

Monthly Committee of the Whole Board Meeting
Duluth Public Schools, ISD 709
Agenda
Tuesday, December 5, 2023
District Services Center
709 Portia Johnson Dr.
Duluth, MN 55811
4:30 PM

- 1. **CALL TO ORDER**
- 2. **ROLL CALL**
- 3. **AGENDA ITEMS**

- A. Action Items - Consent Agenda
 - 1) Presentation Items Requiring Approval
 - 2) Resolutions
 - 3) Other Action Items

- B. Informational Items

- C. Presentations
 - 1) Duluth Community School Collaborative
 - 2) World's Best Workforce

- D. Other

- 4. **ADJOURN**

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COW Agenda Cover Sheet

Meeting Date: Dec 5, 2023

Topic: Full-Service Community School Update

Presenter(s): Kelsey Gantzer (DCSC Executive Director) and [Angel Nustad-Peluso](#) (DCSC Program Director)

Attachment (yes or no): Yes

Brief Summary of Presentation or Topic (no more than a few sentences): Duluth Community School Collaborative will share an overview and update on Full-Service Community School work at Myers-Wilkins Elementary, Lincoln Park Middle School, and Denfeld High School.

DULUTH COMMUNITY SCHOOL COLLABORATIVE

USING DATA & COMMUNITY WISDOM TO
CONNECT, CREATE, MOBILIZE & CELEBRATE
EQUITABLE SCHOOL COMMUNITIES





DCSC Vision

Students and families flourish in connected schools and communities

DCSC Mission

Duluth Community School Collaborative promotes wellbeing and success for Duluth Public Schools students and families by co-creating, celebrating, and mobilizing for equitable educational experiences.



DCSC Values

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Wellbeing & Justice

**Shared Power, Accountability,
& Measurable Results**

Development & Sustainability

**Trusting Relationships,
Authentic Connections**

Our DCSC Team



Kellsey Firehammer
Youth Development Coordinator
Myers-Wilkins Elementary School



Kelsey Gantzer
Executive Director



Angel Nustad-Peluso
Director of Programs



Lisa Parks
DCSC Volunteer Coordinator



Annie Parish
Out of School Time Coordinator
Denfeld High School



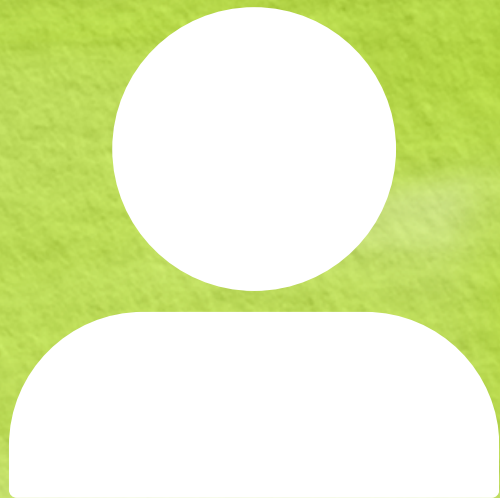
Saraiya Piantek
FSCS Coordinator
Denfeld High School



Caitlin Smith
FSCS Coordinator
Myers-Wilkins
Elementary School



Rachel Thapa
FSCS Coordinator
Lincoln Park Middle
School



TBD
Community Health Coordinator
Myers Wilkins Elementary School

Partners & Supporters

**80+ Active
Individual
Volunteers**

- American Indian Community Housing Organization
- Black Men Serving Excellence
- Boys and Girls Clubs of the Northland
- Bridging Health Duluth
- Center City Housing
- City of Duluth Youth Employment Services
- College of St. Scholastica
- Duluth Area Family YMCA
- Duluth Folk School
- Duluth Youth Agency Coalition
- Ecolibrium3
- Essentia Health
- Families Rise Together
- Farm to School
- Fond du Lac Human Services
- Fond du Lac School Linked Mental Health
- Generations Health Care Initiatives
- Human Development Center
- Ignite Afterschool
- Kern and Kompany
- Lake Superior Community Health Center
- Life House
- Lincoln Park Children and Families Collaborative
- Lutheran Social Services
- Men as Peacemakers
- Mentor North
- NAACP Duluth
- National Education Association
- Neighborhood Youth Services
- Northwood Children's Services
- Outside the Box
- Program for Aid to Victims of Sexual Assault
- Planned Parenthood
- Second Harvest
- Steve O'Neil Apartments
- St. Louis County Public Health
- True North AmeriCorps
- SNAP Education – University of MN Extension
- Center for Youth Development – University of MN Extension
- UMD Center of American Indian and Minority Health
- UMD Swenson College of Science and Engineering
- University of Wisconsin Superior – Academic Service Learning
- Valley Youth Center
- YES Duluth
- Zen Eyecare

DCSC and DPS Partnership Snapshot

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DCSC has partnered with DPS as a nonprofit organization since 2001 (previously Grant Community School Collaborative). Financial data below from FY 2022.

DCSC and Community Support

- Secured ~\$500k in grants, contributions, and in-kind donations in 2022
- DCSC employs 8 FT staff, PT/Seasonal staff, and coordinates volunteers & community partners

Joint Support

- Secured \$442k MDE Full-Service Community School grant for 2.5 years (DCSC wrote, awarded to DPS/Myers-Wilkins)
- Co-wrote & managed \$5k grant from Northland w/ OEE

DPS Support

- Employ FT FSCS at Lincoln Park Middle School
- In-Kind Space and DPS time to support FSCS work
- \$155k* of contracts in 2022 with DCSC (majority of contract funded w/ MDE Grant)

What the Four Pillars of Community Schools Look Like in Action



Four Pillars of Community Schools

Collaborative Leadership Practices

Active Family & Community Engagement

Expanded & Enriched Learning Time & Opportunities

Integrated Student Supports

Our Current **Family Engagement** Priorities¹⁰

Co-Design Team

(Monthly meetings, interviews, & school teams)

FSCS Leadership Team

(Monthly meetings & decision making)

Helping you help your student **attend school consistently**
(90% of days)

Helping you complete the **School Climate Survey**
(fall and spring)

Building trusting, authentic relationships with you & school staff
(Events, conferences, communication)

Helping school feel **safe & welcoming to you**
(Spaces & culture)

Family involvement is important for this to work!

