administration and staff, to all Myers-Wilkins families to provide input and recommendations to be implemented within this plan. The RIS (Myers-Wilkins Elementary School) also had a Work Group of over 25 staff, made up of Administration, Teachers, Interventionists, Social Workers, Special Education teachers and staff that met 3 times after school in person to provide input on the goals and strategies to be implemented as part of this plan. The district Teaching, Equity and Leadership team, as well as the Cabinet Plus team, both made up of district directors, coordinators, and leaders met to provide input and guidance on the goals and strategies within this plan. In conjunction with in-person sessions, GoogleForm surveys were shared with district administrative teams of Cabinet, Teaching, Learning and Equity, RIS (Myers-Wilkins Elementary School) Staff and families, current Office of Education Equity staff, Community Collaboration Council members of the EEAC (Education Equity Advisory Committee) and the AIPAC (the American Indian Parent Advisory Committee).

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Goal #1: By June 2023, increase the Consistent Attendance rates of the following Protected Class student groups enrolled in the Duluth Public Schools from 79.4% (2018-19 Baseline Data) to 82.4% in 2025-26.

*Official consistent attendance accountability data was not provided to school districts in 2021-2022. The most recent accurate baseline data is pre-pandemic from the 2018-2019 school year.

Aligns with the WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Integration Specialist Strategy #1

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---|--|
| ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | ☒ Increases graduation rates. |
| ☐ Provides school enrollment choices. | ☐ Increases access to effective and diverse teachers. |
| ☒ Increases cultural fluency, competency, and interaction. | |

Narrative description of this strategy. The Integration Specialist position is an integral part of the Duluth Public Schools' efforts in the areas of Cultural & Racial Integration, Increasing Graduation Rate and Drop-out Prevention, Academic Proficiency, and Family Engagement. There will be eleven (12) full-time Integration Specialists for the Duluth Public Schools working to support 8 elementary schools, 2 middle schools, 3 High Schools, District Treatment Centers and Residential School sites as well as Arrowhead Juvenile Center. Integration Specialists are representative of the racial and cultural makeup of our students and community.

Each Integration Specialist will serve a Roster of up to 35 students at their site(s) doing MTSS Tier 3 one on one check-ins in support of Attendance, Academics & Grades, Behavior, Goal Setting and College and Career Readiness. Rosters of students are developed utilizing data from MCA and Benchmark assessments, attendance rates, behavioral referrals, and staff/administrator referrals with an intention to support Achievement and Integration goal of reducing achievement disparities.

Integration Specialists will provide small group MTSS Tier 2 and 3 Interventions and enrichment support in the areas of Cultural Identity and/or Racial Identity - aligned with the areas of Identity Affirmation, Diversity, Justice, Action; Integrated Learning Lunch; MTSS Tier 2 or 3 academic, behavior and attendance support during WIN (What I Need intervention/enrichment time), facilitate regular WIN sessions on Racial Identity Development / Cultural Identity Development with identified students from Integration Specialist Roster. Integration Specialists will serve as a Liaison between home and school with a focus on Intentional Relationship Building with families/caregivers and will support diverse family engagement based on the identified needs of each site.

Integration Specialists at all site levels will provide supports and programming in: Culturally Responsive After School Programming; Culturally Responsive In-School Learning Opportunities; College and Career readiness goal setting and in person learning opportunities and experiences, both at the school, within the community and at colleges & universities, Personal Learning Plan (PLP) Development for each student on a Roster and quarterly PLP Monitoring of the Roster for all Interventions as well as academic success data points (Attendance, Grades, Tests) with a goal of Increased GPA/Standards Completion/FAST Test Scores; Increased Graduation Rates, Increased Student-to-Teacher Connections; Goal monitoring and Career & College Readiness access experiences and supports

Integration Specialists will provide at least 4 yearly Integrated Cultural Learning Opportunities, aligned with MTSS Tier 1 or 2 interventions/enrichments from at least 2 different Cultural Perspectives in Classrooms, Grade Levels, or Whole School Assemblies/Programs at their site to support Achievement and Integration goal of increased racial and economic integration.

The Integration Specialists will provide academic and cultural enrichment support to the students on their roster that are aligned with the Multi-Tiered System of Support (MTSS) Plan based on the identified needs of each school site. All Integration Specialists will be a member of school leadership teams, including, but not limited to: Student Support Team, Continuous Improvement Team, Problem Solving Team and Attendance team.

Integration Specialists will collaborate with students, families and staff to coordinate and facilitate the Office of Education Equity Family Engagement program.

Grade levels to be served: K-12

Location of services: Denfeld High School, Duluth East High School, ALC High School, Laura MacArthur Elementary School, Lincoln Park Middle School, Lowell Elementary School, Myers-Wilkins Elementary School, Ordean East Middle School, and Piedmont Elementary School, Congdon Park Elementary School, Homecroft Elementary School, Lester Park Elementary School, Stowe Elementary School and our district Residential schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy, Rockridge Academy and Arrowhead Juvenile Center

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
All Integration Specialists conduct a weekly WIN Session on Cultural Identity / Racial Identity or Academic Support for students on their roster, aligned with district and site Multi Tiered Systems of Support	80% of weeks	90% of weeks	100% of weeks
All Integration Specialists develop a Personal Learning Plan for each student on the Roster by October 1st and share with Coordinator of the Office of Education Equity, and Administrative team at their sites	100%	100%	100%
All Integration Specialists will prepare a Semester Report on each student on the Roster in the areas of Attendance, Grades, and Behavior and on the status of all program components based on the narrative description	100%	100%	100%
Consistent Attendance rate of African American students. 2018-19 baseline 57.1%	2% increase	2% increase	2% increase
Consistent Attendance rate of American Indian students. 2018-19 baseline 58.4%	2% increase	2% increase	2% increase
Four-year graduation rate of American Indian students. 2018-19 baseline 45.7%	2% increase	2% increase	2% increase
Four-year graduation rate of African American students. 2018-19 baseline 63.6%	2% increase	2% increase	2% increase
Four-year graduation rate of Two or More Races students. 2018-19 baseline 60.0%	2% increase	2% increase	2% increase
All Integration Specialists will do quarterly PLP monitoring for each student on the Roster and share updates with Coordinator of the Office of Education Equity, site Administrative team, student and their family/caregiver	100%	100%	100%
All Integration Specialists will provide academic, attendance and behavioral interventions aligned with the Multi-tiered systems of support plan at their site	Semester Report	Semester Report	Semester Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Social Emotional Learning (SEL) Specialist Strategy #2

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

The Social Emotional Learning (SEL) Specialist (Certified School Counselor or Social Worker) will focus on the continued development and implementation of Social Emotional Learning program opportunities, Second Step programming at the elementary school level district wide and the continued implementation of SEB (Social, Emotional, Behavioral) MTSS structures district wide.

The SEL Specialist will provide district-wide programming and supports that include: Continued membership on a district team to determine/continue to develop culturally responsive resources for SEL opportunities and strategies across all grade levels, Ongoing efforts to ensure interventions through the MTSS SEB framework are culturally responsive and appropriate, fitting the needs of each student, and continued membership of a community engagement / district partnered subcommittee to advise on matters related to equity. The SEL Specialist will utilize culturally responsive strategies, resources, and materials in work with students and staff, and provide Tier 1 to SEL support for staff, assist in coordination of co-located mental health supports and provide Mental Health Crisis support to students as needed. The SEL Specialist will provide primary direct supports to Lowell Elementary School and other elementary schools as needed/identified included embedded SEL opportunities in classrooms grades K-5 through a schedule that provides meaningful, consistent learning opportunities; short-term Tier 1 extension opportunities as it pertains to SEL; Tier 1 Restorative Conflict Resolution as needed. The SEL Specialist will serve as Tier 1 lead on the school MTSS Social Emotional Behavior Team and provide guidance on Tier 2 SEB best practices; partner with families and community providers to address barriers related to attendance for protected class students; participate as coach of PBIS Team and participate on school attendance team; Continue partnership with community partners to increase access to supportive services for families (Kid's Closet, Second Harvest Back Pack Program, etc

Location of services: Primarily Lowell Elementary School (equitable school choice partner school) and other elementary sites as needed/identified including Piedmont Elementary, Laura MacArthur Elementary, Stowe Elementary, Congdon Park, Lester Park Elementary, Lakewood Elementary, Homecroft Elementary

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The SEL Specialist will facilitate embedded SEL learning opportunities in K-5 classrooms	90% of K-5 classrooms	100% of K-5 classrooms	100% of K-5 classrooms
There will be a 10% reduction each year in the total number days of Out-of-School Suspension at each site.	10%	10%	10%
The SEL Specialist will provide SEL Professional Development opportunities for district staff.	2 sessions	2 sessions	2 sessions

There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at each site served by the SEL Specialist.	2%	2%	2%
The SEL Specialist will work with staff at Lowell Elementary to ensure all students who have participated in the MTSS process resulting in a special education evaluation have received evidenced based and culturally responsive interventions	100% of evaluations	100% of evaluations	100% of evaluations

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Family Engagement Program Strategy #4

Type of Strategy: Family engagement initiatives to increase student achievement.

