

## Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, November 19, 2019

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

### **1. Informational Items - These items are provided for informational purposes only and no action is required.**

#### A. Assistant Superintendent's Report 5

The purpose of this report is to provide regular updates to the Education Committee regarding teaching and learning. Assistant Superintendent Jeff Horton shared current information regarding implementation of district initiatives and school operations.

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

#### B. Curriculum and Instruction Report 6

The purpose of this report is to provide regular updates to the Education Committee regarding teaching and learning. Director of Curriculum and Instruction Gail Netland Froyd shared current information regarding the status of the work of the curriculum and instruction department.

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

#### C. 2019-20 School Improvement Plan Summaries 7

The 2019-20 School Improvement Plan Summaries are attached as informational items for review.

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

#### D. Grant Applications

##### 1) Northland Foundation Grant Application

Crystal Goldman, Nueva Visión Spanish Immersion & English Language Coordinator at Lowell Elementary, has submitted a grant application to the Northland Foundation in the amount of \$1,000. If awarded, funds will be used to expand the student and teacher libraries at Lowell with Spanish language texts &

books that address the diverse cultural ways of life of our teachers & students, including books from Spanish-speaking authors.

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

2) Minnesota Humanities Center Grant Application

Heather White, Lincoln Park Middle School Math Interventionist, has submitted a grant application to the Minnesota Humanities Center in the amount of \$2,000. If awarded, funds will be used to create a video of students and staff from ISD 709 sharing their own absent narratives to give a voice to those who aren't represented in the main stream media.

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

3) Greater Denfeld Foundation Memorial Fund Grant Application

Don Simons, Denfeld/East Engineering Manufacturing Instructor, has submitted a grant application to the Greater Denfeld Foundation Memorial Fund in the amount of \$1,500. If awarded, funds will be used to purchase two 3D printers to meet the curriculum standards for Manufacturing CTE.

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

4) Minnesota Historical Society's MacMillan Field Trip Grant Application

Glenn Tracey, Ordean East Middle School Teacher and History Club Advisor, has submitted a grant application for the Minnesota Historical Society's MacMillan Field Trip Grant Fund in the amount of \$700. If awarded, funds will be used to provide transportation to Minnesota History Center in St. Paul, MN to support student academic competition.

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

5) American Heart Association Teaching Gardens Network Grant Application

Kathi Kusch Marshall, Congdon Park Elementary Principal, has submitted a grant application to the American Heart Association Teaching Gardens Network Grant Program in the amount of \$2,500. If awarded, funds will be used to create grade-level Congdon Garden STEAM (Science, Technology, Engineering, Art, Mathematics) kits to include curriculum binders and garden supplies.

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

6) Wisconsin Education Fair (WEF) Transportation Grant Application

Marilee Tusken, Denfeld High School Career Center Coordinator, has submitted a grant application to the Wisconsin Education Fair in the amount of \$100. If awarded, funds will be used offset the transportation costs to the University of Wisconsin Superior for the college fair for juniors and seniors.

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

## 2. Action Items

### A. Resolutions

- 1) Resolution E-11-19-3687 - Resolution of School Board Supporting Form A Application to Minnesota State High School League Foundation 69

Attached is Resolution E-11-19-3687 - Resolution of School Board Supporting Form A Application to Minnesota State High School League Foundation and MSHSL Foundation Application for Grant for Student Participation.

Recommendation: It is recommended that the Duluth School Board approve Resolution E-11-19-3687 - Resolution of School Board Supporting Form A Application to Minnesota State High School League Foundation.

### B. Trip Requests

- 1) Lester Park Wolf Ridge Extended Trip Request 72

Fifth grade students from Lester Park Elementary School will travel to Wolf Ridge Environmental Learning Center in Finland, MN from April 15-17, 2020. The total cost of the trip will be \$15,175 and will be funded by student fees and fundraising.

Recommendation: It is recommended that the Duluth School Board approve the Extended Trip Request.

- 2) Externally Sponsored Trip - West Yellowstone, MT 77

Bonnie Fuller-Kask, Duluth East High School Nordic Ski Coach, will travel to West Yellowstone, MT from November 22-30, 2019 with a group of Duluth Public Schools students as an externally sponsored event. This is an annual community trip run through Nordic Fitness and Adventures, LLC. Although this annual trip is not sponsored or funded by Duluth Public Schools, the Minnesota State High School League (MSHSL) requests the Duluth School Board approve any travel where the schools' team members and coach travel together in season.

Recommendation: It is recommended that the Duluth School Board approve the Externally Sponsored West Yellowstone Nordic Ski Trip.

- C. Diploma Requests 78

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

Rapheal Samuel Terry, Jr. - October 4, 2019

Jayden M. Anderson - October 22, 2019

Jaden Gust Bodell - November 1, 2019

Recommendation: It is recommended that the Duluth School Board accept and approve the above Diploma requests

D. Data Sharing Agreements

81

It is requested that the following organizations be granted access to the Student Information System to support District functions from July 1, 2019 to June 30, 2020:

Duluth Area Family YMCA (amended agreement)

Men as Peacemakers

Recommendation: It is recommended that the Duluth School Board accept and approve the Data Sharing Agreements.

### 3. Future Items

#### **Policy Updates**

# Assistant Superintendent Monthly Report

November 2019

## Purpose

The purpose of this report is to provide regular updates to the Education Committee

## Primary Strategies

- Safe and Welcoming Schools
- MTSS

## Minnesota Department of Human Rights

- OSS Meeting

## Labor Management

- Quality Steering Committee

## Additional Highlights

- DW-CIT
- Early Childhood Programming
- Section 504
- Community Schools

# Director of Curriculum and Instruction Monthly Report

November 2019

## Purpose

The purpose of this report is to provide regular updates to the Education Committee regarding teaching and learning.

## Updates

### Staff Development

- Reviewing feedback from October 28th certified staff development day
- Next step: creating FAQ page for follow up from exit ticket questions

### Course Catalog and Registration

- Annual course catalog revision process in progress
  - Revising course catalog
  - Troubleshooting suggested changes
  - Will present to board in December

### Curriculum & Standards Work

- First Draft of [ELA Standards](#) available for public comment and review
  - Town Hall meeting Tuesday, Nov. 19th from 6-8pm at Denfeld High School
  - Survey available online to anyone interested in providing feedback



## School Improvement Plan Summary

### Introduction and Purpose

The School Improvement (SI) Plan answers the question, “How are we going to get to where we want to be?” It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward. The SI Plan should be support and align to the World’s Best Workforce Plan, the North Star Excellence and Equity System, and/or the Minnesota Department of Human Rights Agreement and Plan to reduce suspensions and expulsions.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as “strategies” in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing the root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), Duluth Public Schools—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

### Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

| School Information   | School Phone, Fax, Email  |
|--|---|
| School Name, Number and Grade Span: <b>Duluth Area Learning Center</b> | Phone: 218.336.8756   |
| School Address: 215 N 1st Ave E  | Fax: 218.336.8770   |
| Principal: Adrian Norman   | Email: <a href="mailto:adrian.norman@isd709.org">adrian.norman@isd709.org</a> |

## School Improvement Strategy(ies)--Summary

| Strategy #1   | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
|---|--|
| The <b>Strategy</b> we are going to implement is...   | MEIRS 2.0  |
| ...to address this <b>Root-Cause(s)</b>   | Truancy  |
| Which will help us meet this student outcome <b>Goal*</b>   | Attendance and graduation rates  |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | <p>Early Warning Systems, as a part of a comprehensive school improvement plan and when implemented and monitored effectively, are recognized as an evidence-based practice for school improvement (Rumberger, 2017). Minnesota's Early Indicator Response System (MEIRS) is an Early Warning System that has been intentionally designed with flexibility to address the unique local needs of the various districts, charters, schools and programs that serve students in Minnesota.</p> <p>This guide outlines a process a district, charter or school can use to design a system to support a MEIRS team to meet regularly to: identify students who are showing signs of struggling in specific locally determined indicators, match students with appropriate proactive interventions, and monitor progress. This guide describes the two critical components: The work the Leadership Team must undertake to design and support the seven step process of an</p> |

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|  | evidence-based early warning system, as well the work of the MEIRS team to determine, discuss and address student needs at regularly scheduled MEIRS meetings. |
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| #2  | Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is  | Hybrid Schedule   |
| to address the <b>Root Cause</b>  | Attendance, passing courses, graduation rates   |
| Which will help us meet this student outcome <b>Goal*</b>   | Graduation rates and increasing attendance  |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | <p>Hybrid Program In a hybrid program, sometimes referred to as a blended program, students attend a portion of their teacher/contact in an organized class. The benefit of this is that students have interaction with other students and benefit from small group interchange. The other portion of the time student would be working independently.</p> <p>Programs establish a class that all hybrid students need to attend that covers the following: How to be a self-directed learner How students work with their individual learning style How to monitor progress and ask for assistance when needed This class facilitates success by informing students about hybrid program requirements and expectations.</p> <p>This is also a good test to see if the student will be successful using IS as their educational delivery. If the student is not following through, a seat-based system should be maintained. Students are expected to meet a requirement of 1.5 to two hours per week, per course, of teacher contact time. The first 45 minutes the student meets with the teacher to discuss their progress, assess and issue new work. The second 45 minutes the student is working on an activity related to the class they are taking. This could include watching a video, working on the computer, etc. College-style scheduling, such as preparing a master schedule of classes for the semester and have students create their own schedule, or offering classes in once a week three or four hour blocks.</p> |



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Under Every Student Succeeds Act (ESSA), Duluth Public Schools—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

### Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

| School Information  | School Phone, Fax, Email         |
|---|----------------------------------|
| School Name, Number and Grade Span:<br><br><b>Residential Treatment Facilities (Arrowhead Academy, Chester Creek Academy, Merritt Creek Academy, Rockridge Academy)</b><br><br><b>Grades K-12</b> | Phone: 336-8955                  |
| School Address: 4849 Ivanhoe St, Duluth, MN 55804   | Fax: 218-336-8959                |
| Principal: Jacob Hintsala   | Email: jacob.hintsala@isd709.org |

### School Improvement Strategy(ies)--Summary

| Strategy #1   | Click here <b>X</b> if the strategy is an Evidence-Based Practice (EBP)  |
|---|--|
| The <b>Strategy</b> we are going to implement is...   | Reading - small and large group instruction, Wonders, Read Naturally, Title One (LLI), Scholastic, Newsela, Reading Eggs, FAST testing grades K-8, STAR testing, PEAK for credit recovery<br><br>Counselor will complete a comprehensive credit check on all juniors and seniors |
| ...to address this <b>Root-Cause(s)</b>   | Numerous school placements, trauma and family issues, mental health concerns, and disabilities, gaps in academic instructions.   |
| Which will help us meet this student outcome <b>Goal*</b>   | All students enrolled for 90 or more days will increase their reading skills by at least ½ grade level   |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | Increase the number of classes that students are able to pass; continuously move toward graduation requirements  |

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| #2  | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)   |
| The <b>Strategy</b> we are going to implement is  | Math - small and large group instruction, Kahn Academy, Prodigy, SumDog, Math Seeds, PEAK for credit recovery, FAST testing grades K-8, STAR testing<br>Counselor will complete a comprehensive credit check on all juniors and seniors |
| to address the <b>Root Cause</b>  | Numerous school placements, trauma and family issues, mental health concerns, and disabilities, gaps in academic instructions.  |
| Which will help us meet this student outcome <b>Goal*</b>   | All students enrolled for 90 or more days will increase their math skills by at least ½ grade level   |
| Explain how this strategy aligns to the World’s Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | Increase the number of classes that students are able to pass; continuously move toward graduation requirements.  |