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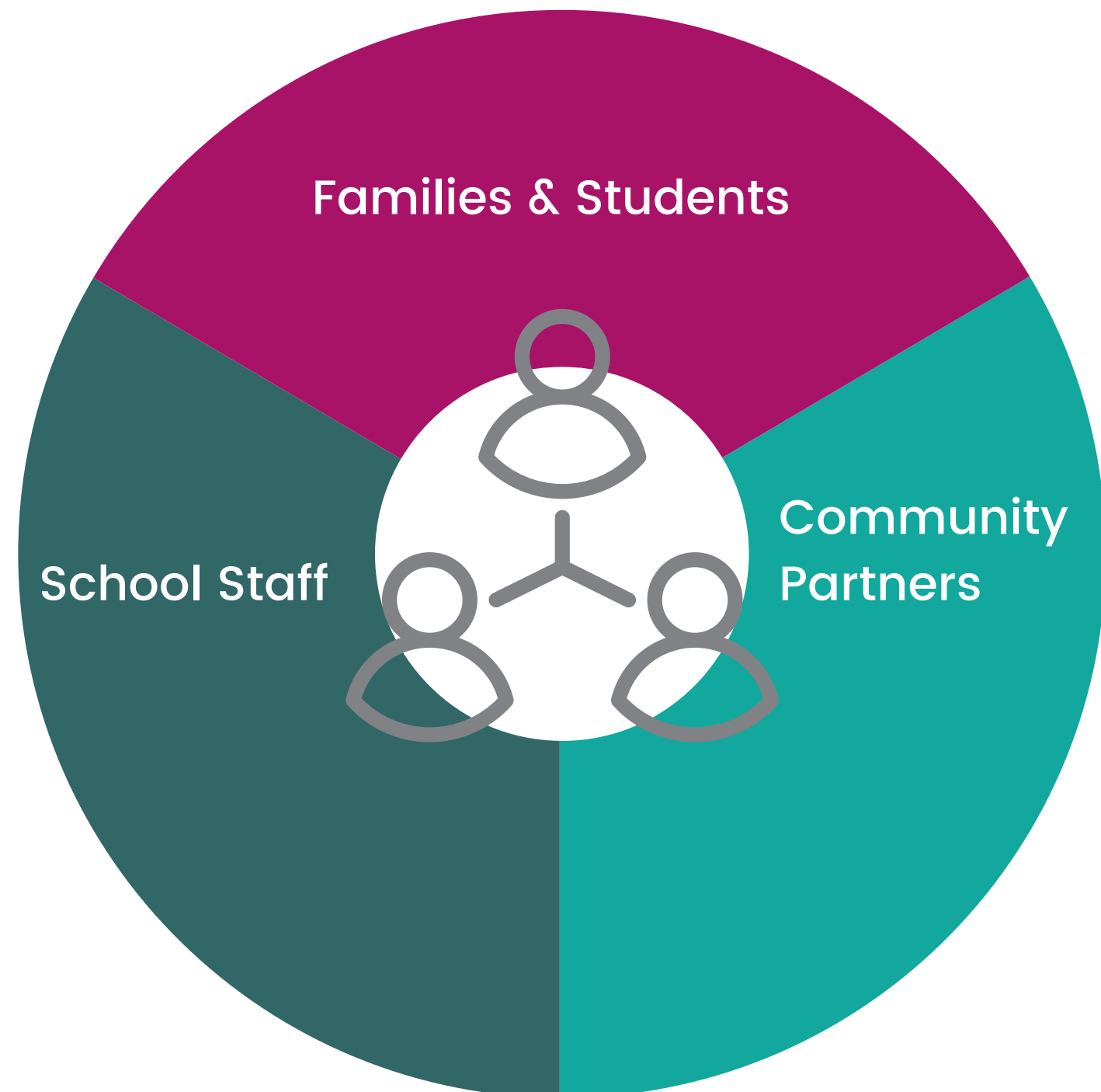
Shared Power, Accountability and Measurable Results:

Shared-power partnerships equally value humanity, community wisdom, youth voice, and reliable community data in the development of shared goals. Using results-based leadership practices, we hold ourselves and each other accountable for achieving measurable results.



Full-Service Community School

Leadership Team



Monthly Meetings

- **Get updates on the strategies from the principal and the FSCS Coordinator**
- **Provide input and help find resources to make the strategies happen**
- **Help update and develop strategies with the team**

Full-Service Community School

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Co-Design Team

Monthly Meetings with a School Team

1. Learn about the co-design model and the strategies your school is implementing
2. Hear what changes will be made based on your conversations

Host Conversations

1. Have conversations with people you know who are impacted by the strategies
2. Let them know what team is doing to adapt the strategy based on their input

Share Learnings from Conversations to the School Team

Inform team what really matters to people impacted by the strategy

Talk to your FSCS Coordinator to learn more!

Expanded and Enriched Learning Time and Opportunities

We develop and lead out-of-school time programming, as well as coordinate partner programs in the schools and connect students to programs outside of the school.

What types of programming do we offer? Academic tutoring, athletic/sports, arts, emotional wellbeing, STEM, nature-based, culturally-specific programming