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

Narrative description of this strategy. The Office of Education Equity Family Engagement program is designed to bring staff, parents, caregivers, students and the community together for the benefit of student achievement. The model is designed for parents and caregivers to gain access to district, school, and classroom resources, increase communication with school staff, increase staff understanding of cultural differences, as well as foster educational learning environments at home that assist students in academic achievement in school. At least 2 sessions of programming will be provided each semester for parents/caregivers and staff at Myers-Wilkins Elementary, Lowell Elementary, Laura MacArthur Elementary, Piedmont Elementary, Lincoln Park Middle School, Ordean East Middle School, Denfeld High School, Duluth East High School, Area Learning Center High School, Congdon Park Elementary, Lester Park Elementary, Homecroft Elementary, Lakewood Elementary and our Residential Treatment Schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy, Rockridge Academy. Training will also be provided for district staff on Family Engagement strategies, including sessions on home-visits, cultural considerations, and parent perspectives through parent-panels. Food and childcare and transportation support will be provided to increase access and participation from all communities.

Grade levels to be served: K-12

Location of services: Denfeld High School, Area Learning Center High School, Academic Excellence Online High School, Duluth East High School, Laura MacArthur Elementary School, Lincoln Park Middle School, Lowell Elementary School, Myers-Wilkins Elementary School, Ordean East Middle School, and Piedmont Elementary School, Lester Park Elementary, Homecroft Elementary, Lakewood Elementary and our Residential Treatment Schools: Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy and Rockridge Academy

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
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Training will be provided for district staff on Family Engagement strategies	2 trainings annually	2 trainings annually	2 trainings annually
32 Caregivers and 12 staff attend each of the Family Engagement sessions provided each semester	80% attendance	90% attendance	90% attendance
Participants of Family Engagement sessions indicate greater connections to staff or families (depending on role) as a result of the sessions, as measured by surveys of participants.	80%	80%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: By June 2026, increase the percentage of all high school students who enroll in a rigorous CITS (College In The Schools) course who are American Indian or Two or More Races with one being American Indian from 2.10% (2021-22 Baseline Data) to 6.10% 2025-26.

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

Goal type: Integration

Middle & High School Ojibwe Language Teacher/Coordinator Strategy #6

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy. The High School Ojibwe Language Teacher/Coordinator position provides instruction in the American Indian language of Ojibwemowin online through the Academic Excellence Online High School. This teacher will provide quality instruction in the following courses: Ojibwemowin 1 and 2 in Year 1; an Ojibwemowin 1 & 2 & 3 CITS (College In The Schools) course during Year 2; and Ojibwemowin 1 & 2 & 3 CITS (College In The Schools) course during Year 3 with a goal to boost enrollment in Ojibwemowin 1 & 2 and provide retention support through student and family engagement to enroll students in Level 3 Ojibwemowin CITS through a partnership with Fond du Lac Tribal and Community College.

The High School Ojibwe Language Teacher/Coordinator will provide Ojibwemowin weekly WIN Enrichment sessions on Ojibwe language at Ordean East Middle School and Lincoln Park Middle School and East High School and Denfeld High School on a bi-weekly basis. The High School Ojibwe Language Teacher/Coordinator will facilitate the integration of Ojibwe Language programming provided for Duluth Public Schools high school students by working with School Counselors at both middle and high schools on the promotion of these courses by school staff, assisting with course registration, and reducing stereotypes and negative implicit bias towards indigenous languages on the viability of course offerings and the validity of indigenous languages as part of high school coursework. The High School Ojibwe Language Teacher/Coordinator will also promote and market Ojibwemowin language course offerings to schools and Indian Education programs throughout the state of Minnesota, with an intent to boost enrollment numbers to a level that would require ongoing district investment in this position (18 or more students per class). The High School Ojibwe Language Teacher/Coordinator will work with principals, administration and facilities across the district on Ojibwemowin Language translation signage across district buildings

The High School Ojibwe Language Teacher/Coordinator will provide students the opportunity to not only gain the often required 2 credits of World Language for college or university entrance, but also create the pathway for the implementation of a CITS (College in the Schools) course in Ojibwe Language in year 2 and 3 of this plan. This will increase college readiness and access to effective and diverse teachers, as well as increase the number of American Indian students enrolled in rigorous courses. Grade levels to be served: 6-12

Location of services: Direct student support at Denfeld High School, East High School, Ordean East Middle School, Lincoln Park Middle School and Ojibwe Language translation signage district wide.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Semesterly reports on WIN session programming provided on Ojibwe Language at the middle schools and highschoools will assist in awareness and future enrollments in Ojibwe 1 classes	Semester Reports	Semester Reports	Semester Reports
Meetings with middle and high school Counselors on the importance of Ojibwe language classes and assurances of course offerings will be documented.	Semester Meetings	Semester Meetings	Semester Meetings
Documentation of secured agreements with area colleges and/or universities to offer an Ojibwe Language CITS course as a 3rd year of Ojibwe language learning. Agreements will be filed with the Office of Education Equity and Curriculum & Instruction Department.	Agreements Filed	Agreements Filed	Agreements Filed
Quarterly report on marketing/promotion of the Ojibwemowin course across districts and American Indian Education Departments with impact on enrollment noted within the report.	Quarterly Reports	Quarterly Reports	Quarterly Reports
By the 2026 school year, enrollment in CITS Ojibwemowin 3 will be at a level that requires distinct investment (18 students or more)	6 or more students enrolled in CITS	12 or more students enrolled in CITS	18 or more students enrolled in CITS

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #3: By June 2026, increase the four-year graduation rates of the following Protected Class student groups enrolled in the Duluth Public Schools from 53.6% (2021-2022 Baseline Data) to 59.6% in 2025-26.

Aligns with WBWF area: All students graduate from high school.

Goal type: Achievement Disparity

Integration Specialist Strategy #1

Family Engagement Program. Strategy #4

Goal #4: By June 2026, increase the racial diversity of the District Staff by from 5.3% to 8.3% to more closely reflect the racial diversity of the Duluth community.

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

Goal type: Teacher Equity

Recruitment & Retention Program. Strategy #3

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy. The focus of the Recruitment & Retention program is to assist in the racial diversification of our staff. This will be done through the following strategies: one session/quarterly for current Staff of Color to meet as an Affinity Group to discuss Climate dynamics and build a sense of community and networking for interested Staff of Color within the district (Retention); Provide Staff of Color with access to the Professional Development being offered each year; Provide additional support and resources for Staff of Color throughout a year (interracial conflict resolution, learning materials, presenters, trainings, etc.); Offer Mentorship to interested Staff of Color; OEE Coordinator provides training for Human Resource staff on Anti-Bias Training and Culturally Responsive Hiring strategies; Continue the development of a “Racial Diversity Recruitment Team” that assists in job postings, serves on screening/interview teams, attends job fairs and sets up recruitment table at diverse community events, such as Juneteenth Celebration and area Powwows - Office of Education Equity will contract with individuals and/or offer compensation for current Staff of Color to serve on the team to ensure a diverse team.

Grade levels to be served: K-12

Location of services: District Wide

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The District Recruitment and Retention Team is utilized in the hiring process of all Certified Staff positions (teaching).	20% of all positions posted	25% of all positions posted	30% of all positions posted
Retention sessions/Affinity Group gatherings are provided each quarter for current Staff of Color	4 sessions	4 sessions	4 sessions
Human Resources staff are trained annually on Culturally Responsive hiring practices and understanding implicit bias	90%	95%	100%
The District Recruitment and Retention Team is utilized in the hiring process of all Administrative positions (Principals, Coordinators, Directors, ect).	20%	25%	30%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #5: By June 2026, train at least 132 certified staff in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias, and/or Strategies to Close Achievement Gaps through quality on-going Professional Development offerings.

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

Goal type: Teacher Equity

Professional Development Program Strategy #5

Type of Strategy: Professional development opportunities focused on academic achievement of all students

Narrative description of this strategy. The OEE Professional Development (PD) program will provide workshops, training, and resources for district staff designed to improve achievement of all students in the Duluth Public Schools and increase culturally responsive teaching and learning. The focus of PD provided for staff will be in the areas of Culturally Responsive Practices, Undoing Racism, Culturally Responsive Instruction & Curriculum Development and Integration, and Racial Identity Development. The primary PD provided will be the CARE Academy, which will provide a research-based PD opportunity for Certified Staff and Administrators of the district. The CARE Academy is based on the 2011 National Education Association CARE Report: Strategies for Closing Achievement Gaps. Sites will each send 4-12 staff each year (total of 44 staff grouped into 2 cohorts of 22). A new group of 44 certified staff each year will participate. The Office of Education Equity will provide 4 Full-Day Workshops + 4 hours of after-contract time to increase the understanding and implementation of strategies and content from the four areas of Culture, Abilities, Resilience, and Engagement. Follow-up sessions will be provided each year for participants who have completed the initial CARE Academy to continue opportunities for understanding and implementation. We will offer CEUs, Substitutes, Stipends, and/or Lane Change Credits for all participants. Participants will learn to transform their classrooms by integrating multiple aspects/activities of each area of CARE in their instruction, grading practices, and/or curriculum. This will lead to an increase in the level of culturally responsive teaching and learning in the classrooms and schools of the participants, which will lead to the reduction of achievement gaps for students in their classrooms and schools.