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| #3   | Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)   |
| The <b>Strategy</b> we are going to implement is | All sites will complete daily behavior sheets for all students<br>Communication - each building will have a specific behavior plan in place, individual student behavior sheets; counselor will complete a comprehensive credit check on all juniors and seniors<br>Individual student crisis will be shared with administrator, student specific team members as needed<br>PLC teams will review data at each meeting;<br>Information will be shared at IEP meetings, staffings, and with treatment teams |
| to address the <b>Root Cause</b>                 | Numerous school placements, trauma and family issues, mental health concerns, and disabilities, gaps in academic instructions, therapy and treatment; inconsistent expectations and enforcement<br>No control over where kids have been, how long they stay, what treatment groups they are in, trauma informed care, no control over enrollment, little to no communication with families or other outside agencies   |

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| Which will help us meet this student outcome <b>Goal*</b>   | 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. |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | Increase attendance, time in the classroom, graduation rate, academic success, job readiness skills, productive members in the community                                  |

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| School Information  | School Phone, Fax, Email       |
|---|--------------------------------|
| School Name, Number and Grade Span:<br><b>Denfeld High School</b> , #215, Grades 9-12 | Phone: (218) 336-8830          |
| School Address: 401 N. 44th Ave. West, Duluth, MN 55806                               | Fax: (218) 336-8844            |
| Principal: Laurie Knapp, Interim Principal  | Email: laurie.knapp@isd709.org |

### School Improvement Strategy(ies)--Summary

| Strategy #1   | Click here x if the strategy is an Evidence-Based Practice (EBP)   |
|---|--|
| The <b>Strategy</b> we are going to implement is...   | BARR is an early warning system designed to help schools identify and provide relevant and just-in-time responses to meet individual student needs to stay on track for graduation.  |
| ...to address this <b>Root-Cause(s)</b>   | Lack of early identification and early intervention for students at risk. (attendance, behavior, course completion, graduation, engagement)  |
| Which will help us meet this student outcome <b>Goal*</b>   | <p><b>GOAL: Increase the three year average percentage of graduating students as measured by the Minnesota North Star Accountability System FROM:</b></p> <ul style="list-style-type: none"> <li>● <b>46% Special Education in 2017 to 85% in 2020,</b></li> <li>● <b>64% Free and Reduced Lunch in 2017 to 85% in 2020,</b></li> <li>● <b>75.9% Overall Student Population in 2017 to 90% in 2020.</b></li> </ul>   |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | Building Assets, Reducing Risks (BARR) is a school model that addresses the needs of the whole student learner. It allows teachers to focus on building relationships with students to help them be successful in the classroom and life. It incorporates eight different strategies of its own; focus on the whole student, provide professional development for teachers, counselors and administrators,, use BARR's I-Time curriculum to foster a climate for learning, create cohorts of students, hold regular meetings of the cohort teachers, conduct risk review meetings, engage families in student learning, and engage administrators to ensure the success of students towards graduation beginning in the 9th grade. It builds the foundation for graduation which aligns with the World's Best Workforce bill as well as the North Star Excellence and Equity System. |

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| #2  | Click here <a href="#">x</a> if the strategy is an Evidence-Based Practice (EBP)   |
| The <b>Strategy</b> we are going to implement is  | PBIS is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.  |
| to address the <b>Root Cause</b>  | Ineffective classroom strategies for engaging students and establishing, fostering and maintaining positive relationships.   |
| Which will help us meet this student outcome <b>Goal*</b>   | <p><b>GOAL: Increase the three year average percentage of graduating students as measured by the Minnesota North Star Accountability System FROM:</b></p> <ul style="list-style-type: none"> <li>● <b>46% Special Education in 2017 to 85% in 2020,</b></li> <li>● <b>64% Free and Reduced Lunch in 2017 to 85% in 2020,</b></li> <li>● <b>75.9% Overall Student Population in 2017 to 90% in 2020.</b></li> </ul>   |
| Explain how this strategy aligns to the World’s Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | Positive Behavior Interventions and Supports (PBIS) is comprised of evidence-based behavioral interventions and practices that are aligned with the World’s Best Workforce to help ensure that all students graduate from high school, it helps provide for an equitable education for all Minnesota children through the North Star Excellence and Equity System so that all children have access to the opportunity to learn. It aligns with the MDHR Agreement to reduce suspensions and expulsions by providing a positive school climate based on research, and the use of data, to build and sustain a continuum of behavior supports to help students be successful in school, and reduce suspensions and expulsions by using positive behavior reinforcements and by building relationships among students and staff to promote a climate of caring and support. |

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| #3  | Click here x if the strategy is an Evidence-Based Practice (EBP)   |
| The <b>Strategy</b> we are going to implement is  | Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out of school.  |
| to address the <b>Root Cause</b>  | Disengagement and dropping out of school   |
| Which will help us meet this student outcome <b>Goal*</b>   | <p><b>GOAL: Increase the three year average percentage of graduating students as measured by the Minnesota North Star Accountability System FROM:</b></p> <ul style="list-style-type: none"> <li>● <b>46% Special Education in 2017 to 85% in 2020,</b></li> <li>● <b>64% Free and Reduced Lunch in 2017 to 85% in 2020,</b></li> <li>● <b>75.9% Overall Student Population in 2017 to 90% in 2020.</b></li> </ul>   |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | The intervention strategy of Check & Connect attempts to re-engage students in their academics and connection to school. The program works to increase student attendance, increases their resilience and persistence in school, encourages them in their coursework to accrue credits towards graduation, and achieve the end result of a high school diploma. The Check & Connect program also works to eliminate or reduce truancy rates, tardiness to class, behavioral referrals, suspensions and expulsions, and drop out rates. This program aligns directly with the World's Best Workforce Plan, North Star Excellence and Equity System, and the MDHR Agreement and Plan to reduce suspensions and expulsions. |



## School Improvement Plan Summary

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| School Information  | School Phone, Fax, Email        |
|---|---------------------------------|
| School Name, Number and Grade Span: Duluth East High School<br>0220 Grades 9-12 | Phone: 218-336-8845             |
| School Address: 301 N 40th Ave E<br>Duluth, MN 55804                            | Fax: 218-336-8859               |
| Principal: Danette Seboe  | Email: danette.seboe@isd709.org |

## School Improvement Strategy(ies)--Summary

| Strategy #1   |   |
|---|---|
| <b>Consistent Attendance</b>  | X Click here X if the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is...   | Trauma Informed & Culturally Responsive Strategies- Interactions (Language, Positive Relationships, Unconditional Positive Regard)  |
| ...to address this <b>Root-Cause(s)</b>   | Once students start missing it is difficult to get them back in. Lack of consistent connection to adults in the building who will hold them accountable. Difficulty building connections with teachers especially with large class sizes and disrupted attendance. Students experiencing trauma or with history of trauma more likely to miss school and lack parent involvement - school connection with family. |
| Which will help us meet this student outcome <b>Goal*</b>   | By Spring 2020, the consistent attendance rate for students in the Black/African American subgroup will increase from the 2018-2019 rate of 54.76% to 59.8% consistently attending as measured by the Consistent Attendance Report provided by MDE.   |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | Aligns to North Star consistent attendance goal to have all student groups with 85% consistent attendance by 2025.<br><br>Aligns to WBWF Plan connected to North Star Excellence and Equity System Stage 3: Consistent Attendance   |

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| <b>Strategy #2<br/>Disproportionate OSS</b>   | X Click here X if the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is  | Trauma Informed & Culturally Responsive Strategies- Structure (Procedures, Routines, Expectations)  |
| to address the <b>Root Cause</b>  | Not a core systematic approach that is held to fidelity to behavioral expectations by all staff. Lack of knowledge when working with diverse groups of students. Lack of strategies when working with students who have trauma, social and emotional needs.   |
| Which will help us meet this student outcome <b>Goal*</b>   | Long Term Goal: By 2025, the disproportionality of out-of-school suspensions will be reduced by decreasing the percent of total suspensions to be equal to student demographics, as measured by days of OSS.<br><br>2019-2020 Goal: By Spring 2020, the disproportionality of out-of-school suspensions for Free and Reduced Lunch students will be reduced from 62.4% of total suspensions to 54.42% of total suspensions, as measured by days of OSS. |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | Aligns to MDHR Agreement and Plan to reduce disproportionality in out of school suspensions.  |

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| <b>Strategy #3<br/>Math and Reading<br/>Graduation Rates</b> | X Click here x if the strategy is an Evidence-Based Practice (EBP)<br>Strategy 3 will address all identified Core Components as indicated in the <i>Minnesota Check and Connect Abstract</i> with an intentional focus on increasing capacity with the following components.<br>Additional research citations are available at <a href="#">Minnesota Department of Education - Evidence Based Practices, Programs and Policies</a> |
| The <b>Strategy</b> we are going to implement is             | Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out of school. Trained staff meet with identified students at least once  |

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|---|---|
|   | per week to “Check and Connect.” Monitoring attendance and grades and connecting students with resources that may include WIN intervention, tutoring, counseling, etc.  |
| to address the <b>Root Cause</b>  | Disengagement and dropping out of school, disproportionate graduation rates among some subgroups of students of color, special education, free and reduced lunch.   |
| Which will help us meet this student outcome <b>Goal*</b>   | <p>Reading Goal for East: By Spring 2020, the reading proficiency of students who are enrolled October 1 and are in Black/African American student group will increase from 0% to 14.17% as measured using the North Star Academic Achievement Report (MCA and MTAS). Targets will be calculated annually by the East Continuous Improvement Team.</p> <p>Math Goal for East: By Spring 2020, the math proficiency of students who are enrolled October 1 and are in the Black/African American student group will increase from 33.3% to 41.92% as measured using the North Star Academic Achievement Report (MCA and MTAS). Targets will be calculated annually by the East Continuous Improvement Team.</p> <p>Graduation Rates Long Term Goal: By Spring of 2025, East will achieve and/or maintain a graduation rate of no less than 90% for all students and no less than 85% in each subgroup.</p> |
| Explain how this strategy aligns to the World’s Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | <p>This goal aligns to the WBWF goal for 90% four-year, on-time graduation rate with no groups lower than 85% by 2025.</p> <p>This goal aligns to the North Star Excellence and Equity System and the District WBWF Goal of 90% Reading and Math Proficiency, with no student group below 85% by 2025.</p>  |



## School Improvement Plan Summary

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The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as “strategies” in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), Duluth Public Schools—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

### Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

| School Information   | School Phone, Fax, Email            |
|--|-------------------------------------|
| School Name, Number and Grade Span: Lincoln Park Middle School, Grades 6-8 | Phone: 218-336-8880                 |
| School Address: 3215W. 3rd St.   | Fax: 218-3368894                    |
| Principal: Brian Kazmierczak   | Email: brian.kazmierczak@isd709.org |

### School Improvement Strategy(ies)--Summary

| Strategy #1   | Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)   |
|---|--|
| The <b>Strategy</b> we are going to implement is...   | Restorative circles are used to build relationships, incorporate student perspectives, and establish and maintain classroom and community norms.   |
| ...to address this <b>Root-Cause(s)</b>   | <b>Engagement</b> (differentiate, scaffold, high expectations); <b>Relationships</b> (tone, communication, relevant); <b>Mental Health</b> (self-regulating emotions, trauma, risk taking, low self-worth, environment/safe) |
| Which will help us meet this student outcome <b>Goal*</b>   | 60% of staff will implement circle to fidelity/criteria throughout the 2019-20 school year as measured by peer observation and student feedback.   |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | This strategy aligns to the World's Best Workforce Plan by closing the achievement gap utilizing CARE strategies. Preparing all students to be ready for career and college in their future.                                 |

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| #2  | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)   |
| The <b>Strategy</b> we are going to implement is  | Engage families and increase positive communication with families.  |
| to address the <b>Root Cause</b>  | <b>Engagement</b> (differentiate, scaffold, high expectations); <b>Relationships</b> (tone, communication, relevant); <b>Mental Health</b> (self-regulating emotions, trauma, risk taking, low self-worth, environment/safe)  |
| Which will help us meet this student outcome <b>Goal*</b>   | 60% of staff will engage in two or more positive interactions with families on a weekly basis as measured by team communication log.  |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | This strategy aligns to the World's Best Workforce Plan by closing the achievement gap by increasing positive communication with families. By implementing family engagement initiatives to give parents access to resources and increase communication, our achievement gap will be reduced. |