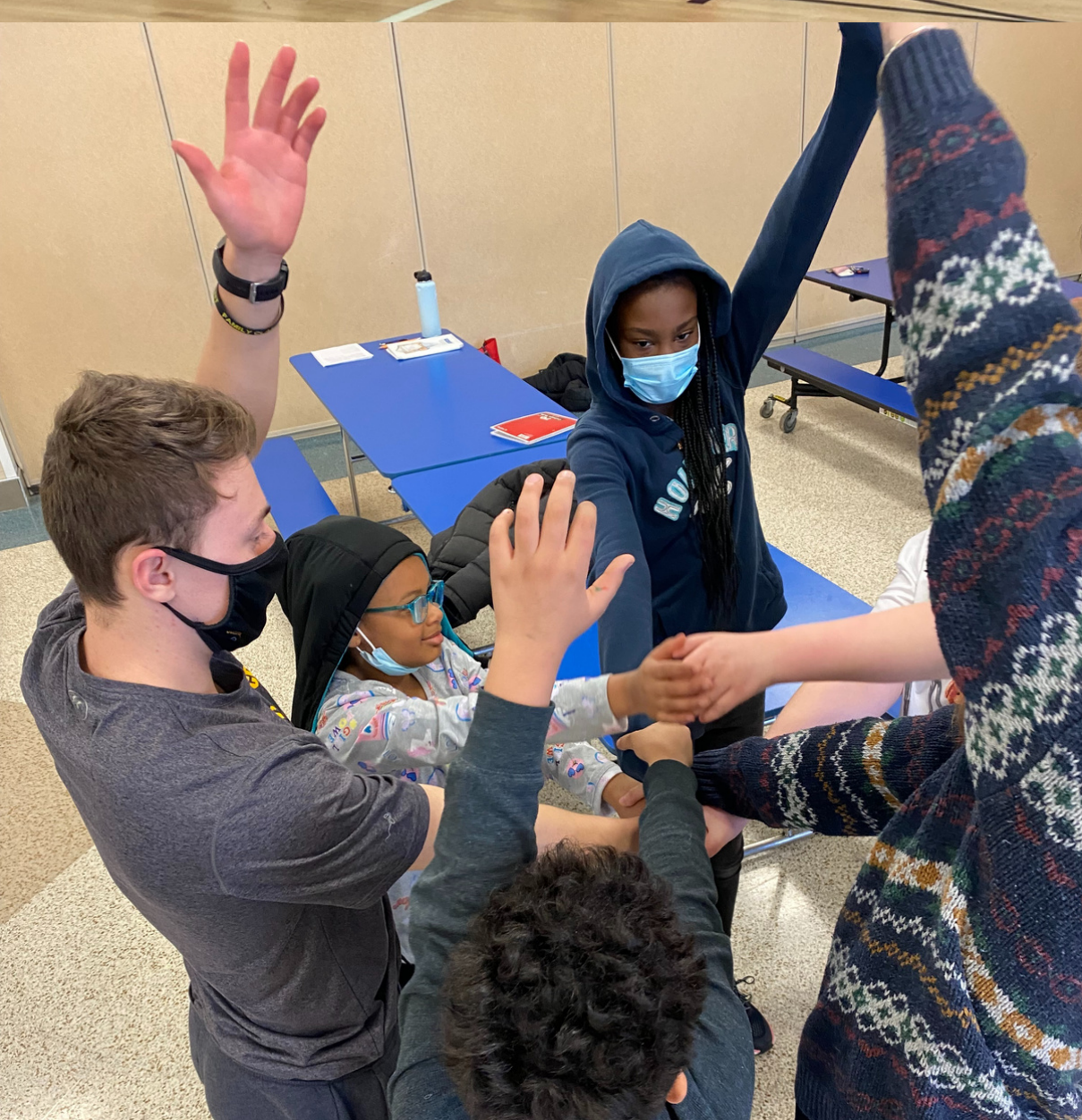
Who leads programs? Our staff, teachers, and community partner organizations, with the support of volunteers.

When do programs happen? Monday – Thursday during the school year and coordinated with summer school in the summer

What makes programs accessible? Free transportation, deep connection with school staff, afterschool snack/meal

Expanded and Enriched Learning Time and Opportunities





Integrated Student Supports

Food and Basic Need Pantries at three Community Schools: groceries, hygiene items, school-day snacks, clothing, school supplies, etc.

Community Health Coordinator 1:1 unique support for students & families including dental and medical appointments, eye glasses support, access to community resources, transportation, etc.