Grade levels to be served: K-12

Location of services: District-wide

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
44 certified staff will attend all sessions of the year-long CARE Academy	80% attendance	85% attendance	90% attendance

The Office of Education Equity will file an Annual Report on Professional Development to the Curriculum Department and Professional Development Coordinator	1 Report	1 Report	1 Report
Upon completion of the CARE Academy, all participants will complete an Implementation Plan for their following year of work and submit to the OEE Coordinator.	100% of Participants	100% of Participants	100% of Participants
By the 2024-2025 school year, the Professional Development CARE Academy program provided by the Office of Education Equity will be approved by state license board PELSBE for Cultural Competency relicensure hours	n/a	Documentation of PELSBE Approval	Documentation of PELSBE Approval

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

The Duluth Public Schools ISD #709 is a district with one Racially Identifiable School (RIS) site. The RIS within the Duluth Public Schools district is Myers-Wilkins Elementary. The Office of Education Equity strives to create and implement quality innovative programming to assist in reducing the percentage of Protected Class students enrolled at Myers-Wilkins Elementary and increase academic achievement rates. Input sessions and a needs assessment were done to align this plan with the district WBWF Plan to create efficiencies and eliminate duplicative programs and services.

Racially Identifiable School (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

RIS Goal # 1 By June 2026, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Reading accountability tests (MCA) will increase from 13.7% (2021-22 Baseline Data) to 19.7% in 2025-26.

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

Goal type: Achievement Disparity

Reading Interventionists RIS Strategy #1

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|---|--|
| ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | ☐ Increases graduation rates. |
| ☐ Provides school enrollment choices. | ☐ Increases access to effective and diverse teachers. |
| ☐ Increases cultural fluency, competency, and interaction. | |

Narrative description of this strategy. Reading Interventionists are skilled teachers, highly trained in Literacy instruction, that work within Myers-Wilkins and Lowell elementary schools with high concentrations of protected students to provide focused literacy interventions to students in grades Kindergarten to 5th grade who are identified within the “Strategic” or “Intensive” ranges of the MTSS (Tier 2), as measured by benchmark assessments. Reading Interventionists will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of literacy. There will be two full-time Reading Interventionists at Myers-Wilkins and one full-time at Lowell.

Grade levels to be served : K-5

Location of services: Lowell Elementary School and Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
2% Annual Increase in Reading Scores on FastBridge of American Indian students	2%	2%	2%
2% Annual Increase in Reading Scores on FastBridge of Black students	2%	2%	2%
2% Annual Increase in Reading Scores on FastBridge of Two or More Races students	2%	2%	2%
Documented evidence-based interventions implemented with fidelity and implemented with culturally responsive strategies through the use of Practice Profiles that are shared with RIS Principal, Elementary Education Director and Curriculum & Instruction Department.	1 Practice Profile for each Area	2 Practice Profiles for each Area	2 Practice Profiles for each Area

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Intervention Materials RIS Strategy #9

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. Intervention learning materials for reading and math will be purchased to ensure the necessary intervention resources are available in the reading and math resource rooms and classrooms at Myers-Wilkins. Student academic achievement, confidence, cultural identity, racial identity, and self-esteem increase with the use of appropriately leveled culturally responsive reading and math materials. The research-based reading and math interventions that are being implemented at Myers-Wilkins School require leveled books, manipulative materials, and web-based programs for individual instruction and small groups. The materials purchased will be shared amongst interventionists and classroom teachers and are a vital part of a quality MTSS plan in the area of academics. Staff will utilize the *Reading Diversity LITE (Teacher's Edition): A Tool for Selecting Diverse Texts* from Teaching Tolerance. The intervention materials will address diverse racial perspectives, as well as support the core and intervention Reading and Math curriculums used by the Duluth Public Schools allowing more students to learn at their own level and accelerate those in need of interventions through leveled texts of high interest to students through choice of materials.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
District-approved supplemental Reading Intervention Materials of high interest to students identified for an intervention will be identified and purchased. An annual report of these materials will be reported to the OEE Coordinator and the Director of Elementary Education and Curriculum and Instruction Department	1 Annual Report	1 Annual Report	1 Annual Report
District-approved supplemental Math Intervention Materials of high interest to students identified for an intervention will be identified and purchased. An annual report of these materials will be reported to the OEE Coordinator and the Director of Elementary Education and Curriculum and Instruction Department	1 Annual Report	1 Annual Report	1 Annual Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

RIS Goal # 2 By June 2026, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Mathematics accountability tests (MCA) will increase from 6% (2021-22 Baseline Data) to 12% in 2025-26.

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

Goal type: Achievement Disparity

Math Interventionist RIS Strategy #6

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. The Math Interventionist is a skilled teacher, highly trained in Mathematics instruction that will work at Myers-Wilkins to provide focused math interventions to students in grades Kindergarten to 5th grade who are identified within the “Strategic” or “Intensive” ranges of the MTSS (Tier 2), as measured by benchmark assessments. The Math Interventionist will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of mathematics.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
2% Annual Increase in Math Scores on FastBridge of American Indian students	2%	2%	2%
2% Annual Increase in Math Scores on FastBridge of Black students	2%	2%	2%
2% Annual Increase in Math Scores on FastBridge of Two or More Races students	2%	2%	2%
Documented evidence-based interventions implemented with fidelity and implemented with culturally responsive strategies through the use of Practice Profiles that are shared with RIS Principal, OEE Coordinator and the Director of Elementary Education and Curriculum and Instruction Department	1 Practice Profile for each Area	2 Practice Profiles for each Area	2 Practice Profiles for each Area

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Intervention Materials RIS Strategy #9

RIS Goal # 3 By June 2023, increase the Consistent Attendance rates of Protected Class students enrolled at Myers-Wilkins Elementary from 55.5% (2018-19 Baseline Data) to 61.5% in 2024-26.

*Official consistent attendance accountability data was not provided to school districts in 2021-2022. The most recent accurate baseline data is pre-pandemic from the 2018-2019 school year.

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

Goal type: Achievement Disparity

Social Emotional Learning (SEL) Specialist RIS Strategy #7

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. The full-time Social Emotional Learning Specialist (SEL Specialists are Certified School Counselors or Social Workers) at Myers-Wilkins will provide tiered intervention support aligned with the district and site MN MTSS (multi-tiered systems of support) intervention model including: Short-term Tier 1 small-group therapeutic counseling when identified, Tier 1 push-in Social Emotional Learning (SEL) opportunities across all classrooms and grade levels on a regular basis, Tier 1 Restorative Conflict Resolution supports when needed. The SEL Specialist will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. The position will serve as the lead staff member for SEL programming at Myers-Wilkins; The SEL Specialist will provide individual or small group Tier 1 check-ins with students throughout the day when identified for supplemental SEL support, Provide SEL support for Staff, serve on a site team for developing SEL spaces in the school and classrooms and a menu of strategies and options for movement breaks in the daily schedule, Coordinate Mental Health Referrals co-located therapy services within the Elementary site, and provide Mental Health Crisis support and assessment to students as needed The SEL Specialist will serve as Tier 1 lead on the school MTSS Social Emotional Behavior Team. The continued implementation of the SEL Specialist will aid in the goal areas of reduction in behavior referrals and suspensions, and increase in consistent attendance rates of all students.

The continued implementation of the SEL Specialist will aid in the goal areas of reduction in behavior referrals and suspensions, and increase in consistent attendance rates of all students.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
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The SEL Specialist will provide embedded SEL classroom supports in K-5 classrooms.	100% of classrooms	100% of classrooms	100% of classrooms
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS. The Administrative assistant within the Office of Education Equity will run a report through Infinite Campus and share with RIS principal, Coordinator of the Office of Education Equity and Director of Elementary Education	2%	2%	2%
SEL Specialist and RIS students will participate in a survey to measure the engagement level of lessons/activities/materials provided. Survey and results will be shared with the RIS Principal, Coordinator of Office of Education Equity and Director of Elementary Education	100% of students and staff surveyed at the end of May every year	100% of students and staff surveyed at the end of May every year	100% of students and staff surveyed at the end of May every year

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Kindergarten Instructional Assistants RIS Strategy #10

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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|---|--|
| ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | ☐ Increases graduation rates. |
| ☐ Provides school enrollment choices. | ☐ Increases access to effective and diverse teachers. |
| ☐ Increases cultural fluency, competency, and interaction. | |

Narrative description of this strategy. The Kindergarten Instructional Assistants for kindergarten classrooms will work to address early learning disparities in preschool access and kindergarten readiness measures. Kindergarten Instructional Assistants will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure kindergarten students are receiving necessary interventions to improve academic proficiency and school readiness. There will be two full-time Instructional Assistants at Myers-Wilkins to support the three kindergarten classrooms to assist with identified interventions.

