

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, November 19, 2024

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Strategic Plan Alignment

1) Advancing Equity

a. Professional Development 2024-25 2

2) Supporting Every Student

a. Child Nutrition - Summer Meal Audit Results 18

b. Site School Improvement Efforts 28

3) Improving Systems - N/A

B. Budget Update - Verbal

1) Business Services - Update on Budget Reduction/Realignment Process 52

C. Other - Resolutions

1) E-11-24-4064 Minnesota State High School League Foundation 53

2) E-11-24-4065 Designation of Identified Official with Authority (IOWA) for Head Start 55

4. ADJOURN

COW Agenda Cover Sheet

Meeting Date: November 19, 2024

Topic: Professional Development Program

Presenter(s): Annie Schilling

Attachment (yes) or (no) yes

Brief Summary of Presentation or Topic (no more than a few sentences):

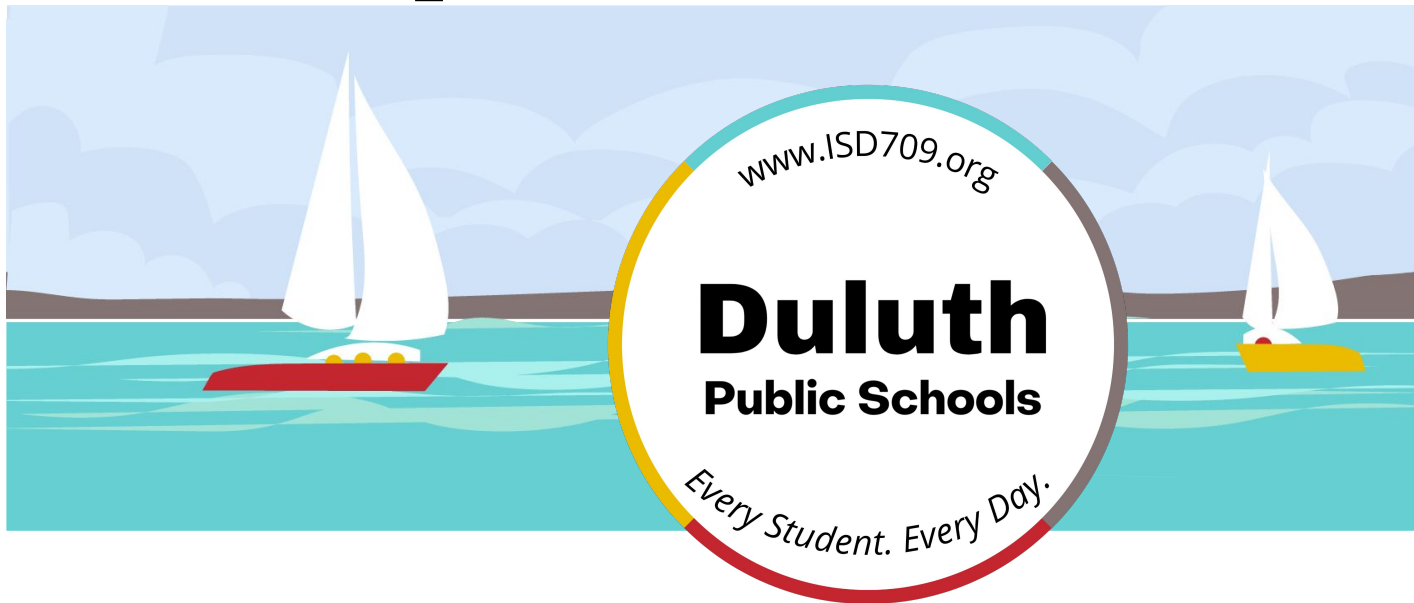
The Professional Development Coordinator, Annie Schilling will present on what has happened so far and what is to come for the SY2024-25 Professional Development program.

This Requires School Board Approval ____ Yes X No

Presentation:

<https://docs.google.com/presentation/d/1-N3WKid6klz5aX5iqvGilU7knfokbqT4zS89z8wMvUg/edit?usp=sharing>

Professional Development 2024-25



PD Days

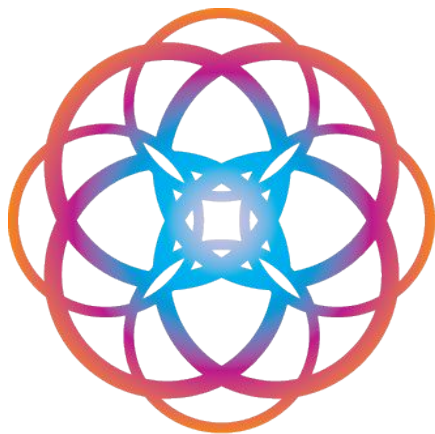
- | | |
|--|---|
| ☒ August 27 | ☐ January 17 (paras) |
| ☒ October 14 | ☐ February 24 |
| ☐ November 27 | ☐ May 27 |
| ☐ December 23 | |

Voyage of Inclusion

——by the numbers——

- ☒ 53 Breakout Choices offered
- ☒ 36 Breakout Presenters
- ☒ 4 Presenters from MnEEP
- ☒ 798 Exit Ticket Responses
- ☒ 1 Great + Inspiring Day!