Fresh Fruits and Vegetables Program: 2x/week snack to all Myers-Wilkins students



WHY are we **Community Schools?**

**Because we know we need to
do better for our kids
at Myers-Wilkins, Lincoln
Park, and Denfeld**

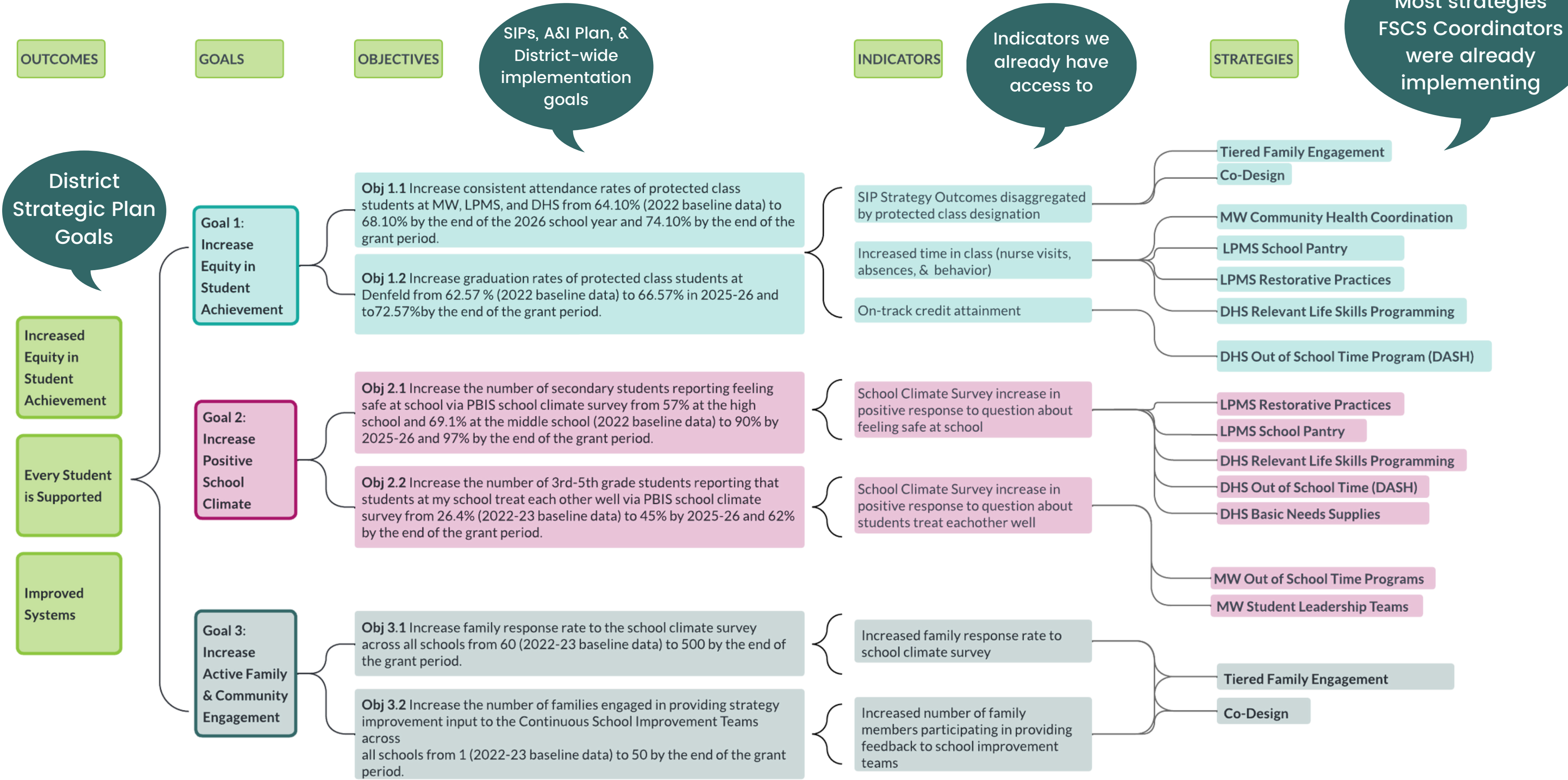


**Especially in the
areas of**

- **Equity in Student Achievement**
- **School Climate**
- **Family Engagement**

Strategy Map

Goals, Objectives, Measurable Indicators, & Strategies



Goals for Increasing Equity in Student Achievement:



Increase **consistent attendance** rates of protected class students at MW, LPMS, and DHS from 64.10% (2022 baseline data) to 68.10% by the end of the 2026 school year



Increase **graduation rates** of protected class students at Denfeld from 62.57% (2022 baseline data) to 66.57% in 2025–26

Goals for Increasing a Positive School Climate:



Increase the number of secondary students reporting **feeling safe at school via PBIS school climate survey from 57% at the high school and 69.1% at the middle school (2022 baseline data) to 90% by 2025–26**



Increase the number of 3rd–5th grade students reporting that **students at my school treat each other well via PBIS school climate survey from 26.4% (2022–23 baseline data) to 45% by 2025–26**

Goals for Increasing Active Family Engagement:



Increase family response rate to the school climate survey across all schools from 60 (2022–23 baseline data) to 500 by the end of the grant period.



Increase the number of families engaged in providing strategy improvement input to the Continuous School Improvement Teams across all schools from 1 (2022–23 baseline data) to 50 by the end of the grant period.



Thank You!

COW Agenda Cover Sheet

Meeting Date: Dec 5, 2023

Topic: World's Best Workforce Annual Meeting: A Report to the Community

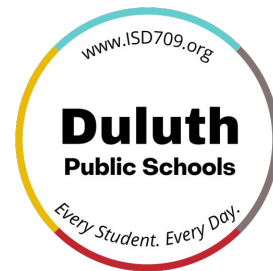
Presenter(s): Dr. Tawnyea Lake, Director of Assessment and Evaluation; Jen Larva, Director of Secondary Education; Brenda Spartz, Director of Elementary Education; Jen Jaros, Early Childhood Family Education Coordinator; Heidi Schuchman, District Assessment Coordinator; Dale Uselman, Curriculum Coordinator; Lora Thurston, Assistant Director of Special Services; and Danette Seboe, Principal Career and Technical Education & Career and College Readiness.

Attachment (yes or no): Yes [WBWF Annual Meeting - COW Meeting - December 2023](#) (Also the WBWF Plan - pdf version sent via email)

Brief Summary of Presentation or Topic (no more than a few sentences): This presentation will provide an overview of the WBWF legislation, report on the progress towards meeting last year's goals, and provide an overview of the strategies that will be implemented to address this year's goals.

World's Best Workforce Annual Meeting: A Report to the Community

December 5, 2023



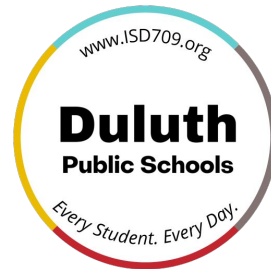
Tonight's Agenda

Overview of WBWF

Our Plan - Goals and Strategies

Additional Feedback / Future Considerations

Next Steps





Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

Overview



What is it?

29

The World's Best Workforce bill was passed in 2013 to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports.

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address five goal areas



Our Process to Develop the Plan

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Reviewed last year's goals, strategies, and results

Developed a draft plan to address our goals and to improve our results

Built a representative WBWF advisory committee; planned event to gather feedback from advisory committee

Held event to communicate results and to gather feedback on plan

Reviewed feedback from WBWF advisory committee; revised plan to reflect feedback

*Items on the following slides marked with an *asterisk* represent additions and/or modifications that were made to the plan based on feedback from the advisory committee*