Grade level to be served: Kindergarten

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS. The Administrative assistant within the Office of Education Equity will run a report through Infinite Campus and share with RIS principal, Coordinator of the Office of Education Equity and Director of Elementary Education	2%	2%	2%
Annual increase in Reading Scores of FASTBridge or other CBM by all students receiving instructional supports by moving up at least one achievement level (ex: Partially Meet to Meets, Does Not Meet to Partially Meeting) by Spring of each year, as measured by the district's reading local benchmark assessments. A Kindergarten Literacy Report will be shared with the RIS Principal, Coordinator of Office of Education Equity and Director of Elementary Education in the Fall, Winter, and Spring.	Kindergarten Literacy Report	Kindergarten Literacy Report	Kindergarten Literacy Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

After-School and Summer Programming RIS Strategy #4

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. The Summer School programming and After-School programming will provide the students at Myers-Wilkins culturally responsive, safe, nurturing, and enriching experiences designed to help build students' academic, creative, and life skills. The programs are run and organized by the Myers-Wilkins Community School Collaborative (MWCS) in collaboration with the Myers-Wilkins principal and staff. Intentional efforts will be made to ensure participation by Protected Class students in cooperation with RIS staff and MWCS staff. The participation rates of Protected Class students will mirror the percentage of enrolled students at the RIS.. All of the types of programs offered will be focused on a connection to the school goals of academics, cultural and racial identity, school pride, engagement, and opportunity.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Semester Reports on After-School programming provided by RIS Community School Coordinator and shared with RIS principal, Coordinator of the Office of Education Equity and Director of Elementary Education	2 reports	2 reports	2 reports
Semester Reports on Participant Attendance Records that include information on all Protected Class groups will provided by RIS Community School Coordinator and shared with RIS principal, Coordinator of the Office of Education Equity and Director of Elementary Education	2 reports	2 reports	2 reports

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Site Enrichment Coordinator and Young Scholars Program Facilitator RIS Strategy #11

RIS Goal # 4 By June 2026, decrease the percentage of Protected Class students in grades K-5 enrolled at Myers-Wilkins Elementary from 58.7% in 2021-22 to 52.7% in 2025-26.

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

Goal type: Integration

Ojibwe Immersion Classroom Assistants RIS Strategy #2

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Increases graduation rates.
- ☒ Provides school enrollment choices.
- ☐ Increases access to effective and diverse teachers.
- ☒ Increases cultural fluency, competency, and interaction.

Narrative description of this strategy. The Immersion Classroom Assistant position is a vital part of the success of any World Language Immersion Program. These positions will assist the teachers and other staff in the implementation of the Ojibwe Language Immersion classroom. The Ojibwe Immersion Program at Lowell Elementary School will continue to serve dual purposes in the area of achievement and integration. Research on immersion education programs around the country shows increased academic performance amongst students enrolled in Language Immersion programs. In the area of integration, American Indian families in the Duluth School District have indicated the need for Ojibwe Immersion programming in the Duluth Public Schools. Myers-Wilkins Elementary (RIS) has the highest population of American Indian students in the district. Through the collaboration between Lowell Elementary and Myers-Wilkins Elementary (RIS), the Ojibwe Immersion program will be one of the strategies implemented to decrease racial and economic enrollment disparities at the RIS. Steps will be taken to ensure equitable access to educational resources and programming, including bus transportation between the attendance areas with a priority given to students within the RIS attendance area to attend Lowell Elementary, which is outside their attendance area.

Grade levels to be served: K-5

Location of services: Lowell Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Attendance rates of Misaabekong students	90%	90%	90%
The percentage of American Indian students attending Misaabekong from the Myers-Wilkins attendance area will increase.	2% increase per year	2% increase per year	2% increase per year
The percentage of Misaabekong families reporting increased connection to the program and school on the Misaabekong Annual Family Survey will be 80% or greater. Survey distributed by Misaabekong Coordinator and shared with Lowell principal, RIS (Myers-Wilkins) principal, Coordinator of Office of Education and Director of Elementary Education	80%	80%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

In-school Learning Opportunities and Field Trips RIS Strategy #3

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|--|
| ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | ☐ Increases graduation rates. |
| ☐ Provides school enrollment choices. | ☐ Increases access to effective and diverse teachers. |
| ☒ Increases cultural fluency, competency, and interaction. | |

Narrative description of this strategy. As part of the integration efforts at Myers-Wilkins, staff will provide the students with hands-on learning opportunities and experiences that will connect directly with the curriculum and service learning opportunities within their community. Some of the learning activities will include trips to out-of-school learning centers. Representatives from these learning centers will also be invited into Myers-Wilkins classrooms. Myers-Wilkins will hold Family Nights to help connect the content and learning within the school setting with the families of the students. These learning opportunities will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. All family nights will be free, with transportation provided for those who need it.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
An annual report written by the Site Enrichment Coordinator & Young Scholars Program Facilitator of all In-school Learning Opportunities, Field-Trips, and Family Nights will be submitted to the OEE Coordinator and Director of Elementary Education and RIS principal.	Annual Report	Annual Report	Annual Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Equitable Enrollment Option Transportation RIS Strategy #8

Type of Strategy: Innovative and integrated pre-K-12 learning environments. *If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☒ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☒ Increases access to effective and diverse teachers.

Narrative description of this strategy. In order to ensure equitable access to school enrollment choices being offered to families in the RIS attendance area and to allow greater access to the RIS for White, Non-FRP families in the Lowell attendance area, busing transportation routes will be provided between attendance areas of the RIS (Myers-Wilkins) and the neighboring collaboration site of Lowell Elementary. There will be a priority status for Protected Class students in the RIS attendance area to attend Lowell, which is outside their attendance area.

Implementation monitoring for years 1-3 determined the opportunity for this strategy to be improved. In order to maximize awareness of the equitable access enrollment option for students, the Office of Education Equity will offer and promote this school enrollment choice to 100% of protected class student families at the RIS-Myers-Wilkins Elementary School. Monitoring the effectiveness of intentional promotion to Protected Class Students in reducing the percentage of Protected Class students enrolled at the RIS will be completed annually..

Grade levels to be served: Pre-K - 5

Location of services: Lowell Elementary School and Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Annual Report that includes information from the Transportation Department on the percentage of Protected Class students that access and utilize the Busing Option for Equitable Enrollment Options, as well as information on the total number and percentage of Protected Class students attending the RIS and Lowell as Transfer students.	Annual Report	Annual Report	Annual Report
An annual Equitable Enrollment Option Survey will be developed and conducted with transfer families attending outside their attendance area as part of this strategy to determine implementation levels and effectiveness. The Office of Education Equity administrative assistant will develop and share with families	By November 1st	By November 1st	By November 1st
Information on this Equitable Enrollment Option will be shared annually with all families of incoming kindergarten students at both sites by site principal.	Letter shared at Kindergarten Round-up	Letter shared at Kindergarten Round-up	Letter shared at Kindergarten Round-up
The Office of Education Equity will offer and promote this school enrollment choice to 100% of protected class student families at the RIS-Myers-Wilkins Elementary School	100% of Protected class students at RIS	100% of Protected class students at RIS	100% of Protected class students at RIS

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Site Enrichment Coordinator & Young Scholars Program Facilitator RIS Strategy #11

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. The Site Enrichment Coordinator and Young Scholars Program Facilitator will provide specific gifted & talented learning opportunities for accelerated academic growth for identified students K-3. RIS staff will utilize specific strategies to ensure equitable access, participation and representation for Protected Class students to better prepare them for academic success, especially in rigorous coursework at the secondary levels.

A 1.0 FTE Site Enrichment Coordinator and Young Scholars Program Facilitator (certified teacher) will continue to develop the program to be fully aligned with the Racially Identifiable Schools Multi System of support structure and provide quality Tier 2 gifted & talented learning opportunities for small groups of identified students and facilitate Tier 1 and Tier 2 enrichment experiences for classrooms and the entire school.

The Enrichment Coordinator and Young Scholars Program Facilitator will collaborate with district-level and site staff on the continued development and implementation of a K-3 Young Scholars program at Myers-Wilkins Elementary School. The Young Scholars Coordinator will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. The Enrichment Coordinator and Young Scholars Program Facilitator will provide specific gifted & talented learning opportunities for accelerated academic growth for identified K-3 Myers-Wilkins students and will work in collaboration with current gifted and talented staff E-squared program that serve students district-wide to ensure successful transition from K-2 Young Scholars Gifted and Talented program students to the grade 3-5 E-squared Gifted and Talented program.