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| #3 | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP) |
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| The <b>Strategy</b> we are going to implement is  | Positively interact with each student two times per hour.  |
| to address the <b>Root Cause</b>  | <b>Engagement</b> (differentiate, scaffold, high expectations); <b>Relationships</b> (tone, communication, relevant); <b>Mental Health</b> (self-regulating emotions, trauma, risk taking, low self-worth, environment/safe) |
| Which will help us meet this student outcome <b>Goal*</b>   | 60% of staff will positively (criteria) interact with each student two times per class period as measured by quarterly peer observations and/or self check.  |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | This strategy aligns to the World's Best Workforce Plan by closing the achievement gap building relationships and utilizing CARE strategies. Preparing all students to be ready for career and college in their future.      |



## School Improvement Plan Summary

### Introduction and Purpose

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Under Every Student Succeeds Act (ESSA), Duluth Public Schools—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

### Outcome

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| School Information   | School Phone, Fax, Email      |
|--|-------------------------------|
| School Name, Number and Grade Span: <b>Ordean East Middle School</b><br>335 Grades 6-8 | Phone: 218-336-8940           |
| School Address: 2900 East 4th Street, Duluth, MN 55812                                 | Fax: 218-336-8949             |
| Principal: Gina Kleive   | Email: gina.kleive@isd709.org |

## School Improvement Strategy(ies)--Summary

| Strategy #1   | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
|---|--|
| The <b>Strategy</b> we are going to implement is...   | <b>PLC Collaborative Teams: Focus on Results- Embedded Formative Assessment Processes</b>  |
| ...to address this <b>Root-Cause(s)</b>   | <p><b>Reading:</b> Content Area Literacy; Relevance Professional Development: How to reach our targeted groups</p> <p><b>Mathematics:</b> Professional Development: How to reach our targeted groups</p> <p><b>English Language Proficiency:</b> Professional Development: How to reach our targeted groups</p> <p><b>Attendance:</b> Equity: Attendance; Access to Core Instruction</p> <p><b>Behavior:</b> Professional Development: How to reach our targeted groups School Culture: Connectedness<br/>Classroom Management: Behavior Referrals re:cause - students avoidance</p> |
| Which will help us meet this student outcome <b>Goal*</b>   | <i>Long-Term Goal: By Spring of 2025, the reading proficiency for all students will increase to 90%, with no student groups below 85% proficiency, as measured by MCA and MTAS (All Accountability Tests).</i>   |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity | <b>Purpose/Rationale for using this instructional strategy or practice :</b> Through research, we have learned that embedding formative assessment processes into our daily practices increases student achievement and student engagement. Students' belief in themselves increases when formative assessment processes are   |

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| <p>System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions</p> | <p>embedded into daily practice. Teachers ensure that students understand the learning target, how close they are to hitting the learning target, and how to close the gap between where they are and want to be. This process keeps the students believing in themselves, builds confidence, and gives the teacher more information to make future instructional decisions.</p> <p><b>Desired Outcome:</b> Our desired outcome is to increase achievement for all students in all courses, with particular emphasis on students that have not demonstrated proficiency on previous MCAs. All OEMS teachers will make this possible through consistent use of research based embedded formative assessment processes.</p> <p><b>Citation of Research used:</b> Dylan Wiliam- <a href="#">Embedded Formative Assessment</a>, Kenneth Williams- Solution Tree (YouTube), Timothy Kanold &amp; Matthew Larson- <a href="#">Beyond the Common Core: A Handbook for Mathematics in a PLC at Work</a>, Larry Ainsworth- <a href="#">Common Formative Assessments</a>, Heather Friziellie, Julie Schmidt and Jeanne Spiller- <a href="#">Yes We Can!</a> Additional resources noted on shared document- <a href="https://goo.gl/rKY1Qr">https://goo.gl/rKY1Qr</a></p> |
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| <p>#2</p>  | <p>Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)</p>   |
| <p>The <b>Strategy</b> we are going to implement is...</p> | <p><b>PLC Collaborative Teams: Focus on Results- Embedded Formative Assessment Processes</b></p>   |
| <p>...to address this <b>Root-Cause(s)</b></p>             | <p><b>Reading:</b> Content Area Literacy; Relevance Professional Development: How to reach our targeted groups</p> <p><b>Mathematics:</b> Professional Development: How to reach our targeted groups</p> <p><b>English Language Proficiency:</b> Professional Development: How to reach our targeted groups</p> <p><b>Attendance:</b> Equity: Attendance; Access to Core Instruction</p> <p><b>Behavior:</b> Professional Development: How to reach our targeted groups School Culture: Connectedness Classroom Management: Behavior Referrals re:cause - students avoidance</p> |

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| Which will help us meet this student outcome <b>Goal*</b>   | <i>Long-Term Goal: By Spring of 2025, the math proficiency for all students will increase to 90%, with no student groups below 85% proficiency, as measured by MCA and MTAS (All Accountability Tests).</i>   |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | <p><b>Purpose/Rationale for using this instructional strategy or practice :</b> Through research, we have learned that embedding formative assessment processes into our daily practices increases student achievement and student engagement. Students' belief in themselves increases when formative assessment processes are embedded into daily practice. Teachers ensure that students understand the learning target, how close they are to hitting the learning target, and how to close the gap between where they are and want to be. This process keeps the students believing in themselves, builds confidence, and gives the teacher more information to make future instructional decisions.</p> <p><b>Desired Outcome:</b> Our desired outcome is to increase achievement for all students in all courses, with particular emphasis on students that have not demonstrated proficiency on previous MCAs. All OEMS teachers will make this possible through consistent use of research based embedded formative assessment processes.</p> <p><b>Citation of Research used:</b> Dylan Wiliam- <a href="#">Embedded Formative Assessment</a>, Kenneth Williams- <a href="#">Solution Tree (YouTube)</a>, Timothy Kanold &amp; Matthew Larson- <a href="#">Beyond the Common Core: A Handbook for Mathematics in a PLC at Work</a>, Larry Ainsworth- <a href="#">Common Formative Assessments</a>, Heather Friziellie, Julie Schmidt and Jeanne Spiller- <a href="#">Yes We Can!</a> Additional resources noted on shared document- <a href="https://goo.gl/rKY1Qr">https://goo.gl/rKY1Qr</a></p> |

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| <b>Strategy #3<br/>Disproportionate OSS</b>      | X Click here X if the strategy is an Evidence-Based Practice (EBP)   |
| The <b>Strategy</b> we are going to implement is | Trauma Informed & Culturally Responsive Strategies- Structure (Procedures, Routines, Expectations)   |
| to address the <b>Root Cause</b>                 | Not a core systematic approach that is held to fidelity to behavioral expectations by all staff. Need for additional knowledge when working with diverse student groups. Lack of strategies when working with students who have experienced trauma and/or have social/emotional needs. |

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| <p>Which will help us meet this student outcome <b>Goal*</b></p>   | <p>Long Term Goal: By 2025, the disproportionality of out-of-school suspensions will be reduced with the total suspensions to be equal or less than the student race/ethnicity demographics of our student populations excluding white not Hispanic origin, as measured by days of OSS.</p> <p>2019-2020 Goal: By Spring 2020, the disproportionality of out-of-school suspensions will be reduced from the percentages of 2018-19, with the total suspensions closer to being equal or less than the student race/ethnicity demographics of our student populations excluding white not Hispanic origin, as measured by days of OSS.</p> <p>2018-19 Percentage of OSS Days By Student Group Comparative data:</p> <p>Hispanic 10.32%</p> <p>American Indian 2.58%</p> <p>Asian 0%</p> <p>Black African American 18.06%</p> <p>Hawaiian/Pacific Islander 0%</p> <p>White 60.65%</p> <p>Two or More Races 8.39%</p> |
| <p>Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions</p> | <p>Aligns to MDHR Agreement and Plan to reduce disproportionality in out of school suspensions.</p>  |

## School Improvement Plan Summary

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| School Information                    | School Phone, Fax, Email  |
|---------------------------------------|---------------------------|
| Congdon Park Elementary School , 0435 | (218) 336-8825            |
| 3116 East Superior Street             | (218) 336-8829            |
| Kathi Kusch Marshall                  | Kathi.Marshall@isd709.org |

## School Improvement Strategy(ies)--Summary

| Strategy #1 Reading                                       | Click here X if the strategy is an Evidence-Based Practice (EBP)  |
|---|---|
| The <b>Strategy</b> we are going to implement is...       | <p><b>Reading: (CORE)</b></p> <p>Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups forms and instruction targeted to children’s observed and assessed needs.</p> <p>Whole Group Instruction using the Wonders Curriculum</p>  |
| ...to address this <b>Root-Cause(s)</b>                   | All students not having access to all grade level standards materials.  |
| Which will help us meet this student outcome <b>Goal*</b> | <p>By Spring 2020, all 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 &amp; MTAS) Targets will be calculated by the Congdon Park CIT team (This information will be embedded and used for teacher evaluation).</p> <p>By Spring 2020, Special Education and Free and Reduced students will increase reading proficiency by the target rate increase necessary to be on track to meet the state’s goal of 85% proficiency by 2025. This goal will be measured using all accountability tests (MCA% MTAS). Targets will be calculated by Congdon Park CIT.</p> |
| Explain how this strategy aligns to the World’s Best      | Use of MTSS strategies, LLI/Guided REading material. These are all apart of our plan in WWBF, NSEE and Read Well by 3rd Grade.  |

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| Workforce Plan, North Star Excellence and Equity System, and or the MDHR Agreement and Plan to increase all students' reading proficiency. |  |
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| <b>Strategy #2 Math</b>                                   | Chick here X if the strategy is an Evidence Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is...       | The Strategy will implement newly identified math intervention materials<br>Use of Bridges material for Tier II Intervention  |
| ...to address this <b>Root-Cause(s)</b>                   | Math proficiency rates for the 2018-2019 school year slowed minimal growth. This minimal growth is directly correlated to lack of systematic intervention in place for math.<br><br>Bridges Intervention Curriculum grades K-5<br><br>V-Math Curriculum for Special Education Students  |
| Which will help us meet this student outcome <b>Goal*</b> | By Spring 2020 , 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 205. This goal will be measured using all accountability tests (MCA % MTAS). Targets will be calculated by the Congdon Park CIT team.<br><br>By Spring, 2020, all Special Education will increase math proficiency by the target rate increase necessary to be on track to meet the state's goal of 85% proficiency by 2025.1 This goal will be measured using all accountability tests (MCA & MTAS). Targets to be reviewed by CIT team. |

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|  | By Spring 2020, all students who qualify for Free and Reduced will increase math proficiency by the target rate increase necessary to be on track to meet the state’s goal of 85% proficiency by 2025. This goal will be measured using all accountability tests (MCA & MTAS) Targets to be reviewed by the Congdon Park CIT. |
| Explain how this strategy aligns to the World’s Best Workforce Plan, North Star Excellence and Equity System , and /or the MDHR Agreement and Plan to reduce suspensions and expulsions. | Use of MTSS strategies, intervention materials directly aligned with students' individual needs.  |

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| <b>Strategy #3</b>   | Click here X is the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is...  | Congdon Park will implement a Social Emotional Strategy for the 2019-2020 school year focused on implementation Tier I (all students )  |
| ...to address this <b>Root-Cause(s)</b>  | to address the ongoing concern of Social Emotional for all student and a systematic approach for students who need more intensive learning.<br>to focus on building a strong relationship through the use of the Good Behavior Game “Pax” and intentionally connecting and communicating with family lacking consistent attendance                  |
| Which will help us meet this student outcome <b>Goal*</b>  | To increase all students skills in the area of social emotional learning by implementing instruction for all students from zero in the 2018-2019 school year to help increase student academic performance.<br>To increase the high number of students not attending school however we need to collect more information to identify the Root Cause. |
| Explain how this strategy aligns to the World’s Best Workforce Plan, Northstar Excellence and Equity | This strategy aligns with the WBWF through delivery in an MTSS model for Tiered instruction in the area of SEL. Ensuring all students have the skills they need to navigate peers and school experiences that are positive and do not limit their ability to access their education.  |