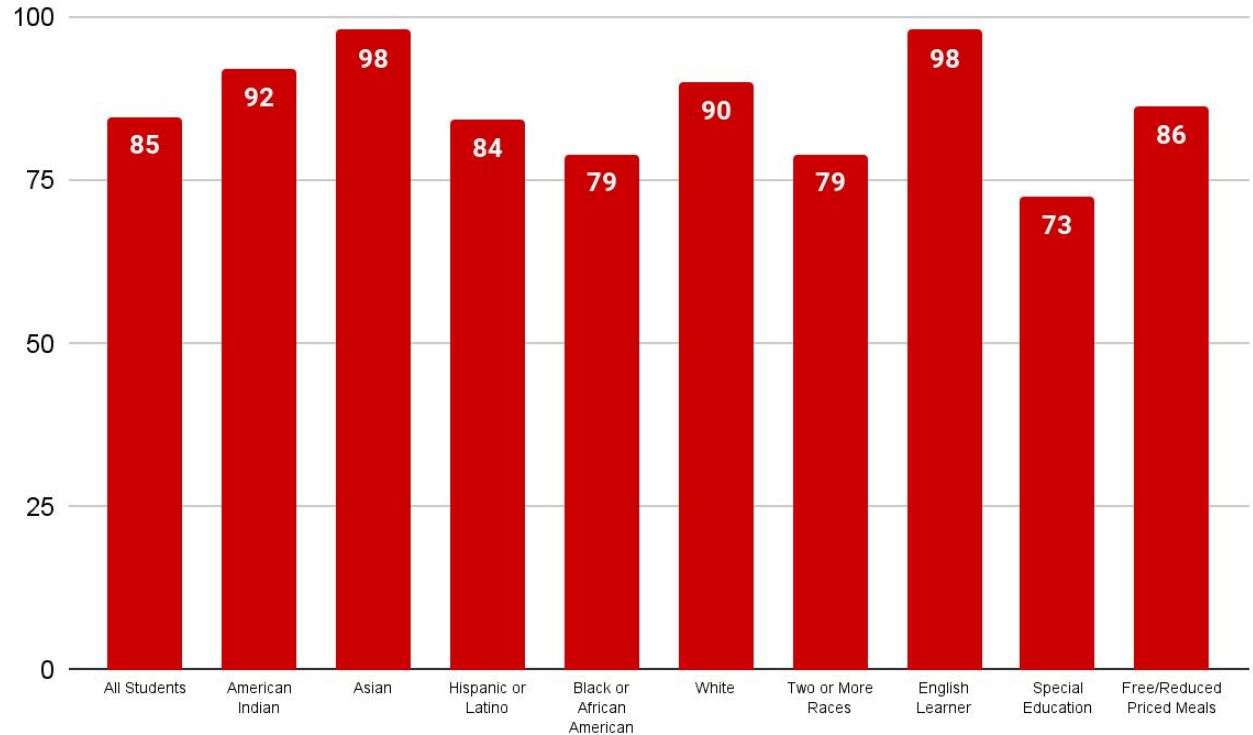
Our Plan - Goals and Strategies



Kindergarten Readiness Goal

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By Spring 2023, 85% of 4-year-old children who participate in Duluth Public Schools preschool programs will score within the "End of the Year Before Kindergarten Range" in 4 out of 5 domains as measured by the Desired Results Developmental Profile. Domains include: Approaches to Learning, Social & Emotional, Language & Literacy, Cognition, and Physical.



Met: All Students, American Indian, Asian, White, English Learners, Free/Reduced Priced Meals

Kindergarten Readiness Strategies

33

Supporting Every Student

- Deliver content through developmentally appropriate practice of teaching
- Fully implement the Pyramid Model
- Provide individualized coaching for preschool teachers
- Offer information and support to parents that assist them in parenting young children*
- Offer home visits as a way to build connections
- Continue to provide high quality ECFE and parent education services in schools and sites district-wide
- Added more mental health support at the preschool level*

Kindergarten Readiness Strategies

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Advancing Equity

- Prioritize serving the most vulnerable population within our community (homeless, foster care, etc.).

Improving Systems

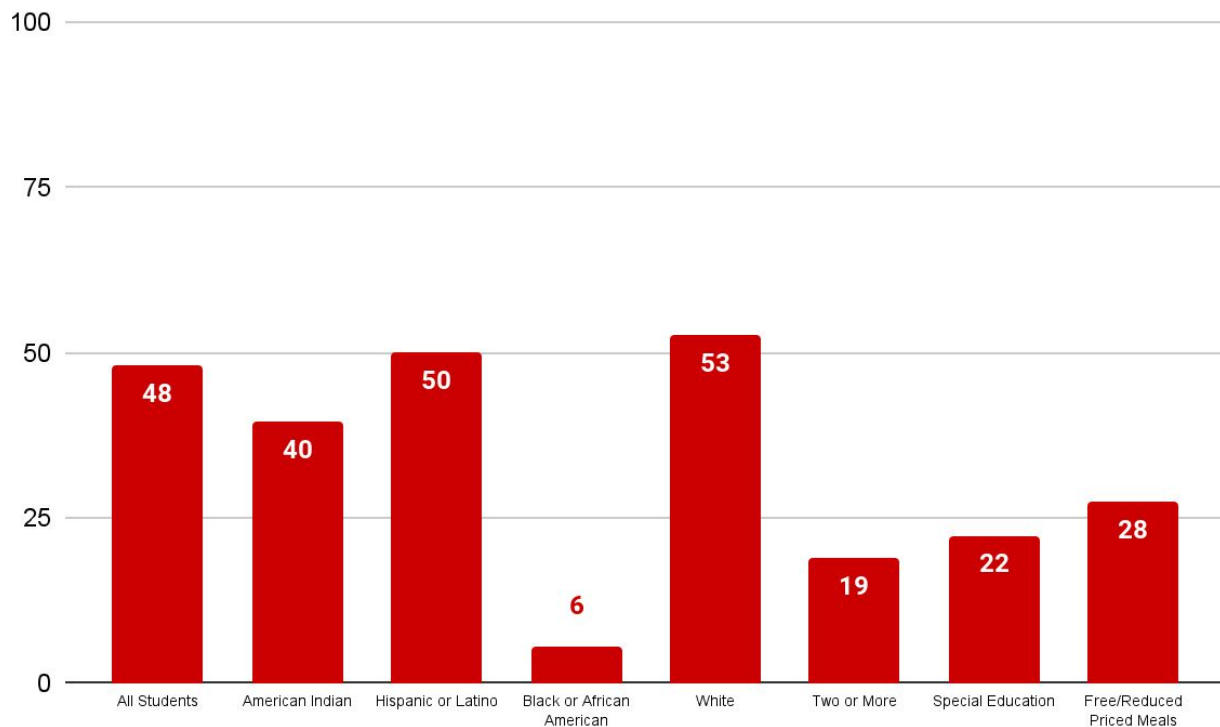
- Build relationships with parents, families, and community partners
- Include family voice through parent advisory boards for ECFE and Preschool
- Revive the P3 (Prenatal-Grade 3) Committee

By 2024-2025, 62.0% of third grade students will be proficient in reading, as measured by the annual statewide accountability assessments. No student group will have a proficiency rate lower than 57.0%.