Voyage of Inclusion



Minnesota
Education Equity
Partnership

Advancing **Race Equity** & Excellence

www.mneep.org

Voyage of Inclusion



Voyage of Inclusion

—— Most popular breakouts ——

*The Connection Between Ableism + Equity in
Special Education*

led by MnEEP

Ojibwe Language

led by Office of Equity

How Culture Supports Learning

led by MnEEP

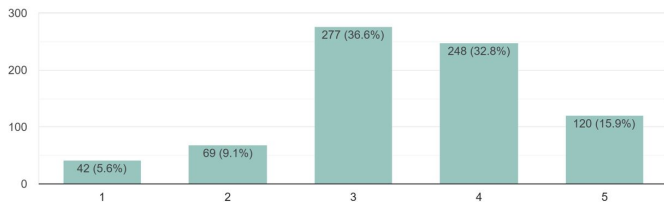
Voyage of Inclusion

Gathering Feedback

“How would you rate your session?”

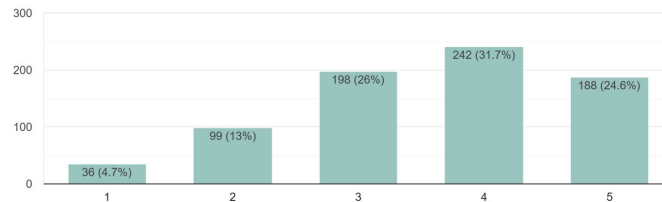
How would you rate your 10:45-11:30am session?

756 responses



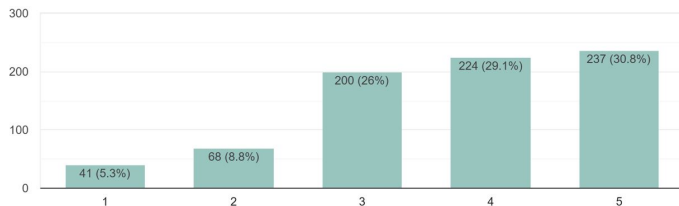
How would you rate your 1:30-2:20pm session?

763 responses



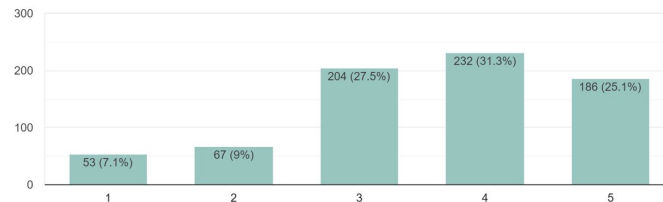
How would you rate your 12:30-1:20pm session?

770 responses



How would you rate your 2:30-3:20pm session?

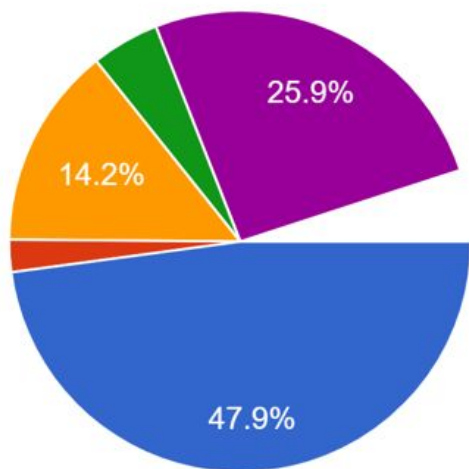
742 responses



Voyage of Inclusion

Gathering Feedback

“What was your favorite part of the Voyage of Inclusion?”

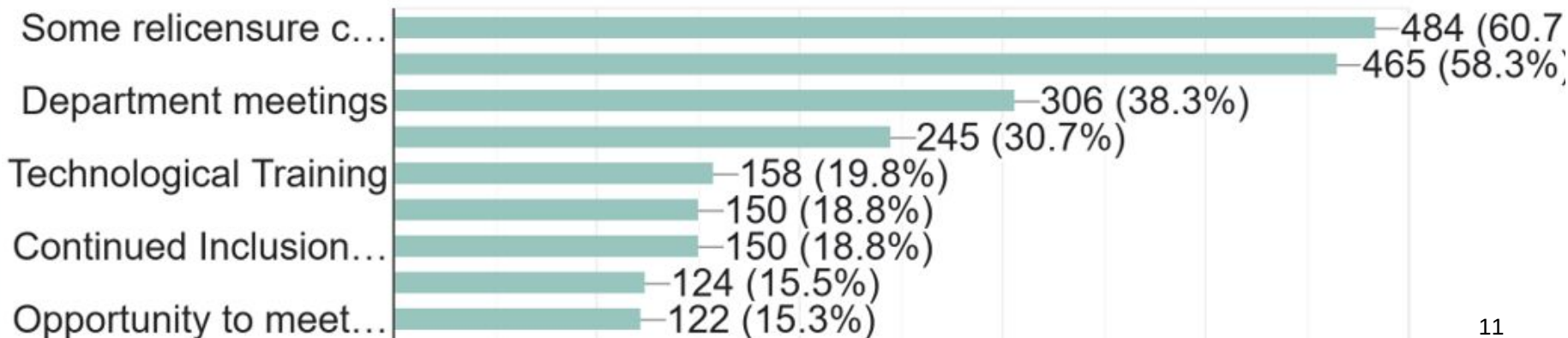


- Having choices for the breakouts
- The Keynote address
- Learning about cultures different than...
- The structure of the day
- Connecting with colleagues
- Ojibwe Language session
- This day was not an appropriate use o...
- All of these things! Choices (so many...

Voyage of Inclusion

Gathering Feedback

“What would you like to see in future Professional Development Days?”