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| System, and to the MDHR Agreement and Plan to reduce suspensions and expulsions. |  |
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## School Improvement Plan Summary

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| School Information  | School Phone, Fax, Email         |
|---|----------------------------------|
| School Name, Number and Grade Span: <b>Homecroft Elementary School</b> ,475, Grades E-5 | Phone: 218.336.8865              |
| School Address: 4784 Howard Gnesen Rd, Duluth, MN 55803                                 | Fax: 218-336-8896                |
| Principal: Tom Cawcutt  | Email: thomas.cawcutt@isd709.org |

## School Improvement Strategy(ies)--Summary

| Strategy #1   | Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
|---|---|
| The <b>Strategy</b> we are going to implement is...                             | Reading Focus: Develop Tier 1 practice profiles & classroom requirements including conferring with students, Learning Target Development, classroom libraries, anchor charts, book bin protocol, data collection tools, and student reading stamina for 30 minutes per day. (current focus - guided reading), under the district balanced literacy framework.   |
| ...to address this <b>Root-Cause(s)</b>   | Identify underperforming subgroups, including significant attendance barriers, to core instruction and learning. <ul style="list-style-type: none"> <li>• Differentiate instruction and learning to meet the needs of individual students under the MTSS and balanced literacy frameworks.</li> <li>• Work with families on the importance and impact of attendance on a child's learning.</li> </ul> |
| Which will help us meet this student outcome <b>Goal*</b>                       | <u>Homecroft Reading Goal</u> : By Spring 2019, all 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 and MTAS). Targets will be calculated by Homecroft CIT. (Use this for teacher evaluation and RCI)                             |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star | These practices explicitly align with Use of MTSS strategies, intervention materials. Are all parts of our plans in WWBF, NSEE  |

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| Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions |  |
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| #2  | Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is  | PBIS - Positive Behavior Intervention Supports  |
| to address the <b>Root Cause</b>  | Community, culture and climate identifying the barrier(s) of identified home and school family engagement partnerships (i.e. conference attendance, communication, meetings, etc).  |
| Which will help us meet this student outcome <b>Goal*</b>   | <p>During the 2019-20 school year, all teachers will implement Tier 1 supports using the Homecroft PBIS frameworks in their classrooms. In addition, we want to increase overall, and specifically identified families/guardians, who are not engaged in their child's home/school partnership by 5% as measured by the EOY survey.</p> <p>During 2019-2020, 100% of students are taught expected behaviors in each area of the building.</p> <p>During 2019-2020, all staff will be provided reinforcement of expectations with any student, emphasizing the positive.</p> <p>During 2019-202, Homecroft expectations of being Respectful, Responsible, and Safe will be integrated into monthly themes and activities. Daily messages are tied to the theme and emphasize good character and community problem-solving.</p> |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to | The collaboration of home and school has a direct impact on a child's perception of school and growth both academically and social-emotional. Providing engaging opportunities through family/guardian partnerships will support a student's success, provide feedback to our school and staff, and create a community culture of educational equity.   |

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| reduce suspensions and expulsions |  |
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| #3  | Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)   |
| The <b>Strategy</b> we are going to implement is  | Establishing consistent practices within all learning environments.  |
| to address the <b>Root Cause</b>  | Identify chronic Attendance and Tardies of all students and identified subgroups and build positive relationships with students/families.  |
| Which will help us meet this student outcome <b>Goal*</b>   | Increasing the attendance of our targeted underperforming subgroups, in addition to education of all students and families on attendance and the impact it has on a child's education.<br><br>During 2019-2020, attendance reports will be reviewed by CIT. Attendance information will be included monthly in the Homecroft newsletter. |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | Attendance monitoring is focused on to ensure that core instruction is being delivered to all students. Improving attendance of all at-risk students is a primary focus of the Northstar plan.   |



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| School Information  | School Phone, Fax, Email         |
|---|----------------------------------|
| School Name, Number and Grade Span: <b>Lakewood Elementary</b> , 550, K-5 | Phone: 218-336-8870              |
| School Address: 5207 N Tischer Road, Duluth, MN 55804                     | Fax: 218-336-8874                |
| Principal: Dr. Darren Sheldon   | Email: darren.sheldon@isd709.org |

### School Improvement Strategy 1

Identify the strategies, practices, or programs team has selected for implementation. This will be the focus of the school improvement effort the identification cycle (three years). It is strongly recommended that schools focus their school improvement effort and seek deep, consistent implementation of one or two strategies.

| Strategy #1   | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)   |
|---|---|
| The <b>Strategy</b> we are going to implement is...   | Classroom Reading (and possibly Math) Intervention for further Tier IIA Interventions. Also, DRT will bring about Tier IB Interventions when needed.  |
| ...to address this <b>Root-Cause(s)</b>   | More students coming in not Kindergarten ready causes us to be behind from the beginning. With no outside of the classroom intervention help, more specific intervention help will need to be provided by classroom teachers. |
| Which will help us meet this student outcome <b>Goal*</b>   | **Will have to be changed after Fall 2019 FAST Reading / Math. Our overall arching goal will be to have fewer students in the spring with ! in FAST.  |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | More students reading well by Grade 3 and proficient in the North Star Plan.  |

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| #2  | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is  | An investigation as to why our Grade 3-5 Math FAST students decreased by 20% from Fall to Spring of 2019.  |
| to address the <b>Root Cause</b>  | We will work with Math Specialists, within PLCs, and Core Instruction (Test Specs to determine essential standards/benchmarks) and determine if and how we need to fill gaps within Math Expressions.  |
| Which will help us meet this student outcome <b>Goal*</b>   | Math--We did have a high proficiency at the beginning of the year; however, our students did not increase enough to keep this high proficiency. When student groups are above 80% it is sometimes hard to increase proficiency; however, we, at least don't want it to decrease. |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | This will help our North Star Plan by reaching the 80% proficiency at all grade levels.  |

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| #3  | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is          | Improve the attendance of those students who are not meeting standards and who also have 10+ absences from the year before.  |
| to address the <b>Root Cause</b>                          | We have a 91.7% attendance; however, many of these students have 10+ absences which is showing us that we don't have a lot of our students who are absent but we have a number of students who are absent a lot. |
| Which will help us meet this student outcome <b>Goal*</b> | Increase attendance percentage.  |
| Explain how this strategy aligns to the World's Best      | NA   |

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| Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions |  |
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## School Improvement Plan Summary

### Introduction and Purpose

The School Improvement (SI) Plan answers the question, “How are we going to get to where we want to be?” It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward. The SI Plan should be support and align to the World’s Best Workforce Plan, the North Star Excellence and Equity System, and/or the Minnesota Department of Human Rights Agreement and Plan to reduce suspensions and expulsions.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as “strategies” in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), Duluth Public Schools—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

### Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

| School Information   | School Phone, Fax, Email         |
|--|----------------------------------|
| School Name, Number and Grade Span: <b>Laura MacArthur Elementary School</b> , 525, PK-5 | Phone: 218-336-8900              |
| School Address: 720 North Central Ave, Duluth, MN 55807                                  | Fax: 218-336-8904                |
| Principal: Jim Erickson  | Email: James.Erickson@isd709.org |

## School Improvement Strategy(ies)--Summary

| Strategy #1   | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
|---|--|
| The <b>Strategy</b> we are going to implement is...   | Core Instruction Strategies for all grade levels (Literacy).   |
| ...to address this <b>Root-Cause(s)</b>   | Professional development and use of current best practices, progress monitoring. Core instruction delivered with fidelity. Reading strategies.   |
| Which will help us meet this student outcome <b>Goal*</b>   | All classrooms implementing balanced literacy and guided learning. Classroom data collected through observations and walkthroughs. Students will make positive growth on Afast Spring Reading assessment using balanced literacy strategy.<br><br>Reduce the Achievement Gap (All Levels): By Spring 2020, the reading proficiency of students who are enrolled October 1 and are in ALL student groups will increase from 42.3% to 50.2% as measured by the Northstar Achievement Report. |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to | Sharing best practice reading strategies in core instruction will improve student reading scores and work toward reading well by third grade and closing the achievement gap.  |

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| reduce suspensions and expulsions |  |
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| #2  | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)   |
| The <b>Strategy</b> we are going to implement is  | MTSS supports and systems for Academic and Behavior needs. PBIS- Continue to implement and secure Tier One strategies.<br>Implement the Good Behavior Game in classrooms.   |
| to address the <b>Root Cause</b>  | Disruptive behaviors in the classroom and increase academic progress.   |
| Which will help us meet this student outcome <b>Goal*</b>   | By June 10, 2020, Staff will identify, communicate and implement academic interventions, systems and supports for tier one under MTSS. Tier 2 strategies will be communicated, implemented, and coordinated by #1 team to address behavior/SEL supports for targeted needs students based on high ODR's.<br>By Spring 2020, the disproportionality of out-of-school suspensions for Black or African American students will be reduced from 30.26 % of total days of suspensions to 27.51% of total days of suspensions, as measured by days of OSS                   |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | By decreasing behaviors and implementing the proper academic intervention, it will have a direct correlation to student success and tracking to graduate on time. <ul style="list-style-type: none"> <li>● Decreasing classroom behavior - increase time in the classroom.</li> <li>● The increased time in the classroom will improve student learning working to close the achievement gap and to read well by 3rd grade.</li> <li>● This strategy will promote positive attendance.</li> <li>● This strategy will reduce behavior and suspension rates.</li> </ul> |

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| #3  | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is  | Core Instruction Strategies for all grade levels (Math)  |
| to address the <b>Root Cause</b>  | Professional development and use of current best practices, progress monitoring. Core instruction delivered with fidelity. Math strategies<br><br>Small group differentiation - Student Engagement   |
| Which will help us meet this student outcome <b>Goal*</b>   | All classrooms will be able to identify balanced Math. Classroom data collected through observations and walkthroughs. Students will make positive growth on Afast Spring math assessment using balanced math strategy.<br><br>Reduce the Achievement Gap (All Levels): By Spring 2020, the math proficiency of students who are enrolled October 1 and are in ALL student group will increase from 46.1% to 53.4% as measured by the Northstar Academic Report. |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | Sharing best practice reading strategies in core instruction will improve student reading scores and work toward reading well by third grade and closing the achievement gap.  |



## School Improvement Plan Summary

### Introduction and Purpose

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Under Every Student Succeeds Act (ESSA), Duluth Public Schools—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

### Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

| School Information   | School Phone, Fax, Email      |
|--|-------------------------------|
| School Name, Number and Grade Span:<br><b>Lester Park Elementary</b> (510) E-5 | Phone: 218-336-8875           |
| School Address: 5300 Glenwood St, Duluth 55803                                 | Fax: 218-336-8879             |
| Principal: Sue Lehna   | Email: susan.lehna@isd709.org |

### School Improvement Strategy(ies)--Summary

| Strategy #1   | Click here X if the strategy is an Evidence-Based Practice (EBP)   |
|---|--|
| The <b>Strategy</b> we are going to implement is...   | Social Emotional Learning Instruction. This will be implemented for Tier I (all students-large groups) and Tier II (additional support- small groups)  |
| ...to address this <b>Root-Cause(s)</b>   | to address the ongoing concern of SEL for all students and a systematic approach for students who need more intensive learning.  |
| Which will help us meet this student outcome <b>Goal*</b>   | Increase all students skills in the area of social emotional learning by implementing instruction for all students from 0 instruction in 17-18 school year to increased instruction in 18-19. -- (this goal needs to be further fleshed out in the fall with social workers.)        |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | This strategy aligns with the WBWF through delivery in an MTSS model for Tiered instruction in the area of SEL. Ensuring all students have the skills they need to navigate peers and school experiences that are positive and do not limit their ability to access their education. |