2022-2023 Targets	
All Students	55.9%
American Indian	34.4%
Hispanic or Latino	69.2%
Black or African American	22.6%
White	57.3%
Two or More Races	45.3%
Special Education	32.0%
Free/Reduced Lunch	37.9%

Third Grade Literacy

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Met: American Indian

Third Grade Literacy Strategies

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Supporting Every Student

- Train elementary teachers on best practices and resources for teaching reading
- Establish small group instruction to provide additional reading support
- Implement tools to teach individual students and whole classes specific reading skills
- Provide ongoing training and support for interventionists on progress monitoring*
- Introduce early reading skills using evidence-based instruction
- Provide training for K-2 teachers on evidence-based early reading instruction and the science of reading*
- Identify students in grades K-2 who are at risk of not reading at grade level by the end of second grade*
- Communicate with parents/guardians about the literacy development of their children

Third Grade Literacy Strategies

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Advancing Equity

- Purchased diverse classroom libraries to reflect our diverse student population
- Implement a library PORT card to provide students with easy access to public library resources*

Improving Systems

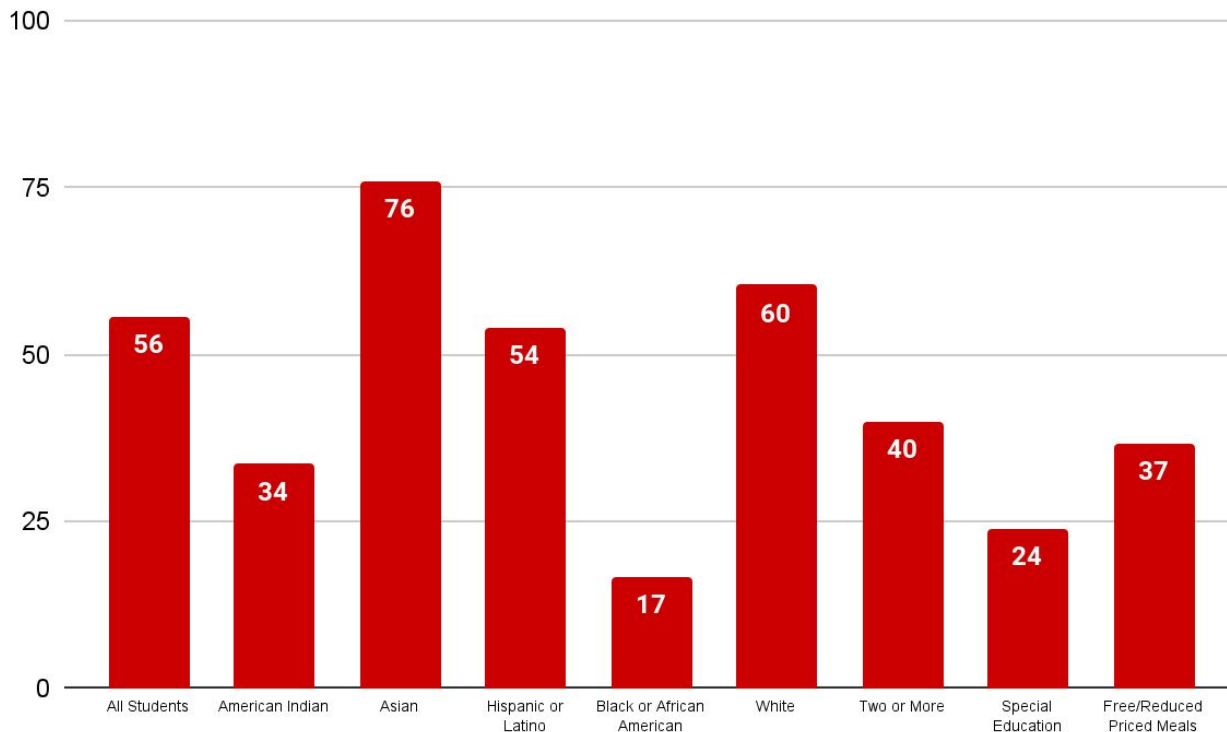
- Review and monitor effective use of data to guide teaching and learning

By 2024-2025, 63.8% of students will be proficient in reading, as measured by the annual statewide accountability assessments. No student group will have a proficiency rate lower than 58.8%.

2022-2023 Targets	
All Students	59.0%
American Indian	34.0%
Asian	69.0%
Hispanic or Latino	52.9%
Black or African American	35.3%
White	60.7%
Two or More Races	46.4%
Special Education	35.6%
Free/Reduced Lunch	41.7%

Achievement Gap - Reading

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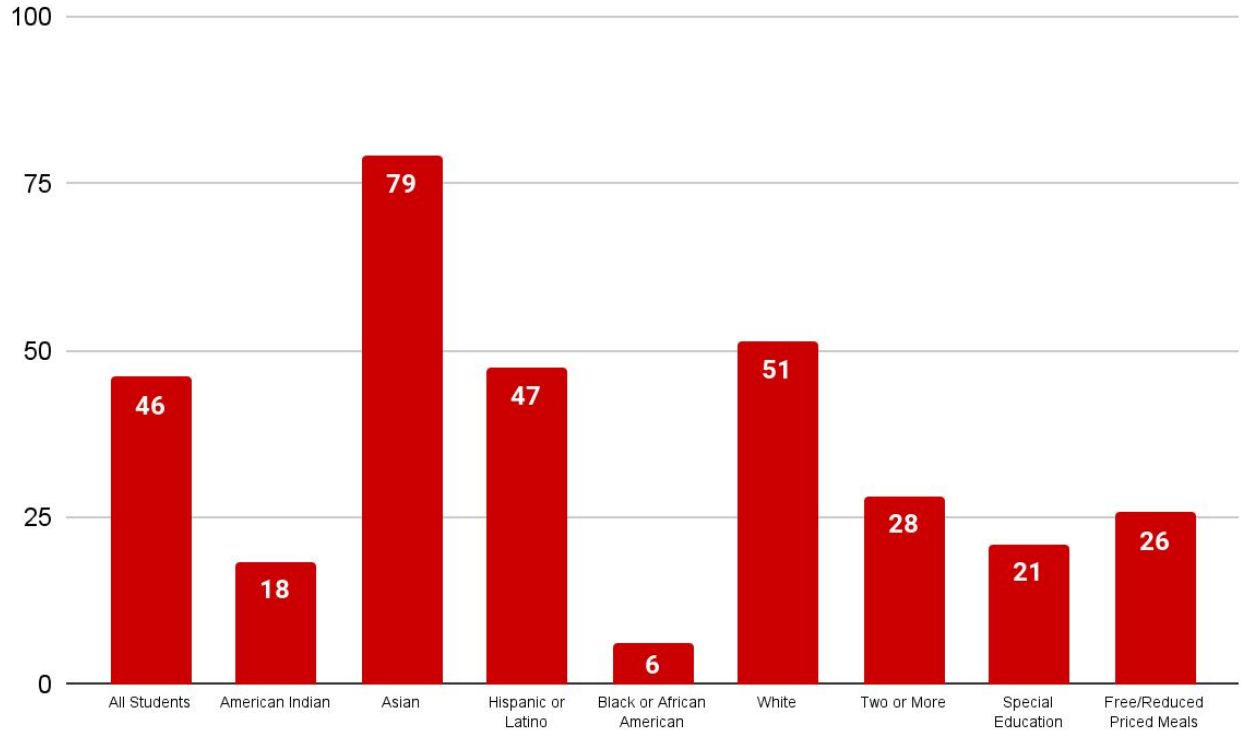
Met: American Indian, Asian, Hispanic