Professional Development

———— What is New ————

- ☒ Increased from 2 to 7 PD Days per year
- ☒ Full year thematic structure: SAIL
- ☒ Professional Development website
- ☒ Introduced a registration system
- ☒ Tailoring PD for all district departments

Professional Development



Introduced a registration system

**1:30-
2:20**

CHOICE BREAK OUT SESSIONS



THE PBIS FIELD GUIDE

PBIS is a framework that schools use to improve student outcomes by creating a safe and positive learning environment. Come learn some methods for positive student outcomes.

limit 60 registrants
lead by Todd McGowan
[REGISTER HERE](#)



INCLUSIVE CURRICULUM DESIGN

Inclusive curriculum design involves consideration of the overall course structure - including both content and delivery - to ensure that all students are supported.

limit 60 registrants
lead by Amanda Horton
[REGISTER HERE](#)



CULTURALLY RESPONSIVE TEXTS

How can you incorporate reading materials into your lesson plans that include under-represented populations? Jackie Otway will discuss the options and provide resources.

limit 60 registrants
lead by Jackie Otway
[REGISTER HERE](#)



INCLUSION MOBILE MUSEUM

The Minnesota Governor's Council on Developmental Disabilities has created a mobile museum that brings to life the history of individuals with disabilities to be included. Come be inspired.

limit 60 registrants
self lead with reflection
[REGISTER HERE](#)



SAVE THE BOARDS

Two young women from Minneapolis organized community members to gather and preserve more than 800 plywood boards and murals following the death of George Floyd.

limit 60 registrants
lead by Kendra Zellner Smith
[REGISTER HERE](#)



HOW CULTURE SUPPORTS LEARNING

Learners benefit from diverse perspectives and exposure to many cultures. This break out will provide resources and tangible methods to widen our learners world.

limit 60 registrants
lead by Nan Yurecko
[REGISTER HERE](#)

**10:45
-11:30**

CHOICE BREAK OUT SESSIONS



1854 TREATY AUTHORITY

By allowing students and adults to improve and repair relationships, restorative practices are key to a healthy school climate. Learn about the key steps to put this method in practice.

limit 60 registrants
lead by TBD
[REGISTER HERE](#)



INDIGENOUS ARTS

An introduction to ancestral arts and traditions of people indigenous to the Northland. Experience the many artistic and traditional reflections of the people who have lived here for centuries.

limit 60 registrants
lead by Amanda Horton
[REGISTER HERE](#)



GENDER EQUITY: SUPPORTING STUDENTS

Gain some tangible tools to help create a more inclusive and welcoming space for students of all gender identities. This breakout will review resources to empower adults to support students.

limit 60 registrants
lead by Robin Ryme
[REGISTER HERE](#)



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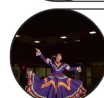
limit 60 registrants
self lead with reflection
[REGISTER HERE](#)



SAVE THE BOARDS

Two young women from Minneapolis organized community members to gather and preserve more than 800 plywood boards and murals following the death of George Floyd.

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lead by Kendra Zellner Smith
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HISPANIC HERITAGE MONTH

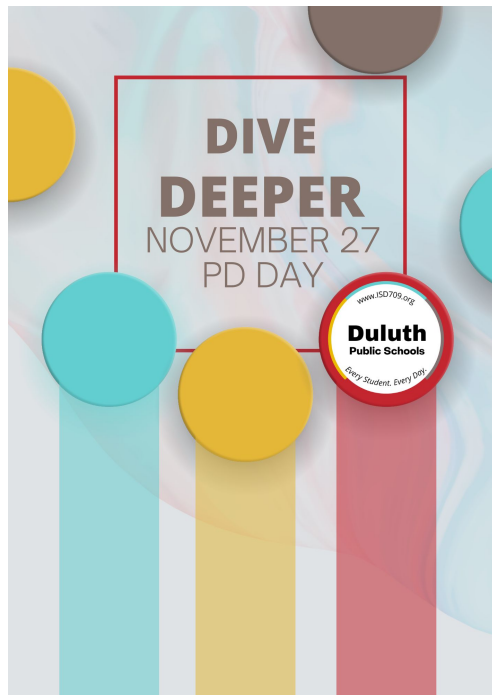
From September 15-October 15 each year we pay tribute to the generations of Hispanic Americans who are part of our community. Learn about traditions and culture of this amazing heritage.

limit 60 registrants
lead by TBD
[REGISTER HERE](#)

NON-CERTIFIED STAFF

Professional Development

What is Next



Professional Development

What is Next

ELEMEN.RESOURCE TEACHERS
GR K-2 INCLUDING RESIDENTIAL/DT

YOU WILL BE AT
ORDEAN

7:15-8:15 **PERSONAL PD TIME**

- ✓ Complete your Vector Trainings
- ✓ Organize a meeting with colleagues
- ✓ Complete an Asynchronous CEU

8:30-9:50 **I XL TRAINING**
led by: I XL Trainers

10:00-11:15 **CLARITY WORK**
led by: XX

LUNCH: 11:15 - 12:15

LITERACY LEARNING LABS
led by: Sally Weidt and Dr. Dale Uselman

12:15-3:15

PG. X

GR. 6 CERTIFIED

YOU WILL BE AT
EAST

7:15-8:15 **PERSONAL PD TIME**

- ✓ Complete your Vector Trainings
- ✓ Organize a meeting with colleagues
- ✓ Complete an Asynchronous CEU

8:30-9:50 **I XL TRAINING**
led by: I XL Trainers

10:00-11:15 **CLARITY WORK**
led by: XX

LUNCH: 11:15 - 12:15

12:15-1:15 **CHOICE BREAKOUTS**
registration required

- ✓ Ojibwe Treaty Rights + History (in person)
- ✓ Suicide Prevention (in person)
- ✓ Federal Indian Policy (online course)
- ✓ EL Learners (online course)

1:20-2:20 **CHOICE BREAKOUTS**
registration required

- ✓ Ojibwe Treaty Rights + History (in person)
- ✓ Suicide Prevention (in person)
- ✓ American Indian Key Concepts + Terms (online course)
- ✓ Early Mental Illness (online course)

2:30-3:15 **CHOICE BREAKOUTS**
registration required

- ✓ Google Tips + Tricks
- ✓ EduClimber Training
- ✓ Frontline Training
- ✓ Excel Training

PG. X

Professional Development

———— What is Next ————

- ☒ November 20th: Staff Development Advisory Committee Kickoff

88 staff invited
35 confirmed

[Minnesota statute 122A.60](#)

Professional Development

Thank you!