The Enrichment Coordinator and Young Scholars Program Facilitator will provide Tier 1 grade level STEM support and manage STEM resources for Myers-Wilkins.

The Enrichment Coordinator and Young Scholars Program Facilitator will explore, recruit and partner with community organizations, cultural experts and programs to provide Tier 1 and Tier 2 opportunities and enrichment experiences to classrooms and/or the whole site.

The Enrichment Coordinator will work in collaboration and coordination with Integration Specialists, Social Workers, American Indian Education Staff, grade level/site teams and community resource staff that serve students at Myers-Wilkins. The Enrichment Coordinator will also collaborate & coordinate with outside organizations and widely share enrichment opportunities/experiences on district website, social media, and expand social media presence to share enrichment opportunities at RIS with a goal to attract new families to Myers Wilkins and in turn, racially and economically desegregate the school.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
An annual report that indicates the participation rates of Protected Class students in the Young Scholars Program. The participation rates will mirror the racial make-up of the RIS.	1 Annual Report	1 Annual Report	1 Annual Report
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS.	2%	2%	2%

A quarterly report that indicates Enrichment opportunities that have been explored, identified and brought to Myers-Wilkins students. Report filed by Enrichment Coordinator and shared with RIS principal, Coordinator of Office of Education Equity and Director of Elementary Education	Quarterly report	Quarterly report	Quarterly report
A quarterly report highlighting enrichment experiences that have been shared with the community via email, newsletter, school website, social media, ect.	Quarterly report	Quarterly report	Quarterly report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

RIS Goal # 5 By June 2026, 80% of the RIS certified staff will participate annually in quality on-going Professional Development offerings in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias, and/or Strategies to Close Achievement Gaps through quality on-going Professional Development offerings.

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

Goal type: Teacher Equity

RIS Professional Development RIS Strategy #5

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☒ Increases access to effective and diverse teachers.

Narrative description of this strategy. The Professional Development (PD) program will provide access to workshops, training, and resources for district staff designed to improve achievement of all students and increase culturally responsive teaching and learning. The focus of PD provided for staff will be in the areas of Culturally Responsive Practices, Undoing Racism, Culturally Responsive Instruction & Curriculum Development and Integration, and Racial Identity Development. The Office of Education Equity will offer CEUs, Substitutes, Stipends, and/or Lane Change Credits for all participants. Participants will learn and practice strategies through Professional Development opportunities to transform their classrooms by integrating multiple strategies/activities in their instruction, grading practices, and/or curriculum. This will lead to an increase in the level of culturally responsive teaching and learning in the classrooms, which will lead to the reduction of achievement gaps for students.

Grade levels to be served: K-5

Location of services: Myers-Wilkins

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The RIS Principal will file an Annual Report on Professional Development that includes participation rates of certified staff participants to the Director of Elementary Education and Coordinator of the Office of Education Equity	100%	100%	100%
Upon completion of PD opportunities, all participants will complete an Implementation Plan for the current or following year of work and submit to the RIS Principal, Director of Elementary Education and Coordinator of the Office of Education Equity	80%	90%	100%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

The Duluth Public Schools ISD #709 is a district with one Racially Identifiable School (RIS) site. The RIS within the Duluth Public Schools district is Myers-Wilkins Elementary. The Office of Education Equity strives to create and implement quality innovative programming to assist in reducing the percentage of Protected Class students enrolled at Myers-Wilkins Elementary and increase academic achievement rates. Community, district and RIS Input sessions and needs assessment were done to align this plan with the district WBWF Plan to create efficiencies and eliminate duplicative programs and services.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Congdon	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 - Clearly identify and post school-wide rules and expectations - Teach skills needed to follow school-wide rules and meet expectations - Develop procedures to address behaviors that interfere with academic and social success	By Spring of 2023, the percentage of all students on out-of-school suspension will decrease by 20% as measured by Infinite Campus reporting data.
Homecroft	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 - Clearly identify, post, and reward school-wide rules and expectations - Teach skills needed to follow school-wide rules and meet expectations - Develop procedures to address behaviors that interfere with academic and social success	By Spring of 2025, we will reduce the average number of monthly behavior referrals from 10 per month to 8 per month. This is a 20% reduction per year from 2023-2025, or a 7.2% reduction per month.
Lakewood	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop and implement tiered model of support for behavior and attendance	By Spring of 2025, we will reduce the percentage of students who are chronically absent from 21.3% to 15%. This reflects a 6.3% reduction each year.
Laura MacArthur	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Increase staff knowledge of PBIS tools and systems	By June 2023, Laura MacArthur Elementary will improve our school wide fidelity of PBIS based on our Fall 2022 TFI staff survey.
Lester Park	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 - Clearly identify, post, and reward school-wide rules and expectations - Teach skills needed to follow school-wide rules and meet expectations - Develop procedures and identify strategies to address behaviors that interfere with academic and social success	By Spring of 2025, we will reduce the average number of weekly behavior referrals/reports from 30 per week to 28 per week, as measured by the Lester Park Behavior Documentation/Referral Form. This is an approx. 5% reduction over 2 years.
Lowell and Lowell Spanish Immersion	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Implement Check In / Check Out Develop model (ensure cultural responsiveness), provide professional development, monitor program fidelity	By Spring of 2025 we will reduce the number of KG & 1st grade ODRs (majors & minors) from 400 per year to 300 per year. This is a 25% reduction in documented behaviors over the course of the school year.
Myers-Wilkins	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Create a tiered system of schoolwide support to improve attendance by proactively identifying and responding to attendance barriers	By Spring of 2023, the percentage of all students meeting the consistent school attendance threshold as defined by the Minnesota Department of Education will increase from 81.06% to 92% as measured by Infinite Campus reporting data.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Piedmont	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 - Clearly identify, post, and reward school-wide rules and expectations - Teach and reteach skills needed to follow school-wide rules and meet expectations - Develop procedures to address behaviors that interfere with academic and social success	By Spring of 2025, we will reduce the number of OSS days from 104 days in 2021-2022 to 52 days. This reflects a 50% reduction in missed days.
Stowe	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 - Create a team to focus on tiered response system - Clearly define and implement school-wide rules and expectations - Encourage families to participate in school activities/functions, and school improvement process	By Spring of 2025, the chronic absenteeism rate of 45.67% will decrease to 25% as measured by chronic absenteeism rate report.
Ordean East	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 - Clearly identify, post, and reward school-wide rules and expectations - Teach skills needed to follow school-wide rules and meet expectations - Develop procedures and identify strategies to address behaviors that interfere with academic and social success - Implement and track positive communication with families (positive behavior reports)	From Fall of 2022 to Spring of 2025, the percentage of students without an ODR will be maintained at a rate of 90% or higher as measured monthly.
Lincoln Park	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 - Increase ways to positively recognize students - Continue focus on positive relationships - add culturally responsive practices - Increase authentic stakeholder engagement - Improve data review processes	Reduce the number of unexcused absences from the first semester of the 2022-2023 school year to the second semester of the 2022-2023 school year by 2 percent. Specifically, we will decrease 18,640 periods missed to 18,267.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Denfeld	Develop and Implement Multi-Tiered System and Supports – Social, Emotional, Behavioral Focus: Finish implementation of Tier 1 and continue to implement Tier 2 interventions to support students’ coping skills. ● Define behaviors that interfere with academic and social success and develop a procedure for how they will be managed ● Teach all students academic, behavioral, and social expectations as well as the skills needed to meet those expectations ● Develop and implement policies and procedures that are proactive, instructive, and/or restorative ● Consistently implement Tier 1 classroom procedures school-wide	The percentage of students who report feeling unsafe on the annual PBIS Climate Survey at Denfeld will decrease from 43% at the end of the 2021-22 to 10% or less by the end of the 2024-25 school year.
East	Develop and Implement Multi-Tiered System and Supports – Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 ● Clearly identify, post, and teach school-wide rules and expectations ● Utilize restorative practices for every major referral where harm is done ● Improve data use and review practices ● Develop procedures and identify strategies to address behaviors that interfere with academic and social success	By Spring of 2025, we will increase the out-of-class safety rating from 1.93 to 2.32, as measured by the PBIS Climate Survey. This reflects a 20% increase in the general feeling of safety outside of the classroom at East High School.
ALC	Minnesota Early Indicator and Response System (MEIRS 2.0). Focus: Build and improve systems that will support: ● Analyzing data and matching students’ needs to interventions ● Communicating with stakeholders ● Coordinating with high school counselors ● Increasing opportunities and removing barriers to credit accrual	The percentage of credits earned per semester (earned/attempted) will increase from 61.5% to at least 75% by June 2023 as measured by semester final grades. The ALC will increase the percentage of on-time, seat-based, 4-year graduates, increasing the total from 15% to 30% by the end of the 2022-2023 school year.
Treatment	Develop and Implement Multi-Tiered System and Supports – Social, Emotional, Behavioral Focus: Implement daily behavior sheets for each student across all sites	Over a 90 day period students will increase positive, appropriate behaviors with at least 20% gain based on the first two weeks of data collected on the behavior sheets.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Congdon	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading by: • Incorporating essential practices into the literacy block • Focusing on protecting and enhancing core instruction for all students • Ensuring there is adequate time for small group instruction daily. • Providing small group and individual instruction, using a variety of grouping strategies	By Spring 2023, all Congdon Park students will increase reading proficiency by the target rate increase necessary to be on track to meet the state's goal of 90% proficiency by 2025. This goal will be measured using all accountability tests (MCA & MTAS). Specifically, reading proficiency will increase from 77.0% to 90% by 2025.
Homecroft	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading by aligning instruction to meet the rigor and level descriptors as defined by the MN academic benchmark/standard(s).	By 2025 the achievement gap for F&R students in the area of reading will increase from 39.3% in 2022 to 58.8% as measured by the MCA. By 2025 the achievement gap for Special Education students in the area of Reading will increase from 34.8% in 2022 to 58.8% as measured by the MCA.
Lakewood	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading by: • Incorporating WIN (What I Need) time into each classroom schedule • Providing daily small group classroom interventions in reading	By Spring 2023 the percentage of Lakewood students who are on track in reading will increase from 66% (fall 2022) to 70%, as measured by FASTBridge screening assessments.
Laura MacArthur	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading instruction. All elementary teachers will utilize the 4 identified questions to provide standards aligned core instruction by clearly defining: • What do all students need to know, understand, and be able to do? • How will we know when they have learned it? • How will we respond when they don't learn? • How will we respond when they already know it?	By spring 2023, Laura MacArthur Elementary will increase reading proficiency for all elementary students from 21.8% percentage points to 44.5 % as measured by the MCA-III statewide assessment.
Lester Park	Implement SEL with fidelity and embed it in daily practice. • Develop pacing guide and scope and sequence for Second Step • Provide professional development and optional coaching on embedded SEL, relationship building strategies, restorative chats, etc.	By Spring of 2025, we will increase our overall Reading MCA-III score from 79.7% proficiency to 85% proficiency. 85% was our highest overall Reading proficiency level pre-Covid.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Lowell and Lowell Spanish Immersion	Develop and Implement Multi-Tiered System and Supports – Academic Focus: Strengthen/improve Tier 1 reading instruction. We will ensure all students are receiving solid explicit instruction during literacy lessons in both whole group and small group.	Lowell: By Spring of 2025, 62% of Lowell students will meet or exceed standards on the Reading MCA. This is a net gain of 12 percentage points per year. Lowell SI: By Spring 2025, 70% of Lowell SI students will meet or exceed standards on the Reading MCA. This is annual growth of 5 percentage points per year.
Myers-Wilkins	Develop and Implement Multi-Tiered System and Supports – Academic Focus: Strengthen/improve Tier 1 reading instruction. Specifically, incorporate essential practices into the literacy block, focusing on protecting and enhancing core instruction for all students to ensure there is adequate time for small group instruction daily.	By Spring of 2023, the reading proficiency for all students will increase from 35.7% to 44.7% as measured by MCA and MTAS (All Accountability Tests). The reading proficiency for students receiving special education services will increase from 31.7% to 40.7% and the number of students receiving free and reduced price meals will increase from 28.2% to 37.2% as measured by MCA and MTAS (All Accountability Tests).
Piedmont	Develop and Implement Multi-Tiered System and Supports – Academic Focus: Strengthen/improve Tier 1 reading instruction. All students in grades K-5 will receive: • Whole group core instruction in grade level ELA standards • Class-wide reading interventions • Targeted small group instruction in reading	By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in reading will increase from 39.7% in 2022 to 51.5% as measured by the annual state accountability assessments (MCA + MTAS.) This will bring us to our pre-pandemic level.
Stowe	Develop and Implement Multi-Tiered System and Supports – Academic Focus: Strengthen/improve Tier 1 reading instruction through the use of class-wide interventions. Examples of interventions include: • Teach students to decode words, analyze word parts, and recognize words (K-3) • Develop awareness of the segments of the sounds in speech and how they link to letters (K-3) • Build student decoding skills so they can read complex multisyllabic words (4-5) • Provide purposeful fluency building activities (4-5)	By Spring of 2025, the overall reading proficiency for all students (42.1%) will increase to 70% as measured by Spring state accountability assessments (MCA/MTASS). This means that we need to increase by 9% each year to remain on track with our goal. By Spring of 2025, the overall reading proficiency for special education (15%) will increase to 70% as measured by Spring state accountability assessments (MCA/MTAS). This means that we need to increase by 18.3% each year to remain on track with our goal. By Spring of 2025, the overall reading proficiency for free/reduced price lunch (31.1%) will increase to 70% as measured by Spring state accountability assessments (MCA/MTAS). This means that we need to increase by 13.0% each year to remain on track with our goal.
Ordean East	Develop and Implement Multi-Tiered Systems of Support – Academic Focus: Strengthen/improve systems that support Tier 1 • Develop school-wide data team structures, grade level and content area structures, define membership and calendars • Identify PLC priorities and focus	By Spring 2023, all student groups will increase reading proficiency to make progress toward the state's goal of 85% proficiency by 2025. This goal will be measured using the statewide accountability assessments (All Accountability Tests - MCA + MTAS, All Students Tested); the results will be reviewed OEMS CIT using the attached scoring rubric . 46