Achievement Gap - Math

39

By 2024-2025, 59.1% of students will be proficient in math, as measured by the annual statewide accountability assessments. No student group will have a proficiency rate lower than 54.1%.

2022-2023 Targets	
All Students	50.4%
American Indian	24.8%
Asian	64.0%
Hispanic or Latino	38.8%
Black or African American	54.6
White	52.2%
Two or More Races	38.3%
Special Education	32.3%
Free/Reduced Lunch	34.4%



Met: Asian, Hispanic or Latino

Achievement Gap Strategies

40

Supporting Every Student

- Implement Positive Behavioral Interventions and Supports (PBIS) district-wide*
- Teachers work within Professional Learning Communities (PLCs) to review student data, identify learning targets, and plan lessons to support student learning needs
- In 2023–24, PLCs will focus on providing identifying skills and concepts from standards, mapping learning progressions, communicating learning intentions and developing success criteria to provide better clarity to students about what they are learning and how to be successful.*

Achievement Gap Strategies

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Advancing Equity

- Ongoing implementation of the Misaabekong Ojibwe Language Immersion, Oshki-Inwewin preschool, and the Nueva Vision Spanish Immersion programs at Lowell Elementary
- Expand the Spanish Immersion program has expanded to include Lincoln Park Middle School (2023-2024)*
- Added two extra weeks to the Extended School Year (ESY) Program.*
- Expanded Check & Connect to include Integration Specialists and American Indian Home School Liaisons *
- Engage in the Instructional Leadership Academy through the Center of Educational Leadership (principals and district administrators)

Achievement Gap Strategies

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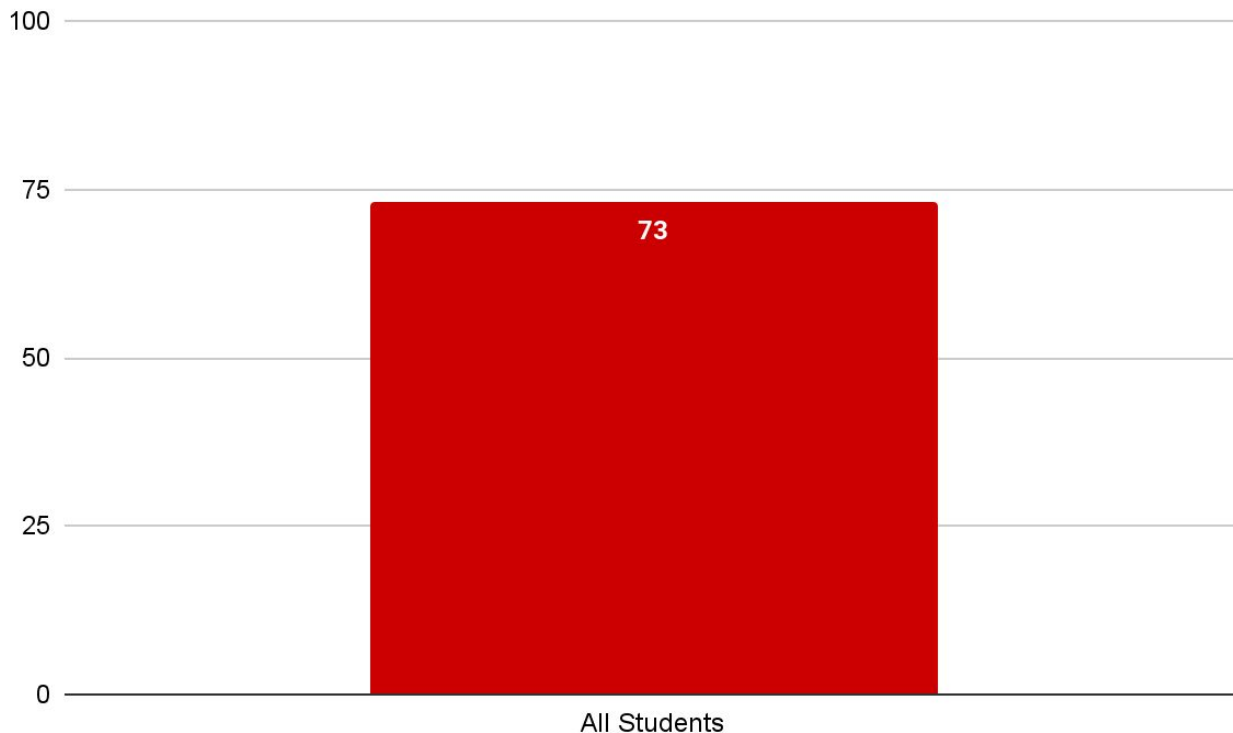
Improving Systems

- Implemented new data system to make data to make the data needed to address disproportionality in discipline practices more accessible*
- Hired a Family and Community Engagement Specialist to focus on engaging families and connecting them to resources

College and Career Readiness

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By the end of their 9th grade year, 90% of students will use the exploration tools in the Minnesota Career Information System to develop a Personal Learning Plan based on their individual interests, skills, and career goals.