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| #2  | Click here X if the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is  | Use of Bridges materials for Tier II (newly identified math intervention materials).  |
| to address the <b>Root Cause</b>  | math proficiency currently below identified proficiency rates which we believe is connected to no systematic intervention in place or identified.   |
| Which will help us meet this student outcome <b>Goal*</b>   | <p><u>Lester Park Math Goal:</u> By Spring 2019, all 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 and MTAS). Targets will be calculated by Lester Park CIT. (Use this for teacher evaluation and RCI)</p> <p><u>Lester Park Achievement Gap in Math Goal:</u> By spring 2019, Special Education and Free &amp; Reduced students will increase math proficiency by the target rate increase necessary to be on track to meet the state's goal of 85% proficiency by 2025. This goal will be measured using all accountability tests (MCA and MTAS). Targets will be calculated by Lester Park CIT. (Use this for RCI).</p> |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | Use of MTSS strategies, intervention materials. Are all parts of our plans in WWBF, NSEE.   |

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| #3  | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to continue to implement is Guided Reading.  | This is an ongoing strategy used in both Core instruction and additional intervention. We will also continue to use LLI materials for intensive intervention for students that demonstrate increased need.   |
| to address the <b>Root Cause of</b> sustained learning at all grade levels in the area of reading.  | Systems that are currently in place must be sustained to continue with demonstrated growth in the area of reading at Lester Park Elementary  |
| Which will help us meet this student outcome <b>Goal*</b>   | <p><u><i>Lester Park Reading Goal:</i></u> <i>By Spring 2019, all 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 and MTAS). Targets will be calculated by Lester Park CIT. (Use this for teacher evaluation and RCI)</i></p> <p><u><i>Lester Park Achievement Gap in Reading Goal:</i></u> <i>By spring 2019, Special Education and Free &amp; Reduced students will increase reading proficiency by the target rate increase necessary to be on track to meet the state's goal of 85% proficiency by 2025. This goal will be measured using all accountability tests (MCA and MTAS). Targets will be calculated by Lester Park CIT. (Use this for RCI)</i></p> |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | Use of MTSS strategies, LLI/Guided Reading materials. Are all parts of our plans in WWBF, NSEE & Readwell by 3rd grade.  |





## School Improvement Plan Summary

### Introduction and Purpose

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| School Information  | School Phone, Fax, Email         |
|---|----------------------------------|
| School Name, Number and Grade Span: <b>Lowell Elementary School</b> , 520, PreK-5, Lowell Spanish Immersion, 521, K-3 | Phone: 218.336.8895              |
| School Address: 2000 Rice Lake Rd, Duluth MN 55811  | Fax:218.336.8899                 |
| Principal: Jennifer Larva   | Email: Jennifer.Larva@isd709.org |

## School Improvement Strategy(ies)--Summary

| Strategy #1   | Click here X if the strategy is an Evidence-Based Practice (EBP)   |
|---|--|
| The <b>Strategy</b> we are going to implement is...   | Our action plan is to continue to implement best practices and have adult accountability in implementing the practices of Guided Reading and Guided Math. .  |
| ...to address this <b>Root-Cause(s)</b>   | We think scores may have dipped with MCAs because core instruction has not been consistently implemented..   |
| Which will help us meet this student outcome <b>Goal*</b>   | <p>a. <i>2019-20 Literacy Goal: By the Spring of 2020, the reading proficiency will increase from 62.82% to 65.78% through targeting support for students where the achievement level was D or P in the 2019 MCA and MTAS assessment and current "at risk" students identified by the FAST screening assessment.</i></p> <p>b. <i>2019-20 Math Goal: By the Spring of 2020, the math proficiency will increase from 65.13% to 69.28% through targeting support for students where the achievement level was D or P in the 2019 MCA and MTAS assessment and current "at risk" students identified by the FAST screening assessment.</i></p> |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to | The practice profiles are designed to provide research based core instruction to all students. This aligns to the Northstar accountability plan in that we are looking for progress towards our academic achievement in Reading and Math.  |

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| reduce suspensions and expulsions |  |
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| #2  | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is  | Adopt core components of Positive Behavior Intervention Systems.   |
| to address the <b>Root Cause</b>  | There is an inconsistency in the delivery of teacher expectations and classroom management.  |
| Which will help us meet this student outcome <b>Goal*</b>   | During the 2019-20 school year, all teachers will implement Tier 1 supports using the Lowell PBIS frameworks in their classrooms. The Bx DRT will use the Tiered document to support students that need more support.  |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | PBIS works to reduce problem behaviors. Data is shared out monthly with teacher in order to determine where there are problem areas and to problem solve with all staff. The Bx DRT team will meet bi-weekly to dig deeper into the behavior data and will work to provide to students that need more than Tier I level supports. Improving our systems and building relationships with students in a positive manner will support all plans by creating a welcoming environment for all students. |

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| #3   | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)   |
| The <b>Strategy</b> we are going to implement is | Parent information intervention (Attendance Works) and monitoring (see letter)<br>Action plan: accurate recording of attendance at office level, parent education of impacts on academics, positive reinforcement |
| to address the <b>Root Cause</b>                 | Chronic Absenteeism of students of low socio-economic status.   |

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| <p>Which will help us meet this student outcome <b>Goal*</b></p>   | <p>During the 2019-20 school year, the attendance committee will monitor student attendance and provide support to families that are struggling with chronic absenteeism.</p>                         |
| <p>Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions</p> | <p>Attendance monitoring is focused on to ensure that core instruction is being delivered to all students. Improving attendance of all at-risk students is a primary focus of the Northstar plan.</p> |



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### Outcome

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| School Information   | School Phone, Fax, Email     |
|--|------------------------------|
| <b>Myers-Wilkins Elementary School</b> #0470 Serving PreK-5 students | Phone: 218-336-8860          |
| School Address: 1027 N. 8th Avenue East Duluth MN 55805              | Fax: 218-336-8864            |
| Principal: Amy Worden  | Email: amy.worden@isd709.org |

## School Improvement Strategy(ies)--Summary

| Strategy #1   | Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
|---|---|
| The <b>Strategy</b> we are going to implement is...   | Incorporate Essential Practices into Literacy Block focusing on protecting and enhancing core instruction for all students to ensure there is adequate time for small group instruction daily.<br><br>Additionally, we will focus resources to add a second grade classroom to reduce class sizes and allow for more intensive instruction in the area of literacy.   |
| ...to address this <b>Root-Cause(s)</b>   | Core instruction needs improvement with protected instructional time and evidence-based practices.  |
| Which will help us meet this student outcome <b>Goal*</b>   | By Spring of 2021, the reading proficiency for all students will increase from 47.8% to 65.9% as measured by MCA and MTAS (All Accountability Tests). The reading proficiency for students receiving special education services will increase from 14% to 44.4% and the number of students receiving free and reduced price meals will increase from 41.5% to 60.1% as measured by MCA and MTAS (All Accountability Tests). |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | This strategy incorporates the essential practices of literacy instruction into our core instructional block. It provides guidance to classroom teachers to enhance core instruction to minimize the number of students requiring intervention services. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.     |

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| #2  | Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is  | Facilitating meaningful mathematical discourse and posing purposeful questions through the daily use of Number Talks in K-5 classrooms.   |
| to address the <b>Root Cause</b>  | Lack of intentional opportunities for mathematical discourse in core instructional block.   |
| Which will help us meet this student outcome <b>Goal*</b>   | By Spring of 2021, the math proficiency for all students will increase from 44% to 63.7% as measured by MCA and MTAS (All Accountability Tests). The math proficiency for students receiving special education services will increase from 14.3% to 44.6% and the number of students receiving free and reduced price meals will increase from 37.3% to 57.7% as measured by MCA and MTAS (All Accountability Tests).               |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | This strategy incorporates the two of the evidence-based practices of math instruction into our core instructional block. It provides guidance to classroom teachers to enhance core instruction to minimize the number of students requiring intervention services. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System. |

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| #3 | Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP) |
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| The <b>Strategy</b> we are going to implement is  | Create a tiered system of schoolwide support to improve attendance by proactively identifying and responding to attendance barriers   |
| to address the <b>Root Cause</b>  | Many families do not interact often with school. Efforts to improve attendance have been attached to punitive responses. Students and families require additional support and assistance to prioritize regular school attendance.   |
| Which will help us meet this student outcome <b>Goal*</b>   | <p>By Spring of 2021, the percentage of all students meeting the consistent school attendance threshold as defined by the Minnesota Department of Education will increase from 66.5% to 76.6% as measured by Infinite Campus reporting data.</p> <ul style="list-style-type: none"> <li>● By Spring of 2021 the percentage of students receiving special education services meeting the consistent school attendance threshold as defined by the Minnesota Department of Education will increase from 57.3% to 69.2% as measured by Infinite Campus reporting data.</li> <li>● By Spring of 2021 the percentage of students receiving free and reduced price meals meeting the consistent school attendance threshold as defined by the Minnesota Department of Education will increase from 58% to 69.6% as measured by Infinite Campus reporting data.</li> </ul> |
| Explain how this strategy aligns to the World’s Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | This strategy incorporates evidence-based practices of student and family engagement into our multi-tiered systems of support. It provides guidance to all school staff to enhance school climate that implement supports and reduce barriers to minimize the number of students who are chronically absent from school. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.   |



## School Improvement Plan Summary

### Introduction and Purpose

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| School Information   | School Phone, Fax, Email        |
|--|---------------------------------|
| School Name, Number and Grade Span: <b>Piedmont Elementary School</b> - 550 - PreK-K | Phone: 218-336-8950             |
| School Address: 2827 Chambersburg Ave - Duluth, MN 55811                             | Fax: 218-336-8954               |
| Principal: Beth Shermoen   | Email: beth.shermoen@isd709.org |

## School Improvement Strategy(ies)--Summary

| Strategy #1   | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)   |
|---|---|
| The <b>Strategy</b> we are going to implement is...   | Reading Focus: Develop Tier 1 practice profiles (current focus - guided reading), under the district balanced literacy framework.   |
| ...to address this <b>Root-Cause(s)</b>   | Identify underperforming subgroups, including significant attendance barriers, to core instruction and learning. <ul style="list-style-type: none"> <li>• Differentiate instruction and learning to meet the needs of individual students under the MTSS and balanced literacy frameworks.</li> <li>• Work with families on the importance and impact of attendance on a child's learning.</li> </ul> |
| Which will help us meet this student outcome <b>Goal*</b>   | Intentional core instruction, utilizing practice profiles, along with identifying of small groups and interventions to differentiate and progress monitor students through common formative assessments. Measurable outcomes will include multiple forms of assessment (i.e. FAST, MCAs, CFAs, progress monitoring, and attendance tracking data).  |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to | The development of balanced literacy practice profiles and closing monitoring our tiers of instruction (MTSS) directly aligns to this work by creating a system of accountability that directly provides data on student growth, success and targeted intervention(s) needs.  |

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| reduce suspensions and expulsions |  |
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| <b>#2</b>   | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)   |
| The <b>Strategy</b> we are going to implement is  | Attendance Focus: Phase 2 of newly developed Attendance Committee utilizing the Attendance Works Research Model   |
| to address the <b>Root Cause</b>  | Identify chronic Attendance and Tardies of all students and identified subgroups.   |
| Which will help us meet this student outcome <b>Goal*</b>   | Increasing the attendance of our targeted underperforming subgroups, in addition to education of all students and families on attendance and the impact it has on a child's education.  |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | <p>This practice would identify and address action steps and early intervention to chronic causes of absenteeism directly impacting a child's loss of grade level time to instruction and learning. .</p> <ul style="list-style-type: none"> <li>• <a href="#">Attendance Works Research</a></li> </ul> |

|  |  |
|--|--|
| <b>#3</b>  | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)  |
| The <b>Strategy</b> we are going to implement is | PBIS - Positive Behavior Intervention Supports   |
| to address the <b>Root Cause</b>                 | Community, culture and climate identifying the barrier(s) of identified home and school family engagement partnerships (i.e. conference attendance, communication, meetings, etc). |

|  |   |
|--|---|
| <p>Which will help us meet this student outcome <b>Goal*</b></p>   | <p>To increase overall, and specifically identified families/guardians, who are not engaged in their child's home/school partnership</p>  |
| <p>Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions</p> | <p>The collaboration of home and school has a direct impact on a child's perception of school and growth both academically and social-emotional. Providing engaging opportunities through family/guardian partnerships will support a student's success, provide feedback to our school and staff, and create a community culture of educational equity</p> |