Questions?

COW Agenda Cover Sheet

Meeting Date: Tuesday, November 19, 2024

Topic: Child Nutrition - Summer Meal Audit Results

Presenter(s): Sheila Oak, Supervisor of Child Nutrition

Attachment (yes) or (no) Yes

Brief Summary of Presentation or Topic (no more than a few sentences):

Sheila Oak will present the findings of the MDE Summer Meal Audit from 2024.

This Requires School Board Approval ☐ Yes ☒ No

Child Nutrition Programs - Summer Food Service Program Review Report

1-3456 – DULUTH ISD 709

Sponsor Review Dates: August 1st, 2024

Date Findings Discussed with Sponsor: August 1st, 2024

Corrective Action Due Date: August 20th, 2024

Sites Reviewed and Review Dates:

Laura Macarthur Elementary – July 31st, 2024.

Rockridge Academy – August 1st, 2024

Month(s) of Review: Summer 2024

Lead Reviewer and Additional Team Members: Natasha Lemke

Sponsor Representatives:

Sheila Oak, Food Service Director

Stacey Bergstedt, Area Supervisor

Sponsor Level Findings

<i>Area</i>	<i>Finding ID and Description</i>	<i>Required Corrective Action</i>	<i>Sponsor Corrective Action</i>
400 MEAL COMPONENTS AND QUANTITIES	401SP. Sponsor is using the same menu for multiple sites and the menu did not meet the National School Lunch Program meal pattern requirements. The following concerns were identified: 1. Menu documentation for lunch served during the review period indicate that the portion size of vegetable did not meet the minimum daily requirement on several days when “assorted vegetable” was the only vegetable offering. This was also noted on sponsor monitoring visits at several sites that the vegetable portion size was 1/2 cup on the day of the sponsor monitor visit. 2. Menu documentation for lunches served during the review period indicates that the amount of red/orange vegetable subgroup was not offered in the minimum weekly required amount. It should be noted that on the day of the review, Laura MacArthur school served a vegetable tray that included tomatoes and carrots, however production records and menus from the review period do not indicate that the subgroup was met in full during previous weeks.	Describe your plan to ensure that the minimum daily vegetable requirement is met. Describe your plan to ensure menus and production records will document that the red/orange subgroup is met.	Persons involved in corrective action: Sheila Oak, Supervisor of Child Nutrition Programs : Stacy Bergstedt, Area Supervisor; Thomas Rusk, Site Supervisor. Date of correction: 8/1/24 Menus will list the specific vegetable to serve each day with a ¾ C serving size. All employees will be trained on the ¾ Serving size for vegetables. All production sheets will have the listed vegetable served each day with the ¾ C serving. Additional fresh vegetables will also be offered to all participants. Menus and production sheets will indicate the

			red/orange vegetable subgroup weekly on the menus. All employees will be trained on the Red/orange subgroup requirements for meals.
<i>401SP Minnesota Department of Education Response to Corrective Action:</i>			
700 FINANCIAL MANAGEMENT	708SP. Sponsor is using SFSP reimbursement to pay for unallowable costs. One invoice for Lincoln Park on 7/26/24 included baked chips, which is an unallowable cost to the SFSP program.	Describe your plan to correct this finding. Submit documentation to show that non-program funds were used for this cost. Technical Assistance: Expenditures for foods that are not served as part of the reimbursable meal are not allowable costs. Condiments served with a creditable food are exempt from this restriction. Sites that intend to serve additional foods that do not meet SFSP meal pattern standards must use non-program funds. The USDA SFSP Administration Guide, https://www.fns.usda.gov/sfsp/handbooks, contains information on program costs and reimbursement (Unit 4, page 45).	Persons involved in corrective action: Sheila Oak, Supervisor of Child Nutrition Programs ; Stacy Bergstedt, Area Supervisor; Thomas Rusk, Site Supervisor. Date of correction: 8/1/24 The baked chips will be paid out of the regular school year funds and not the summer meal program funds. The invoice for this item is being submitted with this response that shows the codes that will be used to pay for the chips out of the regular school year funds.

			The remainder of the invoice will be paid out of summer meal funds.
708SP Minnesota Department of Education Response to Corrective Action:			

Observation:

Site Level Findings:

1000002248 – Laura Macarthur Elementary School

DATE OF REVIEW: July 31st, 2024

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action

Observation: No site findings observed at Laura Macarthur Elementary.