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
	● Increase parent engagement ● Identify a school wide strategy that can be implemented across content areas in the fall of 2023.	
Lincoln Park	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 instruction by implementing school-wide literacy strategies including: ● Vocabulary Word Walls ● Annotating Text ● Cornell Note Taking ● Text Dependent Question Strategies ● Technology Tools to support speech to text and text to speech	The percent of all students enrolled October 1 at Lincoln Park Middle School who Meet or Exceed on the Reading MCA will increase from 36.4% in 2021-2022 to 41.4% in the 2022-2023 school year.
Denfeld	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Complete implementation of Tier 1 PBIS. Continue to implement Tier 2 PBIS interventions and support to improve attendance. ● Consistently maintain, review and use accurate student attendance data for decision-making and progress monitoring ● Consistent implementation of multiple ongoing behavior support interventions matched to student need ● Develop and utilize student recognition system ● Implement and monitor trauma-informed and culturally responsive practices to promote student engagement	The consistent attendance rate at Denfeld will increase from a four-year low of 41.75 in 2021-22 to 75% by the end of the 2024-25 school year.
East	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Implement Check & Connect (Tier 2 intervention) with fidelity	By 2025, the 4-year graduation rate for all students will be 90%, with no student group with a graduation rate below 85%.
AEO	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math by ensuring explicit systematic instruction ● Comprehensively embed explicit systematic instruction into each math course ● Develop a process map to identify students who need to be tested	By Spring of 2023, we will increase student performance to 35% (current state average) passing the Math MCA.
ALC	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Implement Check & Connect (Tier 2 intervention) with fidelity	By the end of the 2022-2023 school year, the ALC will increase the percentage of on-time, seat-based, 4-year graduates from 15% to 30%.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Treatment	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading instruction	By spring of 2023, the percentage of students who are enrolled in 90 days or more who make more than 1 grade level gain in reading will increase from 38% to 45%.

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Congdon	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction by: - Protecting and enhancing core instruction for all students - Ensuring there is adequate time for small group instruction daily - Providing explicit math instruction (vocabulary)	By Spring 2023 , all Congdon Park students will increase math proficiency by the target rate increase necessary to be on track to meet the state's goal of 90% proficiency by 2025. This goal will be measured using all accountability tests (MCA % MTAS). Specifically, math proficiency will increase from 74.10% currently (all students) to 90% by 2025.
Homecroft	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math by aligning instruction to meet the rigor and level descriptors as defined by the MN academic benchmark/standard(s).	By 2025 the achievement gap for F&R students in the area of math will increase from 53.6% in 2022 to 54.1% as measured by the MCA. By 2025 the achievement gap for Special Education students in the area of Math will increase from 43.5% in 2022 to 54.1% as measured by the MCA.
Laura MacArthur	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Decrease chronic absenteeism. Provide support and resources to address: - Individual factors that contribute to absences such as low self-esteem, school anxiety, social skills, or medical conditions - Familial factors such as discipline, parental support, or poverty - School factors such as attendance policies, teacher/student relationships, and bullying	By June 2023, Laura MacArthur Elementary will improve consistent attendance as reported by the Northstar report from 63.7% to 72.7%
Lowell and Lowell Spanish Immersion	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction. Ensure all students receive daily explicit instruction in math vocabulary.	Lowell: By Spring of 2025, 65% of Lowell students will meet or exceed standards on the Math MCA. Lowell SI: By Spring of 2025, 70% of Lowell SI students will meet or exceed standards on the Math MCA.
Myers-Wilkins	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction. Specifically, incorporate essential practices into the mathematical block focusing on protecting and enhancing core instruction for all students to ensure there is adequate time for small group instruction daily.	By Spring of 2023, the math proficiency for all students will increase from 18.2% to 30.2% as measured by MCA and MTAS (All Accountability Tests). The math proficiency for students receiving special education services will increase from 17.9% to 30.9% and the number of students receiving free and reduced price meals will increase from 12.9% to 27.9% as measured by MCA and MTAS (All Accountability Tests).
Piedmont	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction. All students in grades K-5 will receive: Whole group core instruction in grade-level math standards	By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in math will increase from 52.3% in 2022 to 62.3% as measured by the annual state accountability assessments (MCA + MTAS.)