## School Improvement Plan Summary

### Introduction and Purpose

The School Improvement (SI) Plan answers the question, “How are we going to get to where we want to be?” It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward. The SI Plan should be support and align to the World’s Best Workforce Plan, the North Star Excellence and Equity System, and/or the Minnesota Department of Human Rights Agreement and Plan to reduce suspensions and expulsions.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as “strategies” in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), Duluth Public Schools—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

### Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

| School Information   | School Phone, Fax, Email         |
|--|----------------------------------|
| School Name, Number and Grade Span: <b>Stowe Elementary School</b> , (525) grades pre-KG-5 | Phone:218-336-8965               |
| School Address: 715 101st Ave. West, Duluth MN, 55808                                      | Fax: 218-336-8969                |
| Principal: Nathan Glockle  | Email: nathan.glockle@isd709.org |

## School Improvement Strategy(ies)--Summary

| Strategy #1   | Click here <input type="checkbox"/> X if the strategy is an Evidence-Based Practice (EBP)   |
|---|---|
| The <b>Strategy</b> we are going to implement is...   | Common formative assessments  |
| ...to address this <b>Root-Cause(s)</b>   | The lack of data collection of formative assessments to determine the greatest area of student need   |
| Which will help us meet this student outcome <b>Goal*</b>   | <ol style="list-style-type: none"> <li>1. Kindergarten Readiness (Elementary Only): By Spring 2020, the percentage of students who are on-track for beginning reading skills will decrease from 17% high risk to 10% high risk as measured by EarlyReading.</li> <li>2. Third Grade Reading Proficiency (Elementary Only): By Spring 2020, the percentage of students who meet or exceeds standards in reading will decrease from 16% high risk to 10% high risk as measured by the CBMR aFast Reading assessment.</li> </ol> |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to | Formative assessment data collection is the first step in making sound educational decisions.   |

|                                   |  |
|-----------------------------------|--|
| reduce suspensions and expulsions |  |
|-----------------------------------|--|

|   |   |
|---|---|
| #2  | Click here <input type="checkbox"/> X if the strategy is an Evidence-Based Practice (EBP)   |
| The <b>Strategy</b> we are going to implement is  | The Good Behavior Game  |
| to address the <b>Root Cause</b>  | Off-task behavior significantly impacts teaching and learning in the classroom and outside of the classroom   |
| Which will help us meet this student outcome <b>Goal*</b>   | By spring of 2020, students will be able to demonstrate appropriate behaviors as outlined in the Good Behavior Game, as measured by classroom teachers through observation and data collection in partnership through the Department of Education at the University of Minnesota.                         |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | On-task behavior and student engagement is critical to student success. The Good Behavior Game has been scientifically proven to increase student engagement and decrease unwanted behaviors. Without appropriate student behaviors, staff can not teacher them what they need to know and be able to do. |

|   |   |
|---|---|
| #3  | Click here <input type="checkbox"/> X if the strategy is an Evidence-Based Practice (EBP)   |
| The <b>Strategy</b> we are going to implement is  | Data collection and analysis with fidelity  |
| to address the <b>Root Cause</b>  | The lack of data collection of formative assessments to determine the greatest area of student need   |
| Which will help us meet this student outcome <b>Goal*</b>   | <ol style="list-style-type: none"> <li data-bbox="569 431 1797 532">1. Kindergarten Readiness (Elementary Only): By Spring of 2020, the percentage of students who are on-track for beginning math skills will decrease from 28% high risk to 15% high risk as measured by the aFast Early Math Assessment.</li> <li data-bbox="569 618 1818 683">2. Third Grade Math Proficiency (Elementary Only): By Spring 2020, the percentage of students who are at high risk will decrease from 13% high risk to 6% high risk as measured by the aMath Assessment.</li> </ol> |
| Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions | Formative assessment data collection is the first step in making sound educational decisions.   |

# FORM A

## RESOLUTION OF SCHOOL 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 District 709 DuLuth School Board recognizes the value of student participation in extracurricular activities; and

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

THEREFORE, BE IT RESOLVED, that the DuLuth School Board supports the District's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Clerk - Treasurer

MSHSL Foundation  
Application for Grant for Student Participation

**Mission Statement:** Founded in 2007, the Minnesota State High School League Foundation is a nonprofit association, serving both public and private schools, created to complement the Minnesota State High School League by providing support for Minnesota's high school youth to participate in athletics and fine arts. Minnesota State High School League Foundation's goals are to promote the growth of high school students through participation in valuable extra-curricular activities.

**Awarding of Grants:** The primary goal of the Foundation will be to award grants that assist, recognize, promote, and fund extra-curricular participation by high school students in athletic and fine arts programs. These grants will be awarded based upon gender balance, school size and geographic location to the extent possible.

The Minnesota State High School League Foundation Board of Directors has determined that the number of Free and reduced lunch students in grades 9-12 will be used for classification purposes. The MSHSL Foundation wants to encourage each school to seek students whose family income may be limited and encourage them to participate in athletic and fine arts programs in each school community and to recognize the role you play in this endeavor and to assist you in your continued efforts to engage more students.

Please complete the following steps as identified in the FORM A WORKSHEET found on the reverse side of this form.

- 1. List the number of free/reduced lunch students identified in your schools' **October 1, 2018** report to the Department of Education.

|           |            |       |            |
|-----------|------------|-------|------------|
| Grade 9:  | <u>128</u> | TOTAL | <u>438</u> |
| Grade 10: | <u>140</u> |       |            |
| Grade 11: | <u>123</u> |       |            |
| Grade 12: | <u>47</u>  |       |            |

- 2. Identify the total **UNDUPLICATED** number of free or reduced lunch students who participated in your schools' activity programs during the 2018-2019 school year.

136

TOTAL UNDUPLICATED COUNT

Name of School: Duluth Denfeld Federal Tax ID # 41-6003776

Street Address: 401 N. 44th Ave West

City, State, Zip: Duluth, MN 55807

Tom Pearson  
Name of Person Completing this Form

William Gronseth  
Name of School Superintendent

Tom Pearson  
Signature

William Gronseth  
Signature

FORM A

MSHSL Foundation
Application for Grant for Student Participation

Mission Statement: Founded in 2007, the Minnesota State High School League Foundation is a nonprofit association, serving both public and private schools, created to complement the Minnesota State High School League by providing support for Minnesota's high school youth to participate in athletics and fine arts.

Awarding of Grants: The primary goal of the Foundation will be to award grants that assist, recognize, promote, and fund extra-curricular participation by high school students in athletic and fine arts programs.

The Minnesota State High School League Foundation Board of Directors has determined that the number of Free and reduced lunch students in grades 9-12 will be used for classification purposes.

Please complete the following steps as identified in the FORM A WORKSHEET found on the reverse side of this form.

- 1. List the number of free/reduced lunch students identified in your schools' October 1, 2018 report to the Department of Education.

Grade 9: 94
Grade 10: 81
Grade 11: 47
Grade 12: 55
TOTAL 277

- 2. Identify the total UNDUPLICATED number of free or reduced lunch students who participated in your schools' activity programs during the 2018-2019 school year.

41

TOTAL UNDUPLICATED COUNT

Name of School: East High School Federal Tax ID # 41-8014301

Street Address: 301 N 40th Ave E

City, State, Zip: Duluth, MN 55804

Name of Person Completing this Form: Alyssa Thompson/STAN ROED Name of School Superintendent: William Gronseth

Signature: Alyssa Thompson

Signature: William Gronseth

Wolf Ridge

4/15/20 - 4/17/20 <sup>72</sup>  
06/08/10

**DISTRICT 709**  
**FIELD TRIP REQUESTS**

In accordance with School District Policy District 6160, District 709 recognizes properly planned, well conducted, and carefully supervised field trips may be a vital part of the curriculum. School field trips are encouraged within available resources and requirements outlined below.

**DIRECTIONS:** All staff are required to submit a Field Trip Request prior to the field trip being finalized with the involved students and to:

- > Receive administrative and/or extra-curricular coordinator approval for all instructional and supplementary field trips
- > Receive administrative reviewal and school board approval for all extended trips (Exceptions may be granted by the school board chair to accommodate emergencies.)

**DEFINITIONS:**

Instructional Trips - Trips that take place during the school day, relate directly to a course of study, and require student participation. Fees may not be assessed against students.

Supplementary Trips - Trips in which students voluntarily participate in and which often take place outside the regular school day, but do not include overnight stays. Financial contributions may be requested of students.

Extended Trips Within Minnesota and Continental United States - Trips that involve one or more overnight stops within Minnesota or the Continental United States and may be instructional or supplementary and are voluntary in nature. Extended field trips require school board approval prior to the trip.

**INSTRUCTIONAL TRIP ACTION**

Principal:  Approved  
 Not Approved

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**SUPPLEMENTAL TRIP ACTION**

Principal:  Approved  
 Not Approved

Name: Sue Lehna  
Date: 10-21-19

Instructional/Supplemental Trips need not be sent to District office.

**EXTENDED TRIP ACTION**

Principal:  Recommended  
 Not Recommended

Name: Sue Lehna  
Date: 10-21-19

Assistant Superintendent:  Recommended  
 Not Recommended

Name: [Signature]  
Date: 4/22/20

School Board:  Approved  
 Not Approved

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

All extended trip proposals must be sent to the Assistant Superintendent's Office to be placed on the Education Committee meeting agenda for approval.

**FIELD TRIP REQUEST CHECKLIST - All Field Trips**  
DIRECTIONS: Please complete checklist. No attachments are necessary.

- Develop and Communicate Student Discipline Expectations
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- Gain Access to Cell Phone for Field Trip
- Plan Arrangements for Early Pick-Up or Late Drop-Off Students (if necessary).  
**Guide:** May choose to leave message on school voice mail to help with late drop off.
- Plan Meal Arrangements (if necessary)  
**Reminder:** Notify food service of non-participation.
- Plan Administration of Student Medication and First Aid Needs (if necessary)  
**Guide:** Contact School Nurse.
- Develop and Communicate Action Plan if Student Gets Lost on Trip
- Arrange Adult Chaperones for Field Trip (if necessary)  
**Guide:** One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate.
- Develop and Communicate Teacher and Adult Chaperone Expectations  
**Example:** Supervision duties, no smoking, no alcohol
- Planned Itinerary

| TIME  | LOCATION |
|-------|----------|
| _____ | _____    |
| _____ | _____    |
| _____ | _____    |

- Maintain Student Roster and Check-in/Check-out Procedure *and meal check ins*
- Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: Erica Wittmer Graves

**FIELD TRIP REQUEST CHECKLIST - Extended Trip Only**  
DIRECTIONS: Please complete checklist and attach all appropriate materials.

- Develop and Complete Field Trip Itinerary and Emergency Telephone Contacts Letter to Parents/Guardians  
**Note:** Attach tentative planned itinerary.
- Arrange Funding of Expenses During Trip
- Arrange Meal Plans *Special diets/b-days*
- Arrange Lodging Plans and Room Assignments
- Collect Family Emergency Information for Students  
**Example:** Home phone numbers, emergency contacts, medical information *\* yes*
- Additional Information  
**Note:** Provide any additional information.