Site Level Findings:

1000002254 – Rockridge Academy

DATE OF REVIEW: August 1st, 2024

Area	Finding ID and Description	Required Corrective Action	Sponsor Corrective Action
300 MEAL COUNTING/CLAIMING	301. The meal count is not taken daily for each meal/snack at the point of service. On the day of review, the point-of-service count was not taken. Instead, the kitchen employee took a mental tally of students, and a back-count of the remaining entrees prepared after the service to determine the total meals served. Although this site has relatively low attendance, neither of these counting methods are considered point-of-service. It should be noted that the site did have daily check-off sheets on hand and technical assistance was provided by the reviewer on how to utilize these sheets for a point-of-service count.	Submit a plan to ensure meal counting accuracy. Describe staff training, if necessary. See site finding 401 for day-of-review claim adjustment. Technical Assistance: The point of service is the point at which a person can determine that a reimbursable meal was served to/selected by an eligible youth. All food components must be served to the youth prior to a person counting the meal as reimbursable. It is recommended that all food components be served in a meal service line, where youth line up to receive a complete reimbursable meal, and the count of reimbursable meals is taken at the end of the service area.	Persons involved in corrective action: Sheila Oak, Supervisor of Child Nutrition Programs : Stacy Bergstedt, Area Supervisor; Thomas Rusk, Site Supervisor. Summer Emison, Rockridge Site manager Date of correction: 8/1/24 Meal counting will be done on the serving line with the daily count sheet. A clicker is also now available for the employee. Employee was made aware of the point of service meal counting requirements and the appropriate way to count meals.
301. Minnesota Department of Education Response to Corrective Action			
401 MEAL COMPONENTS AND QUANTITIES	401. The meal offered on the day of review did not comply with meal pattern component requirements. Incomplete	Describe how you will ensure that point of service staff understand what constitutes a reimbursable meal.	Retrained the employee on what constitutes a reimbursable meal.

	meals were served to children and counted as reimbursable. A complete meal was offered to children, but incomplete meals were served. Observed five (5) breakfast meals claimed for reimbursement at the point of service that were missing required meal components. These students selected 2 or fewer items, such as 1 cereal and 1 juice box. 3 items are required under the NSLP breakfast pattern. The kitchen employee did not have a good understanding of what constitutes a reimbursable meal using offer-versus-serve.	In the corrective action, please indicate if one of these actions was taken by your sponsorship to adjust the claim(s) for reimbursement: The claim for reimbursement was not submitted on the day of review, but corrected meal counts were entered when the claim was submitted. OR The claim for reimbursement was adjusted on [enter date]. This is an appealable action. Refer to the SFSP Appeal Procedure, which is located on the Minnesota Department of Education website at https://education.mn.gov/MDE/dse/FNS/SFSP/App/. If sponsor appeals, the decision of the appeal will determine the course of action. If sponsor does not appeal, the claim for reimbursement needs to be adjusted. A submitted claim may be adjusted by the sponsor within 60 calendar days after the end of the claiming month. Adjustments after the 60th day can be made by the state agency. Technical Assistance: The NSLP meal pattern and other menu planning resources are available on the Minnesota Department of Education website at https://education.mn.gov/MDE/dse/FNS/SNP/qual/pat/	Will begin to use a unitized breakfast meal to ensure a reimbursable meal is being taken by all students. Will also implement use of a sharing table for those students that don't want all the items. (for example milk) The claim had not been completed for July, so 5 breakfasts were taken out of the daily count for the day of review and not included in the reimbursement.
401. Minnesota Department of Education Response to Corrective Action:			

Observation:



August 6, 2024

Sheila Oak, Food Service Director
Duluth ISD #709
Sponsoring Authority ID Number: 1000003456
SFSP Administrative Review Report

Dear Sheila Oak:

Thank you for the courtesy and cooperation received during the administrative review of your Summer Food Service Program (SFSP). The purpose of the review was to assess your organization's administration of the SFSP and provide technical assistance in program areas requiring support. Program areas that are not in compliance with SFSP regulations are designated by a finding in the attached Summer Food Service Program Review Report.

In the attached review report, sponsor level findings are summarized first, followed by findings for each site, as applicable, where a meal service was observed. Type your corrective action response to the findings to thoroughly describe the action taken regarding each finding. Include all the processes and/or procedures that will be or have been implemented. List all persons and their titles who will be involved in correcting the finding and maintaining the corrective action. Provide the date when corrective action was or will be implemented. If needed, include supporting documentation in your response that validates the corrective actions you have implemented or will implement. Submit corrective actions to me by Tuesday, August 20th.

Findings from this review resulted in adjustments to meal counts and/or claims for reimbursement as indicated in the review report. A Sponsoring Authority has the right to appeal the denial of all or part of claims for reimbursement or the withholding of payment arising from an administrative review or follow-up review. To request an appeal, follow the instructions in the appeal procedure found on MDE's website at <https://education.mn.gov/MDE/dse/FNS/SFSP/App/>. If your sponsorship does not request an appeal, claims for reimbursement must be adjusted by your sponsorship or will be adjusted by the state agency, as indicated in the review report, and funds recovered.

It was a pleasure working with you and your staff. If you have any questions regarding this administrative review or the review findings, please contact me at Natasha.Lemke@state.mn.us or by phone at (651) 582-8264.

Sincerely,

Natasha Lemke
Nutrition Program Consultant
Nutrition Program Services

COW Agenda Cover Sheet

Meeting Date: Tuesday, November 19, 2024

Topic: Site School Improvement Efforts

Presenter(s): Brenda Spartz and site Principals

Attachment (yes) or (no) Yes

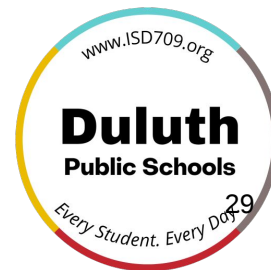
Brief Summary of Presentation or Topic (no more than a few sentences):

The principals will be sharing each building's Continuous Improvement Team (CIT) Points of Pride and School Improvement Goals and/or Priorities.