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
	• Class-wide reading interventions • Targeted small group instruction in math	
Stowe	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction through the use of class-wide interventions.	By Spring of 2025, the overall math proficiency for all students (39.8%) will increase to 70% as measured by Spring state accountability assessments (MCA/MTAS).

DULUTH PUBLIC SCHOOLS

CONTINUOUS IMPROVEMENT TEAMS

INITIATIVE UPDATE

Committee of the Whole Meeting
March 7, 2023

Tawnyea Lake, PhD, NCSP
Director of Assessment and Evaluation

FOOD FOR THOUGHT...

“Every system is perfectly designed to get the results that it gets.”

-W. Edwards Deming

PRESENTATION OVERVIEW

Background and Context

- History of CITs in the Duluth Public Schools
- CIT Overview: The Who, What, Why, How

Status Update: School Improvement Plans

- SIP Overview
- School Plans At-A-Glance
- Meet the Principals

Questions?

WHERE WE'VE BEEN

Key Milestones - Pre-2021

- Spring 2016 - Shared vision with principals, gathered feedback
- Summer 2016 - Provided all schools with predictable funding to support CIT membership
- Fall 2016 - Fall 2018 - Teams received training and support
- January 2018 - District experienced deep mid-year budget cuts, funding for initiative was eliminated

WHERE WE'VE BEEN

Primary Foci of 2021-2022: Developed infrastructure, updated processes and procedures

Key Milestones

- Re-committed to CIT structure/initiative
- Identified new leader of initiative
- Renewed partnerships with Regional Center of Excellence (RCE)
- Updated processes and procedures to align with RCE and MN Dept of Ed (MDE) expectations and timelines

WHERE WE'VE BEEN

Key Milestones (cont.)

- Developed tools and resources to support the initiative launch (ex: [22-23 Updated CIT Handbook](#))
- Communicated with principals updates and proposed roadmap
- Provided funding to support additional CIT members
- Assessed needs of leadership teams using pre/post rubric
- Paused plan in Dec due to COVID and initiative overload
- Proposed new district leadership teaming structure to support school-level continuous improvement

WHERE WE ARE

Primary Focus of 2022-2023: Provide training and support on updated processes and procedures

Key Milestones

- Provide training and support on updated processes
- Monitor use of updated processes
- Gather feedback on training, processes, and support
- Prepare to make enhancements/improvements
- Continue to collaborate regularly with RCE staff

WHERE WE ARE GOING

Primary Focus of 2023 and beyond: Improve processes, obtain system-wide visible improvements in student achievement

Initiative Road Map:

[Action Card - Continuous Improvement Teams](#)

CITs: THE WHAT AND THE WHO

Purpose - The What

Continuous Improvement Teams (CITs) provide a leadership structure to improve student achievement.

Team Membership - The Who

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders—must locally develop and implement a school improvement plan to improve student outcomes.

The Why - Why Now?

Our data suggests an urgent need to improve student outcomes. To do so, we will need to take a systems approach, working together to address the increasingly complex needs.

CITs: THE HOW

Three-Step School Improvement Process



Conduct a Comprehensive Needs Assessment

1

- Review Data
- Identify Root Cause
- Complete CNA Report

Develop a School Improvement Plan

2

- Select Strategy
- Set Goals
- Develop a Communication Plan
- Create an Action Plan
- Complete SIP Report

Implement, Monitor, Evaluate, and Refine the School Improvement Plan

3

- Implement Action Plan
- Review Implementation Data & Make Adjustments
- Record Progress within the SIP

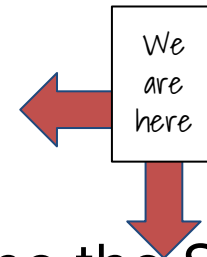
WHERE WE ARE IN THE PROCESS

Step 1: Conduct a Comprehensive Needs Assessment

Step 2: Develop a School Improvement Plan

Step 3: Implement, Monitor, Evaluate, and Refine the School Improvement Plan

- Implement action plan
- Monitor implementation of action plan, review data, make adjustments
- Record progress



Note: Although teams will be reviewing data and assessing needs on an ongoing basis, a full CNA is completed every 3 years in alignment with North Star Accountability identification cycle

THE SCHOOL IMPROVEMENT PLAN

What is it?

- A written plan to achieve the vision of the school
- It answers the question, “How are we going to get to where we want to be?”
- Its primary purpose is to identify the research-based strategies, practices, or programs that will address the root cause – strategies that the system can implement with the highest likelihood of success

THE SCHOOL IMPROVEMENT PLAN

What's new? How is it different from previous years' school plans?

- Increased collaboration and tighter alignment with expectations from RCE and MDE
- Greater standardization in school improvement processes and expectations across schools
- Enhanced transparency - plans posted on schools' websites
- Ongoing guidance, support, and oversight of the processes

THE SCHOOL IMPROVEMENT PLAN

What's new? How is it different from previous years' school plans?

- Wider range of representatives on teams
- Improved consistency in coordination of strategies across the district (ex: MTSS SEB)
- Sharper focus - plans include no more than three strategies or evidence-based interventions to implement and monitor
- Heavier emphasis on monitoring the fidelity of the strategy
- Deeper commitment and follow-through - plans are written on a 3-year cycle (updated annually)

OVERVIEW OF SIPs ACROSS THE DISTRICT

District SIPs At-A-Glance

MEET THE PRINCIPALS

Introduce yourself (name and school)

1-2 things you are particularly proud of this related to your school's continuous improvement work

Optional: Something you want the SB to know about you, your CIT, or your school

QUESTIONS



FINAL THOUGHTS

**"School improvement is not a mystery.
Incremental, even dramatic improvement, is not
only possible but probable under the right
conditions."**

-Michael Schmoker

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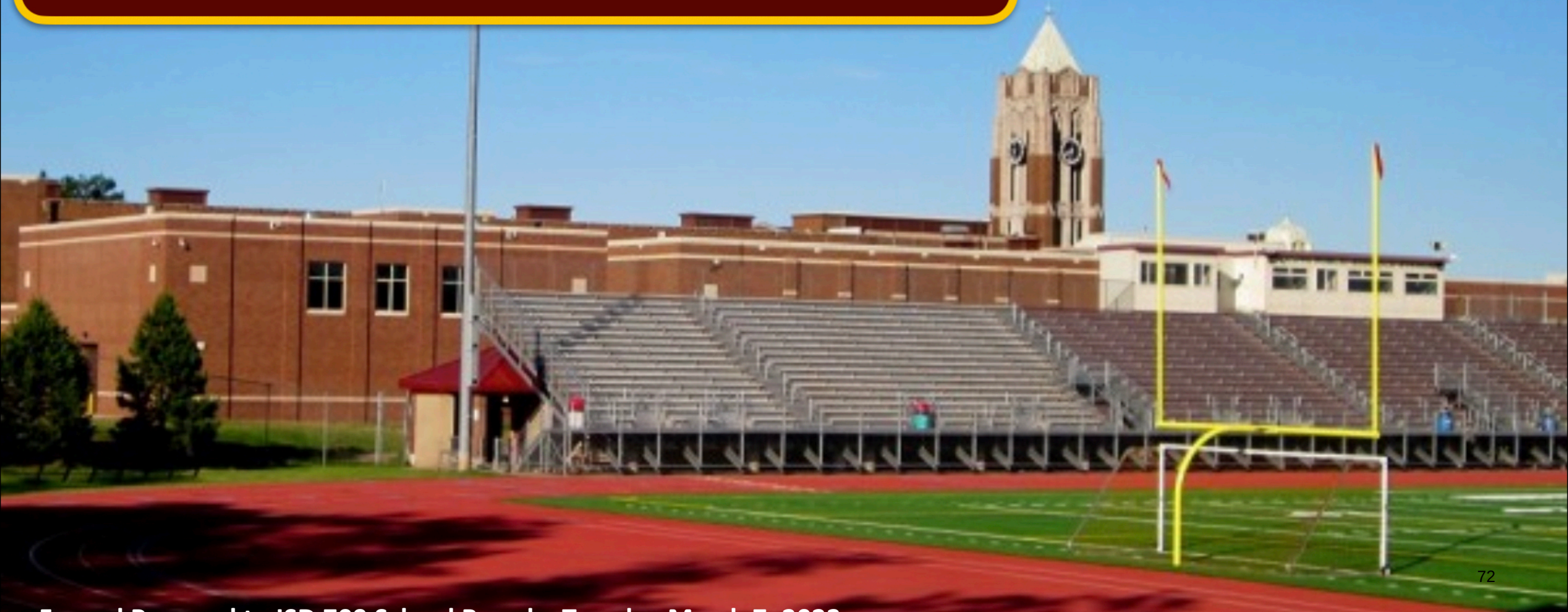