Signature of Contact Person: Erica Wittmer Graves

### FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip:     Instructional     Supplementary     Extended

1. Organization/Grade/Course Planning Trip: LESTER PARK 5TH GRADE
2. Contact Person (Responsible for Checklist Completion): ERICA WITTMERS - GRAVES
3. Field Trip Date(s): APRIL 15-17 2020 Destination: WOLF RIDGE ENVIRONMENTAL CENTER
4. Field Trip Overview (Include events, establishments and locations): TRIP ENCLOSES 6 CLASSES LEAD BY ENVIRONMENTAL EDUCATION/SCIENCE BOTH INSIDE AND OUTDOORS FOCUSING ON TEAM WORK, PROBLEM SOLVING- and REFLECTION
5. Field Trip Departure from School (Date and Time): WEDNESDAY APRIL 15 9:10 am  
Field Trip Return to School (Date and Time): FRIDAY APRIL 17 @ 2:00pm
6. Objectives of Field Trip: TO ENRICH SCIENCE and MATH BENCHMARKS STRENGTHEN → OBSERVATION and APPLICATION TO EXTEND LEARNING
7. Relationship to Curriculum or Student Learning: CLASSES ARE FOCUSED AROUND MIN SCIENCE STANDARDS
8. Planned Follow-up Field Trip Activities: WRITING/PRESENTATION PROJECTS APPLY ENVIRONMENTAL ED TO SCHOOL and COMMUNITY
9. Field Trip Budget Request

| Estimated Expenses   |                     |                 |
|--|---------------------|-----------------|
| Total Admission/Fees   | 95 students x \$143 | \$13,585        |
| Total Meals  | included            | \$              |
| Total Lodging  | included            | \$              |
| Total Transportation   |                     | \$1490          |
| <input type="checkbox"/> School District Vehicle(s)                                  |                     |                 |
| <input checked="" type="checkbox"/> Commercial Transportation Carrier - Name:        | Voyageur \$745/bus  |                 |
| <input type="checkbox"/> Private Vehicle (requires certificate of insurance) - Name: |                     |                 |
| Total Additional Stipends:   |                     | \$ 0            |
| Other:   |                     | \$ 100          |
| <b>Total</b>   |                     | <b>\$15,175</b> |

| Revenues                   |                 |
|----------------------------|-----------------|
| District Budget   Code:    | \$ 0            |
| Booster Group              | \$ 0            |
| Donations                  | \$ 3300         |
| Student Fees               | \$ 11,875       |
| Total Additional Stipends: | \$ 0            |
| <b>Total</b>               | <b>\$15,175</b> |

student fees will be dependent on how much is fundraised / Donated

11. Reviewed/Completed Request Checklist:     Yes     No

RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL

# ATTENTION 5th GRADERS AND LESTER PARK FAMILIES

## 5th Grade Wolf Ridge Information Night

When: Monday, October 21st

Where: Media Center @ 6:00

Please join us to learn all about the 5th grade trip to Wolf Ridge.

When: Wednesday April 15-Friday April 17

Where: Wolf Ridge Environmental Center in Finland, MN

Wolf Ridge Charge per participant: \$143

Wolf Ridge will leave your student with memories that will last a lifetime. The experience will include, environmental classes both inside and out, challenges, hiking, team building, and more.

### Fundraising

Our fundraising goal is to bring the cost down to \$100-125 per person. Funds generated through fundraising will also cover the cost of snacks, supplies and scholarships.

Please let us know where you might be willing to help and what talents you might be willing to share. At our October 21 meeting we will discuss these opportunities/ideas.

### Payments

The cost of the trip includes 3 days/2 nights lodging, meals, and all activities. Cost of transportation will be funded through the Lester Park Foundation.

We require a \$25 deposit for each student by Friday November 1st. Please send the deposit for this trip and **Wolf Ridge Participation Form** to school in a sealed envelope labeled Wolf Ridge with your scholars name.

### Chaperones

We are in need of 20 parent chaperones who would be willing to join us at Wolf Ridge for the 3 day/2 night event. Parent chaperones will pay \$143 and a separate fee for \$20.00. Check must be made out to ISD709. This separate fee is for a background check. Chaperons will be teaching evening classes, participating in classes, staying with scholars in rooms, and in charge of a group which includes night time.. We are not able to participate in this learning opportunity without your support and help.

Mr. Davis

Mrs. Mulliner

Ms Wittmers-Graves

Principal Lehna

### DATES TO REMEMBER

November 1st \$25 deposit due

December 10th Chaperone deposit, background form, and \$20 check due to Lester Park

March 5th Parent Meeting Media Center 5:30-6:30 (Final payment due)

March 5th Chaperon Meeting following the Parent meeting 6:30-7:00

April 15-17 Wolf Ridge Trip Depart 9am Wednesday Return Friday 2:00pm

# ATTENTION 5th GRADERS AND LESTER PARK FAMILIES

Please Return this page with your Scholar deposit.

## Wolf Ridge Scholar Participations Form

Name (student attending) \_\_\_\_\_ Teacher: \_\_\_\_\_

Name (Parent/Guardian) \_\_\_\_\_

- The down payment of \$25 per person (check-Lester Park/cash).
- I understand that this down payment and that the final payment is due March 5th.

Name (Parent/Guardian) \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Check amount \_\_\_\_\_ Check number \_\_\_\_\_ Donation for scholarship Amount \_\_\_\_\_

\_\_\_\_\_ Yes, I am interested in volunteering with planning the Wolf Ridge School Dance and other fundraising activities

Do you have a community connection or resources that could help the kids get to Wolf Ridge?

Business Donation \_\_\_\_\_ Truck/Enclosed trailer \_\_\_\_\_ Fundraising \_\_\_\_\_ Scholarship Sponsorship \_\_\_\_\_

Other \_\_\_\_\_

As a volunteer, Do you have special skills to offer at Wolf Ridge (Check all that apply) We are in need of a medical professional to join us.

\_\_\_\_\_ Teacher \_\_\_\_\_ Willingness to Lead a Class \_\_\_\_\_ Medical \_\_\_\_\_ High Ropes course

\_\_\_\_\_ Yes, I would like to chaperone

### EXTERNALLY SPONSORED TRIP

Externally sponsored trips involve travel to a foreign country, other state than Minnesota, are voluntary in nature, and are not sponsored or approved by Independent School district No. 709. In addition, all staff who accompany students on such foreign travel trips must obtain a liability release and waiver from the students' parents/guardians and submit them to the Office of the Superintendent prior to the trip. All externally sponsored trip proposals must be sent to the Assistant Superintendent's Office to be placed on the Education Committee Agenda for informational purposes.

#### Externally Sponsored Trip Information

Date of Submission: 10-15-19 Destination: West Yellowstone, Montana  
 Organization/Group Planning Trip: Nordic Fitness and Adventure, LLC Contact Person: Bonnie Fuller-Mack  
 Overview of Trip: We are taking a group of High School Cross Country Skiers from Duluth East High and Northern High to West Yellowstone, Montana for a week of cross country ski training Trip Dates: Nov. 22, 2019 - Nov. 30, 2019

#### Externally Sponsored Trip Action

Participant List/Signed Waiver Release Forms Attached

Darrette Sebo  
 Principal's Signature

11/7/19  
 Date

Participant List/Signed Waiver Release Forms Received

[Signature]  
 Assistant Superintendent's Signature

11/7/19  
 Date

October 3, 2019

Jeff Horton, Assistant Superintendent  
Independent School District 709  
215 N 1<sup>st</sup> Ave E  
Duluth MN 55802

Dear Mr. Horton:

This is to certify that the person(s) listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

| <u>NAME OF GRADUATE</u>    | <u>SCHOOL ON DIPLOMA</u> | <u>GRADUATION DATE</u> |
|----------------------------|--------------------------|------------------------|
| Ralpheal Samuel Terry, Jr. | Duluth Public Schools    | 10/4/2019              |

Please send diploma to Michelle Porter at the Area Learning Center, Room 126.

Adrian Norman  
Principal

Michelle Porter  
Administrative Assistant  
Area Learning Center

## ROCKRIDGE ACADEMY

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4849 Ivanhoe Street  
Phone: (218) 336-8955 ~ Fax: (218) 336-8959

October 14th, 2019

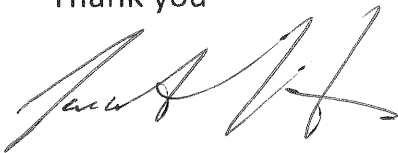
William Gronseth  
Ind. School District 709  
215 N. 1st Ave. E  
Duluth, MN 55802

Dear Mr. Gronseth,

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

| <u>Name of Graduate</u> | <u>School</u>     | <u>Graduation Date</u> |
|-------------------------|-------------------|------------------------|
| Jaden Gust Bodell       | Arrowhead Academy | November 1st, 2019     |

Thank you



Jacob Hintsala  
Principal

October 21, 2019

Jeff Horton, Assistant Superintendent  
Independent School District 709  
215 N 1<sup>st</sup> Ave E  
Duluth MN 55802

Dear Mr. Horton:

This is to certify that the person(s) listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

| <u>NAME OF GRADUATE</u> | <u>SCHOOL ON DIPLOMA</u> | <u>GRADUATION DATE</u> |
|-------------------------|--------------------------|------------------------|
| Jayden M Anderson       | Duluth Public Schools    | 10/22/2019             |

Please send diploma to Michelle Porter at the Area Learning Center, Room 126.

Adrian Norman  
Principal

Michelle Porter  
Administrative Assistant  
Area Learning Center



**DATA SHARING AGREEMENT FOR RELEASE  
OF DATA UNDER “SCHOOL OFFICIAL” EXCEPTION**

This Data Sharing Agreement (“Agreement”) between Independent School District No. 709, Duluth Public Schools (“District”) and Duluth Area Family YMCA (TrueNorth Americorp, 21st Century, Y USA), is entered into as of July 1, 2019 (“Effective Date”). The District and Duluth Area Family YMCA, are referred to collectively as the “Parties.”

WHEREAS, certain individuals affiliated with Duluth Area Family YMCA, (hereinafter “Requesting Entity”) will provide *Evaluation of Program Effectiveness* to the District for the 2019-2020 school year; and

WHEREAS, the services to be provided by individuals affiliated with Requesting Entity are institutional services and functions for which the District would otherwise use its own employees; and

WHEREAS, the District anticipates individuals affiliated with Requesting Entity will be required to access personally identifiable information related to students and educational data in order to effectively provide services to the District; and

WHEREAS, both the Family Educational Rights and Privacy Act (“FERPA”) and the Minnesota Government Data Practices Act (“MGDPA”) allow certain contractors, consultants, volunteers, and other parties to access information that would otherwise be protected from disclosure under a “school official” exception; and

WHEREAS, individuals affiliated with Requesting Entity will be providing services in a manner that meets the relevant requirements to qualify as a “school official” under both FERPA and the MGDPA; and

WHEREAS, the Parties wish to enter into this Agreement in order to outline in greater detail the terms and conditions upon which individuals affiliated with Requesting Entity will be granted access to certain protected student data as a “school official.”