This Requires School Board Approval ☐ Yes ☒ No

School Updates on Continuous Improvement

Committee of the Whole
November 2024



Continuous Improvement Teams (CITs) & School Improvement Plans (SIPs)



Overview of the Continuous Improvement Teams (CITs):



Continuous Improvement Process

- Analysis: data, root causes, barriers
- Goal setting and alignment
- Monitoring implementation and fidelity of practices

Continuous Improvement Team (CIT)

- Provides leadership to guide each school's continuous improvement work
- Represents a variety of perspectives

School Improvement Plan (SIP): The Tool

What is a School Improvement Plan (SIP)?

- CIT collaboratively writes a school improvement plan based on:
 - A comprehensive needs assessment (CNA)
 - Data analysis
 - Input from site representatives
- SIP outlines:
 - Action plan for high impact evidenced-based practices aligned with goals
 - Documentation of monitoring implementation and progress

School Updates on Improvement Efforts

Introduction to Principals

Share Points of Pride &
SIP Goals/Priorities



Homecroft Elementary - Hornets

Principal: Tom Cawcutt



Points of Pride:

- Increased Enrollment (over 60 students since 2019)
- Continually high achievement in measured areas within state assessments
- Amazing Staff, students, and family/community support
- Increased levels of support within the MTSS model - THANK YOU

SIP Goals/Priorities:

- Increasing Reading & Math Proficiency for all and specific subgroups of students through continued analysis of MN Academic standards & benchmarks within the rigor required per grade. In addition, implementation of teacher clarity practices aligned with district priorities across all classrooms.
- Increase consistent Attendance from 88% to over 90%
- Decrease major behaviors requiring office intervention by over 25%

Congdon Park Elementary - Cougars

Powerful Learning in a Peaceful Environment

Principal: Kathi Kusch Marshall



Points of Pride:

- Strong Community Involvement, active engagement with families
- Inclusive Environment: Commitment to inclusivity, "Everyone is Welcome and Valued"
- Dedicated Staff: Highly qualified compassionate teachers and staff who create meaningful experiences
- Academic Excellence: High standards for academic achievement
- Focus on Social Emotional Learning (Morning Meeting, Cultural Sharing)
- Safe and Supportive Environment: A safe culture prioritizing students' well-being that promotes a positive, respectful atmosphere
- Environmental Stewardship: Dedication to sustainability and environmental education through our school garden/Safe Routes to School

SIP Goals/Priorities:

- Increasing reading for all student from 77% to 90% by Spring 2025
- Specific subgroup Sped from 38.1% to 85% by Spring 2025
- Math Proficiency for all students from 74.1% to 90% by Spring 2025
- Specific subgroups Special Education from 42.9 to 85% by Spring 2025
- Increase consistent attendance from 88% to over 90%



Lakewood Elementary - Lynx



Principal: Dr. Darren Sheldon

Points of Pride:

- Last year had the best reading scores in 12 years!
- Increase of enrollment from 219 to 254
- MTSS Process (staffing)
- Great staff and community supports
- Overall positives on the Climate Surveys.

SIP Goals/Priorities:

- Chronic Attendance
- Math/Reading Goals (implementing UFLI and Functional Morphology with fidelity)
- Teacher Clarity (Tier I Reading/Math Instruction)

Lester Park Elementary - Labradors

Principal: Anna Cawcutt

Points of Pride:

- PBIS implementation - Tiered Fidelity Inventory score fall of 2024 was 73.3%, compared to 46.7% fall of 2023. Huge growth in a very short amount of time.
- Additions to early reading instruction are working. Overall earlyReading composite scores increased from 61% at/above target in the spring of 2023 to 76% of students at/above target in the spring of 2024. We saw a marked increase in Kindergarten word reading scores specifically in the spring of 2024 compared to spring 2023:
 - Spring 2023 decodable (CVC) words: 66% of students at/above benchmark
 - Spring 2024 decodable (CVC) words: 81% of students at/above benchmark
- Majority of staff are already enrolled in the first round of LETRS training (even upper grades). This leads to strengthening our site and district goals with building-wide training in research-based teaching strategies.

SIP Goals/Priorities:

- Refine and maintain a comprehensive system of school-wide social/emotional/behavioral supports, embedded in daily practice.
- Implement identified evidence based practices in literacy through the use of practice profiles and with a focus on grade level text and MN state standards/benchmarks
- Implement identified evidence-based math instructional strategies and routines through the use of practice profiles.



Laura MacArthur Elementary - Eagles

Principal: Carrie Thompson



Points of Pride:

- High response rate from Climate Survey - 94% believe that we have strong staff connections
- Our benefits eligible students (FRPM) have gained 1.6 percentage point in reading and 10.5 percentage points in math
- Closed the achievement gap between FRPM and non-FRPM by 16.5 percentage points in math and 18 percentage points in reading from 2023-2024
- Closed the achievement gap between special education and non-special education by 12 percentage points in math and 10 percentage points in reading from 2023-2024.

SIP Goals/Priorities:

- Improving student performance on Fastbridge literacy testing. All students showing moderate, typical or aggressive growth from fall to spring.
- Improving attendance rates
- Focusing on Tier 1 Core instruction and Improving Teacher Clarity

Lowell Elementary - Lions

Principal: Eve Hessler



Points of Pride:

- New Pick up/Drop off procedures moving smoothly
- Office referrals for students on CICO dropped by 75-100% for 80% of our CICO participants
- CIT has two practice profiles ready for walkthroughs and data collection
- Positive reception of Functional Morphology, integration with immersion programs!