2022/23 RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE to be developed by the school board (information provided from departments that own the work)
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 the Early childhood level to provide ongoing culturally relevant support to families and students. (Approximately 2 known teachers of color.) Lack of culturally relevant curriculum district wide.	Oshki-Inwewin was implemented in the Fall of 2021-22 School year. We currently have 18 American Indian students participating in this program. We have 2 staff who Identify as American Indians working within Oshki-Inwewin. All students were top performers on our End of Year Assessments of 4 year olds. Students scored 100% in 4 out of 5 domains, including language and literacy. The fourth domain, approaches to learning, All students scored 90%.	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing Ojibwe language and culturally relevant programming. Look at hiring practices and recruitment with Headstart and Human Resources. Integrate culture and language throughout Headstart programs beyond Oshki-Inwewin.	
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 in the curriculum so our students see themselves in school/curriculum.	American Indian students still continue to score low on reading assessments. 2021-22 data shows that 23.1 % American Indian students are proficient in reading by 3rd grade.	Curriculum Department purchased books for the Misaabekong Ojibwe Immersion program. ELA content specialist selected indigenous-focused books that were tied to Wonders curriculum and distributed them to K-5 teachers. (Note: Some of those books were purchased by the AIE program)	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 and teachers/staff on culturally specific curriculum resources and provide those resources to teachers/students.	
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	American Indian students continue to score low on Math assessments. 2021-22 data shows that 12.9% American Indian students are proficient in Math.	AIE program coordinator will continue working with Elementary and Secondary Content Specialist and the staff development coordinator planning on-going opportunities for Math teachers and interventionists focused on Best Practices for American Indian students.	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 and teachers/staff on culturally specific curriculum resources and provide those resources to teachers/students.	
	Increase American Indian Student Achievement	American Indian students continue to score low on Reading assessments. 2021-22 data shows that 27.5 % American Indian students are proficient in Reading.	ELA specialist worked with the Coordinator of AIE and OEE to identify culturally appropriate books for teachers to utilize. Antibias training was done district-wide. DPS is working on providing classrooms with diverse classroom libraries. The Coordinator of AI Education has been a part of the process to choose books for Misaabekong classrooms.	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.	

	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	American Indian-focused State Standards have been shared with Content Specialists. The Coordinator of AI Education has been working with Dale U on getting resources. Focusing on 2 content areas each year. We are continuing with Math and ELA and adding Science.	Continue the work of American Indian-focused State Standards implementation that began in 2018. Bring awareness to teachers through content area meetings on the American Indian-focused state standards and tie resources and training to teachers. Work with the AIHSL in this process, they are a great resource. - Science Content Specialist is working with Memegwesikweto create lessons to address American Indian-focused state standards. -Funding has been secured to provide classroom libraries to teachers that include culturally-responsive texts that will include American Indian literature. -The Curriculum Review and Adoption process has been revised to include more purposeful review and adoption of curriculum that is more representative and inclusive of American Indian students.	
GRADUATION	Raise Graduation rates for American Indian students	All students reach 85% graduation rate by 2020	American Indian students graduation rates for 201-22 are 45.16% (4 year) and 65.7 % (7 year)	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or cultural needs of American Indian Students. Focus on the culture of the school, if they feel safe and welcome at school they will attend and be more engaged. Provide Check & Connect to ALL AI students.	
OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history of local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.	Science Standards: 3rd grade is implementing new science standards specifically to AI students. Misaabekong developing a modern classroom. Blair Powless has been working on a history and American Indian lessons that have been implemented into East High School last school year. He will continue to work with the other High Schools to implement the lessons. DPS has increased his contract hours and pays for the additional hours.	Provide an American Indian Curriculum Specialist or Instructional Coach.	

RENAMING PUBLIC SCHOOL STADIUM



PSS RENAMING COLLABORATIVE



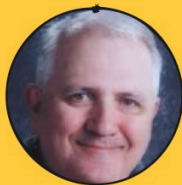
TOM TUSKEN: Principal - Denfeld High School *Denfeld Class of 1990*

ISD 709 Educator 28 Years — Implemented BARR and Link Crew — Former DHS Football Coach



TOM PEARSON: A D - Denfeld High School *Duluth Central Class of 1986*

ISD 709 Educator 31 Years — Basketball Coach and AD at Duluth Central — Region 7AA Representative



JOE VUKELICH: Historian - Denfeld High School *Denfeld Class of 1977*

ISD 709 Educator 31 Years — Creator of Denfeld Alumni Association — Author "History of Denfeld"



ALANNA OSWALD: Dedicated School Board Member *Denfeld Class of 1991*

20+ Year Volunteer ISD 709 — Lifelong West Duluth Resident/Equity Advocate — 3rd of 4 Generations of DHS Hunters



TIM DOYLE: Western Duluth Community Advocate *Denfeld Class of 1995*

Creator of "Western Duluth Lens" — Past PTA President — Leader of Hockey Day MN (FSN / Wild) Duluth Event



DENFELD "GOLDS" GROUP: Denfeld Student Leaders *Current Students*

Diverse Group of Student Leaders - Representatives of Student Population - Presented to and Surveyed

How We Navigated and Arrived Here

Several Years In The Making – Honorary Renaming of PSS



Objectives

HONORARY NAMING OF DENFELD'S STADIUM

Historic Public Schools Stadium

- Formalize “Walt Hunting Stadium” — “Marv Heikkinen Field”
- Highlight Commitment to PSS Heritage
- Next Action Steps and Timeline

Share High Likelihood of Corporate Sponsor

- Local Interest In Corporate / Sponsorship
- Recent Corporate Sponsors In Neighboring Communities
- Significant Opportunity - Capital Improvements

WALT HUNTING STADIUM



WALTER HUNTING

- Namesake of our Denfeld "Hunters"
- One of the greatest coaches in America from 1927 - 1955
- 14 City Titles / 6 Undefeated Teams / Winning 70%
- Author Prestigious "Athletic Journal" Magazine
- 5 State Championships (official and unofficial)
- Started African American RB in 1940's
- Walt Hunting Award - Top Denfeld Male Athlete
- World War I Veteran
- Inducted to Denfeld Hall of Fame 1966
- Inducted to MN Coaches Hall of Fame 2020
- Quote from 1952 Silver Anniversary Tribute

***"It isn't championships won that make Walt Hunting great.
Nobody could be associated with him and not be better for it"***

MARV HEIKKINEN FIELD



MARV HEIKKINEN

- Tied Hunting as All Time Winning Coach 1971-83
- Northern Minnesota Championship - 1975
- State Tournament Berths 1979 and 1982
- North Team Coach in 1976 MN All Star Game
- Greg Irons Award Winner 1992
- Boys Union Leader
- Fellowship of Christian Athletes Advisor
- Curriculum Innovator In Classroom
- Denfeld Hall of Fame Inductee 1996

HONORING PSS HERITAGE - FOUR PILLARS

**DENFELD
HIGH SCHOOL**



FOOTBALL

PILLAR OF HONOR
CJ HAMM - WALLY SMITH
DOUG BRAG - PAT BERGQUIST
CHRIS VADNAIS - BILL BORDSON
CHUCK HREN - BOBBY DANIELS
BUTCH LARSON - TIM LUCZAK etc

**DULUTH
CENTRAL
TROJANS**



1892-2011



HERITAGE OWNER
Duluth Central Alumni
Association

**MORGAN PARK
HIGH SCHOOL**



1916-1982



HERITAGE OWNER
Morgan Park
Alumni Group

**DENFELD
HIGH SCHOOL**



**TRACK & FIELD
GIRLS SOCCER
BOYS SOCCER**

DENFELD HERITAGE
Current and Former
Coaches and Community



POTENTIAL FOR CORPORATE PARTNERSHIP



SPONSORSHIP TOWARD STADIUM IMPROVEMENTS



Next Steps

- School Board Formal Approval of Honorary Re-naming
- Set monthly timeline for *Action Items*
- Public & Media Relations - Guidance from Adelle Wellens
- Begin Corporate Sponsor Process - With Simone Zurich
- Choose Unveiling Ceremony Date - Lofald / Pearson / Tusken
- Student Involvement in Ceremony and Heritage Planning
- Duluth Central and Morgan Park Alumni Heritage Planning