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties agree to the following:

1. **Services Provided to District.** Requesting Entity is a NON-PROFIT ORGANIZATION whose *EVALUATOR* will provide *PROGRAM EVALUATION* to the District. The services to be provided to the District are institutional services and functions for which the District would otherwise use its own employees.
2. **Protected Student Data Defined.** “Protected Student Data” means any data defined as “personally identifiable information” contained in educational records as the term is defined in FERPA and its implementing regulations, 20 U.S.C. §

3. **Types of Data to be Accessed.** In the course of providing the services described in Paragraph 1, individuals affiliated with Requesting Entity will have a legitimate need to access Protected Student Data in the form of ATTENDANCE, GRADES, TEACHER RATINGS, MARSS NUMBERS, BENCHMARK, STATE ASSESSMENTS, AND SCHEDULES. The data described in this Paragraph is subject to disclosure restrictions imposed by FERPA and the MGDPA.
4. **District’s Control over Use and Maintenance of Data.** The following terms and conditions will govern the manner in which individuals affiliated with Requesting Entity will have access to Protected Student Data:
  - a. Evaluator and Evaluator Assistants shall be the only representatives of Requesting Entity granted access to Protected Student Data in accordance with the terms of this agreement. Protected Student Data shall not be shared with any employee, agent, volunteer, or other affiliate of Requesting Entity who is not within the group of individuals defined in this Paragraph. Prior to being granted access to Protected Student Data, each Evaluator and Evaluator Assistants must review and sign the acknowledgement and consent form attached hereto as Exhibit A.
  - b. Requesting Entity shall not attempt to use, access, or maintain Protected Student Data for any reason other than purposes legitimately necessary for its Evaluator and Evaluator Assistants to provide the services referenced in Paragraph 1. Requesting Entity shall not maintain its own files, documents, or any other form of records containing Protected Student Data or attempt to obtain access to Protected Student Data for anyone other than an individual described Paragraph 4(a).
  - c. The use and maintenance of Protected Student Data by Evaluator shall be at all times subject to the District’s direct control.
  - d. Individuals providing services as Evaluator and Evaluator Assistants shall be granted access to Protected Student Data through the District’s Infinite Campus system in a manner deemed appropriate by the District. Requesting Entity shall supply the District with a list of the names of the individuals providing services as Evaluator and Evaluator Assistants to the principal of the building in which each individual will be providing services. Upon receipt of the list of names, the District will determine using its sole discretion the extent to which each individual will be granted access to Protected Student Data through the Infinite Campus system. Under no circumstance will an individual be granted greater access to Protected Student Data than what is legitimately necessary to effectively

provide the services listed in Paragraph 1. The District retains the right to alter at any time and in its sole discretion the manner in which individuals providing services as Evaluator and Evaluator Assistants access Protected Student Data. No individual will be granted access to Protected Student Data unless the person has signed the form attached as Exhibit A and provided a copy to the principal of the building in which the individual will be providing services.

- e. The individuals providing services as shall not copy, duplicate, alter, modify, or otherwise make changes to or reproductions of Protected Student Data unless legitimately necessary to perform the services described in Paragraph 1. If any individual who has been granted access to data in accordance with this agreement has maintained copies or other reproductions of Protected Student Data for legitimate purposes, such copies or other reproductions must be destroyed within 30 days of the expiration of this Agreement.
  - f. The District reserves the right to restrict, modify, or discontinue the use and maintenance of Protected Student Data authorized by this agreement for any reason. If the District exercises its sole discretion to restrict or cancel access to data, Requesting Entity and/or its affected representatives shall destroy any copies or reproductions of data which they no longer have access in accordance with the timeframe and requirements of Paragraph 4(f) of this Agreement.
5. **Redisclosure of Protected Student Data.** In the course of performing the services described in Paragraph 1, the Parties agree that individuals providing services to the district as Evaluator and Evaluator Assistants shall not redisclose Protected Student Data to any representative of Requesting Entity not within the class of individuals identified in Paragraph 4(a) or any person or party other than a school official with a legitimate need to access the data unless disclosure is specifically authorized or required by law. In the event a parent or eligible student requests disclosure of Protected Student Data to a third party, Requesting Entity and its representatives shall direct the requesting parent or eligible student to the appropriate building principal, who will process each request to disclose Protected Student Data in accordance with applicable District policies and procedures.
6. **Data Related to Evaluator Assistant Evaluations.** The Parties agree that data maintained by the District with respect to individuals who perform services on a voluntary basis for the District is defined as personnel data by the MGDPA, Minn. Stat. § 13.43. In the event Requesting Entity requests information from the District that is not classified as public data pursuant to Minn. Stat. § 13.43, subd. 2, Requesting Entity shall obtain a written consent of the subject of the data prior to requesting the data from the District.

- 7. **Term.** This agreement shall be valid from the date duly approved by both Parties through June 30, 2020. On July 1, 2020, this agreement shall terminate and the District will terminate the ability of the individuals described in Paragraph 4(a) to access Protected Student Data.
- 8. **Successors and Assigns.** This Agreement will be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. No Party may assign or transfer this Agreement or any of its rights, interests or obligations hereunder without the prior written consent of the other Party.
- 9. **Amendment/Modification.** This Agreement may be amended or modified only by a writing executed by the Parties. No custom or practice of the Parties at variance with the terms hereof will have any effect.
- 10. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding of the parties relative to the subject matter hereof. The parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement replaces and supersedes any and all prior oral or written agreements, representations and discussions relating to such subject matter.

IN WITNESS HEREOF, the Parties have executed this Agreement as of the date first written above.

DATE: 10-4-2019

By: [Signature]  
Director of Assessment / Evaluation / Performance

DATE: 10/2/2019

By: Alice Jacobson  
Title: True North AmeriCorps Director  
Phone: (218) 722-4745 x169

DATE: \_\_\_\_\_

By: \_\_\_\_\_  
School Board Chair, Duluth School District 709

**DATA SHARING AGREEMENT FOR RELEASE  
OF DATA UNDER “SCHOOL OFFICIAL” EXCEPTION**

This Data Sharing Agreement (“Agreement”) between Independent School District No. 709, Duluth Public Schools (“District”) and MEN AS PEACEMAKERS, is entered into as of July 1, 2019 (“Effective Date”). The District and MEN AS PEACEMAKERS are referred to collectively as the “Parties.”

WHEREAS, certain individuals affiliated with MEN AS PEACEMAKERS (hereinafter “Requesting Entity”) will provide *EDUCATIONAL SUPPORT* to the District for the 2019-2020 school year; and

WHEREAS, the services to be provided by individuals affiliated with Requesting Entity are institutional services and functions for which the District would otherwise use its own employees; and

WHEREAS, the District anticipates individuals affiliated with Requesting Entity will be required to access personally identifiable information related to students and educational data in order to effectively provide services to the District; and

WHEREAS, both the Family Educational Rights and Privacy Act (“FERPA”) and the Minnesota Government Data Practices Act (“MGDPA”) allow certain contractors, consultants, volunteers, and other parties to access information that would otherwise be protected from disclosure under a “school official” exception; and

WHEREAS, individuals affiliated with Requesting Entity will be providing services in a manner that meets the relevant requirements to qualify as a “school official” under both FERPA and the MGDPA; and

WHEREAS, the Parties wish to enter into this Agreement in order to outline in greater detail the terms and conditions upon which individuals affiliated with Requesting Entity will be granted access to certain protected student data as a “school official.”

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties agree to the following:

1. **Services Provided to District.** Requesting Entity is a NON-PROFIT ORGANIZATION whose TUTOR will provide *EDUCATIONAL SUPPORT* to the District. The services to be provided to the District are institutional services and functions for which the District would otherwise use its own employees.
2. **Protected Student Data Defined.** “Protected Student Data” means any data defined as “personally identifiable information” contained in educational records as the term is defined in FERPA and its implementing regulations, 20 U.S.C. §

3. **Types of Data to be Accessed.** In the course of providing the services described in Paragraph 1, individuals affiliated with Requesting Entity will have a legitimate need to access Protected Student Data in the form of ATTENDANCE, GRADES, GRADEBOOK, TRANSCRIPTS, TEST SCORES AND SCHEDULES. The data described in this Paragraph is subject to disclosure restrictions imposed by FERPA and the MGDPA.
  
4. **District’s Control over Use and Maintenance of Data.** The following terms and conditions will govern the manner in which individuals affiliated with Requesting Entity will have access to Protected Student Data:
  - a. *TUTOR* shall be the only representatives of Requesting Entity granted access to Protected Student Data in accordance with the terms of this Agreement. Protected Student Data shall not be shared with any employee, agent, volunteer, or other affiliate of Requesting Entity who is not within the group of individuals defined in this Paragraph. Prior to being granted access to Protected Student Data, each TUTOR must review and sign the acknowledgement and consent form attached hereto as Exhibit A.
  
  - b. Requesting Entity shall not attempt to use, access, or maintain Protected Student Data for any reason other than purposes legitimately necessary for its TUTOR to provide the services referenced in Paragraph 1. Requesting Entity shall not maintain its own files, documents, or any other form of records containing Protected Student Data or attempt to obtain access to Protected Student Data for anyone other than an individual described Paragraph 4(a).
  
  - c. The use and maintenance of Protected Student Data by TUTOR shall be at all times subject to the District’s direct control.
  
  - d. Individuals providing services as TUTOR shall be granted access to Protected Student Data through the District’s Infinite Campus system in a manner deemed appropriate by the District. Requesting Entity shall supply the District with a list of the names of the individuals providing services as TUTOR to the principal of the building in which each individual will be providing services. Upon receipt of the list of names, the District will determine using its sole discretion the extent to which each individual will be granted access to Protected Student Data through the Infinite Campus system. Under no circumstance will an individual be granted greater access to Protected Student Data than what is legitimately necessary to effectively provide the services listed in Paragraph 1. The District retains the right to alter at any time and in its sole discretion the manner in which individuals

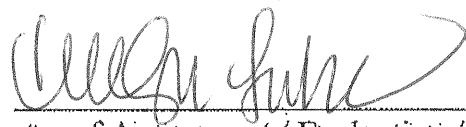
providing services as TUTOR access Protected Student Data. No individual will be granted access to Protected Student Data unless the person has signed the form attached as Exhibit A and provided a copy to the principal of the building in which the individual will be providing services.

- e. The individuals providing services as TUTOR shall not copy, duplicate, alter, modify, or otherwise make changes to or reproductions of Protected Student Data unless legitimately necessary to perform the services described in Paragraph 1. If any individual who has been granted access to data in accordance with this agreement has maintained copies or other reproductions of Protected Student Data for legitimate purposes, such copies or other reproductions must be destroyed within 30 days of the expiration of this Agreement.
  - f. The District reserves the right to restrict, modify, or discontinue the use and maintenance of Protected Student Data authorized by this agreement for any reason. If the District exercises its sole discretion to restrict or cancel access to data, Requesting Entity and/or its affected representatives shall destroy any copies or reproductions of data which they no longer have access in accordance with the timeframe and requirements of Paragraph 4(f) of this Agreement.
5. **Redisclosure of Protected Student Data.** In the course of performing the services described in Paragraph 1, the Parties agree that individuals providing services to the district as TUTOR shall not redisclose Protected Student Data to any representative of Requesting Entity not within the class of individuals identified in Paragraph 4(a) or any person or party other than a school official with a legitimate need to access the data unless disclosure is specifically authorized or required by law. In the event a parent or eligible student requests disclosure of Protected Student Data to a third party, Requesting Entity and its representatives shall direct the requesting parent or eligible student to the appropriate building principal, who will process each request to disclose Protected Student Data in accordance with applicable District policies and procedures.
6. **Data Related to TUTOR Evaluations.** The Parties agree that data maintained by the District with respect to individuals who perform services on a voluntary basis for the District is defined as personnel data by the MGDPA, Minn. Stat. § 13.43. In the event Requesting Entity requests information from the District that is not classified as public data pursuant to Minn. Stat. § 13.43, subd. 2, Requesting Entity shall obtain a written consent of the subject of the data prior to requesting the data from the District.

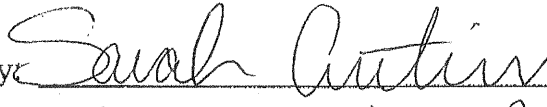
- 7. **Term.** This agreement shall be valid from the date duly approved by both Parties through June 30, 2020. On July 1, 2020, this agreement shall terminate and the District will terminate the ability of the individuals described in Paragraph 4(a) to access Protected Student Data.
- 8. **Successors and Assigns.** This Agreement will be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. No Party may assign or transfer this Agreement or any of its rights, interests or obligations hereunder without the prior written consent of the other Party.
- 9. **Amendment/Modification.** This Agreement may be amended or modified only by a writing executed by the Parties. No custom or practice of the Parties at variance with the terms hereof will have any effect.
- 10. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding of the parties relative to the subject matter hereof. The parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement replaces and supersedes any and all prior oral or written agreements, representations and discussions relating to such subject matter.

IN WITNESS HEREOF, the Parties have executed this Agreement as of the date first written above.

DATE: 10.4.19

By:   
Director of Assessment / Evaluation / Performance

DATE: 10/2/19

By:   
Title: Co-Executive Director  
Phone: 218-727-1939

DATE: \_\_\_\_\_

By: \_\_\_\_\_  
School Board Chair, Duluth School District 709