SIP Goals/Priorities:

- Schoolwide Check In/Check Out (CICO) program - *monitoring stage*
- Teacher Clarity of instruction rooted in MN standards
- Explicit instruction of vocabulary during daily math block

Myers-Wilkins Elementary - Wolves



Principal: Lisa Nicholson

Points of Pride:

- PBIS- We have had a strong roll out of HOWL. We have met our first school-wide goal! Street Dance!
- High response rate from Climate Survey - 96% believe that we have strong staff connections
- Attendance Team- Strong focus on ensuring students are at school to learn
- New Universal Procedures for arrival

SIP Goals/Priorities:

- Increasing the rate of consistent attendance through constant monitoring and communication with families
- Increasing math and reading proficiency in all students and all sub groups through implementation of foundational skills instruction with fidelity (UFLI, Functional Morphology, and Math Talks)

Piedmont Elementary - Panthers

Principal: Dr. Katie Britton



Points of Pride:

- PBIS and celebrations
- Community including staff, families, and students
- Partnership with UMD: 3rd year

SIP Goals/Priorities:

- Implementation of Teacher Clarity and deeper understanding of MN Academic Standards
- Consistent monitoring of PBIS and behavior within the building
- Consistent attendance of students through parent communication about attendance expectations

Stowe Elementary Bulldogs

Principal Nathan Anderson



Points of Pride:

- Successful PBIS roll out last year.
 - PAWS Expectations developed and taught in all settings.
 - Consistent Signage and Branding of our PAWS Expectations.
- Attendance improved **16%**! Went from **52%** Consistent Attendance in 22/23 to **68%** in 23/24.
- Positive changes with arrival/departure procedures.
- Refocus of our CIT.
- Improved social, emotional, and behavioral supports. (SEB Specialist + School Social Worker)
- Excellent community involvement at Stowe events.

SIP Goals/Priorities:

- Improve reading & math proficiencies of all student groups.
 - Attainable goals based on historical data trends of specific grade levels.
 - WIN restructuring- push-in model v. pull-out for reading intervention in K and 5th.
- Improve attendance
 - Collaborative teaming of Attendance team (district, school, county, & community resources).
 - Family/Student Centered strategies- supportive solutions v. punitive consequence
- Enhance instruction through Teacher Clarity work.
- Use data to drive decisions related to PBIS and MTSS.



Lincoln Park Middle School - Wild Cats

Principal: Brian Kazmierczak

Points of Pride:

- Implementation of the Middle School Model
 - Teaming, Advisory, Block Schedule, AREA
 - A tremendous increase in the ability to provide academic interventions
- Improve our data driven decision making

SIP Goals/Priorities:

- Goal 1: We will increase the percent of students in attendance from 86.1 percent during the 2023-2024 school year to 88.1 percent in the 2024-2025 school year.
- Goal 2: The percentage of all students in grades 6-8 at Lincoln Park Middle School who are in the "low risk" and "college pathway" benchmarks on the FAST aReading standardized assessment will increase from 56% in fall (current year) to 60% in spring 2025 (current year).



Ordean East Middle School - Huskies

Principal: Sue Lehna

Points of Pride:

- Implementation of the Middle School Model
- Implementation of MTSS
- Implementation of PBIS

SIP Goals/Priorities:

Goal One: Fully Implementation of PBIS — Measurable Goal for Spring of 25: From Fall of 2022 to Spring of 2025, the percentage of students without an ODR will be maintained at a rate of 85% or higher as measured monthly.

Goal Two : Full Implementation of MTSS Measurable 5 year goal: To implement strategies identified in the Root Cause Analysis that will return our achievement scores to OEMS peak scores or higher by spring of 2028. Measurable Goal for Spring of 25: By the Spring of 2025, the number of students scoring in the areas of Low Risk and College Pathway (combined) at OEMS will increase by 44 3%, while also decreasing the number of students in the area of High Risk by 2%, as measured by the Fast aReading assessment.



Denfeld High School - Hunters

Principal: Tom Tusken

Points of Pride:

- Our Summer Transition Academy was reimplemented in August for the first time since 2006 and allowed 11 incoming 9th graders to earn a full credit (civics and physical education) before high school started.
- Our Indigenous Cohort started this fall providing academic and cultural support for 14 students.
- The Den and PAWS programs continue to dramatically reduce in and out of school suspensions.
- Our BARR Program SEL curriculum called "I Time" is now being used once a week in all grades.

SIP Goals/Priorities:

- Our literacy goal will focus on vocabulary and will be finalized by Thanksgiving break once FAST data has been analyzed.
- The gap in our consistent attendance rate between students in special education (59.09%) and students in general education (78.48%) will be reduced by half by the end of the 2024-25 school year.



Duluth East High School - Greyhounds

Principal: Kelly Flohaug

Points of Pride:

- Significant increase in CTE enrollments & CTE course offerings
- Out of school suspensions continue to decrease due to MTSS intervention practices
- PBIS emphasis on connectedness, inclusivity, and positive recognition
- Of 2024 seniors enrolled April 1st, 100% graduation

SIP Goals/Priorities:

- Increase teachers communicating specific daily learning intentions of critical takeaways from each lesson from 60% to 80%.
- Increase the percentage of students who agree with the survey question "Students are frequently recognized for good behavior" from 42.4% to 60%.



Academic Excellence Online High School

Principal: Nathan Glöckle

Points of Pride:

- Increased enrollment across the state
- Expanded course offerings due to the 7 period day
- Collaborative MEIRS teams implemented to monitor student engagement and course progress

SIP Goals/Priorities:

- Monitor and tweak MEIRS groups
- Implement the principles of Teacher Clarity into online modules for greater clarity of instruction



Area Learning Center

Principal: Nathan Glöckle

Points of Pride:

- Continue to increase opportunities for students to regain credits
- 84% course completion and credits earned for College Career and Life Readiness; student centered schedule
- Over 90% student attendance
- Expanded course offerings
- Student Government

SIP Goals/Priorities:

- Student orientations
- Intentional relationship building in advisory groups
- Social and Emotional supports in MEIRS interventions to help students get back on track for graduation
- Academic interventions to increase comprehension of informational text.

Care & Treatment Programs

Principal: Jacob Hintsala

Points of Pride:

- Care and Treatment [Site data](#)
 - 72.4% of students made a year or more growth in math with an average stay of stay of 136 days.
 - 71.9% of students made a year or more growth in reading with an average stay of 136 days.
- Setting 4 students increased credits (on track to graduate on time) and decreased behavioral incidents.
- Collaboration with multiple agencies to meet the academic and mental health needs of our students.

SIP Goals/Priorities:

- 70% of the students testing on STAR will gain at least $\frac{1}{2}$ grade gain from pre to post-test.
- Expecting that on average a student will grade gain $\frac{1}{2}$ grade for a 90 day stay.
- This goal is for both reading and math.

Acronym Cheat Sheet:

AREA: Academic, Relearning, Enrichment and Activities

BARR: Building Assets and Reducing Risks

CICO: Check-In, Check-Out

CIT: Continuous Improvement Team

CNA: Comprehensive Needs Assessment

CTE: Career Technical Education

EBS: Evidence Based Strategy

FAST: Formative Assessments and Screening for Teachers

FRPM: Free/Reduced-Price Meals

LETRS: Language Essentials for Teachers of Reading and Spelling (READ Act aligned professional learning program)

MCA: Minnesota Comprehensive Assessment

MEIRS: MN Early Indicator and Response System (evidence based practice being used)

MTSS: Multi-Tiered System of Support

ODR: Office Discipline Referrals

PBIS: Positive Behavior Interventions and Supports

Acronym Cheat Sheet:

READ Act: Reading to Ensure Academic Development Act

SEL / SEB: Social Emotional Learning / Social Emotional Behavior(ist)

SIP: School Improvement Plan

STAR: screening assessment tool

TFI: Tiered Fidelity Inventory

UFLI: University of Florida Literacy Institute (curriculum)

WIN: What I Need



COW Agenda Cover Sheet

Meeting Date: Tuesday, November 19, 2024

Topic: Business Services - Update on Budget Reduction/Realignment Process

Presenter(s): Simone Zunich, Exec. Dir. Finance & Business Services

Attachment (yes) or (no) No

Brief Summary of Presentation or Topic (no more than a few sentences):

Supt. Magas and Exec. Dir Zunich will provide a verbal update on the budget reduction/reallocation.

This Requires School Board Approval ☐ Yes ☒ No

COW Agenda Cover Sheet

Meeting Date: November 19, 2024

Topic: MSHSL Resolution

Presenter(s): Anthony Bonds

Attachment (yes) or (no) Yes

Brief Summary of Presentation or Topic (no more than a few sentences):

Resolution of Governing Board Supporting FORM A Application To Minnesota State High School League Foundation/Denfeld High School and East High School

This Requires School Board Approval ☒ Yes No

This is informational for now-

*******This will go to the School Board Meeting on November 26, 2024 for Approval**

FORM A

RESOLUTION OF GOVERNING BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of Duluth Denfeld & East/ISD # 709 recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of Duluth Denfeld & East/ISD # 709 supports the school's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

11-19-24
Date


Board Chair/Head of School

11-19-24
Date


Board Clerk – Treasurer/ Finance Director

COW Agenda Cover Sheet

Meeting Date: November 19, 2024

Topic: Designation of Identified Official with Authority (IOwA) for Head Start Resolution

Presenter(s): Anthony Bonds

Attachment (yes) or (no) yes

Brief Summary of Presentation or Topic (no more than a few sentences):

Resolution for Designation of Identified Official with Authority (IOwA) for Head Start

This Requires School Board Approval ☒ Yes No

This is informational for now-

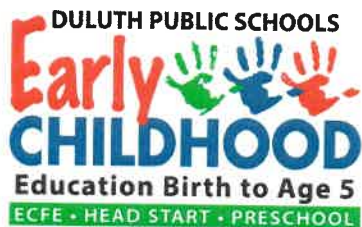
*******This will go to the School Board Meeting on November 26, 2024 for Approval**

RESOLUTION

Designation of Identified Official with Authority (IOwA) for Head Start

WHEREAS, The Minnesota Department of Education (MDE) requires that school districts annually designate an IOwA to comply with State Access Control Security Standard 1.0 which state that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA).

NOW, THEREFORE, BE IT RESOLVED, the Superintendent recommends the Board authorize Sheryl Williams, Head Start Director, to act as the IOwA for the Head Start Organization, Duluth Head Start 7010-84-001.



Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOWA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOWA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOWA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOWA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (the superintendent or director) is designated as the IOWA. The IOWA will grant the IOWA Proxy role(s).

Designation of the Identified Official with Authority for Education Identity and Access Management

Organization Name: Duluth Head Start

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): 7010-84

The Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOWA) for this organization:

Print Name: Sherry Williams

Title: Head Start Director- Duluth Early Childhood Services Coordinator

Board Member Signature:

Name:

Date:

Jim Laford
11-19-24

Once the EDIAM Board Resolution is completed, scan and email it to: useraccess.mde@state.mn.us