College and Career Readiness Strategies

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Supporting Every Student

- Partnered with the Duluth Workforce Center to provide a career counselor to help our most at-risk students explore career opportunities.
- Continue to expand Career and Technical Education offerings and availability to students in grades 9-12
- Continue to provide a minimum of 5 district-wide experiential opportunities for career and college awareness: site-based College and Career Fairs, Construct Tomorrow, Healthcare Career Fair, Tour of Manufacturing, Law Enforcement Career Fair, Military Career Fair, child care, education professional, etc.

College and Career Readiness Strategies

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Supporting Every Student

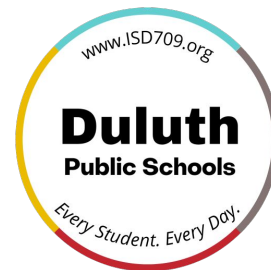
- Denfeld and East High Schools are supported by Career Centers. These centers work closely with the Principal of College and Career Readiness and with site counseling departments to bring exploration activities to students.
- Students have the opportunity to earn concurrent college credit through our College in the Schools (CITS) courses.
- Advanced Placement (AP) courses provide opportunities for students to take AP tests that colleges may honor in place of course work. Additionally, student bilinguals are able to take an exam and earn world language college credit through the MN Bilingual Seals program.

College and Career Readiness Strategies

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Improving Systems

- Hired a principal to expand CTE offerings, grow current programs, lead district teams through planning K-12 college and career exploration, support career centers, and grow connections to local colleges, business and industries

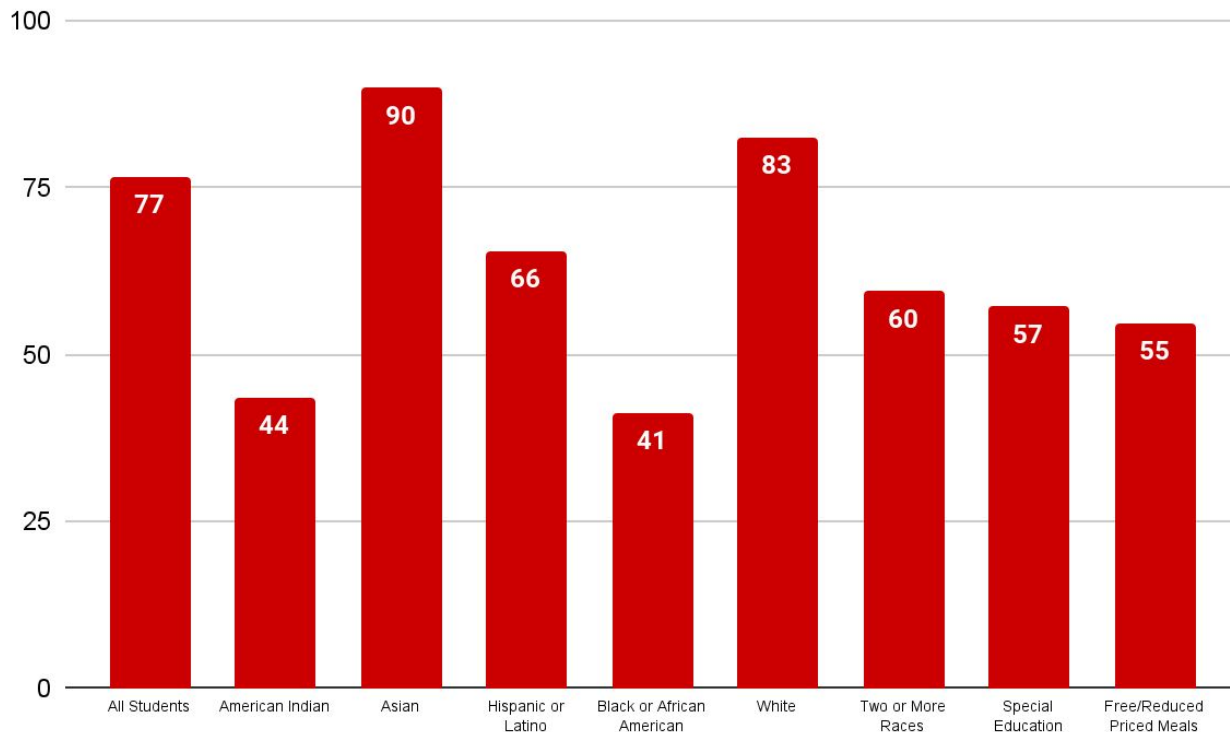


Graduation

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By 2025, the four-year graduation rate will be 90%, with no groups lower than 85%.

2022-2023 Targets	
All Students	77.6%
American Indian	56.4%
Asian	83.9%
Hispanic or Latino	64.0%
Black or African American	54.6%
White	79.5%
Two or More Races	67.8%
Special Education	63.34%
Free/Reduced Lunch	62.7%



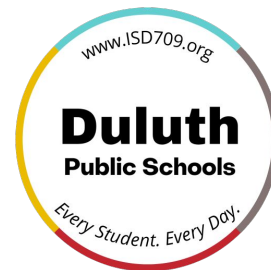
Met: Asian, Hispanic or Latino, White

Graduation Strategies

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Supporting Every Student

- Provided additional funding to support more school counselors at the secondary level
- Dedicated additional FTE to Denfeld and East to support seniors and juniors who are making efforts to recover credits to graduate on time



Graduation Strategies

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Advancing Equity

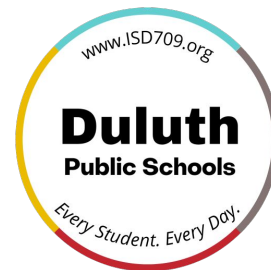
- Provide mentors to students in grades 6-12 who are at risk of dropping out of school based on attendance, grades, and behavior data (goal: 80% of students supported will be students of color and/or receiving special education services)
- Continue to use a School Within a School model in core courses in 6-10 grades to provide more support for students who struggle with grade level content
- Offer a restorative alternative to suspension program to reduce punitive disciplinary practices*
- Reduced the self-transportation boundary to 1 mile allowing more students access to district buses in an attempt to reduce absenteeism*

Graduation Strategies

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Improving Systems

- Implement a new data system to help data teams quickly identify students in need of support*



Additional Feedback / Future Considerations

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- Focus on strategies that specifically target reducing disparities
- Track students Duluth Preschool students through graduation
- Provide training for parents on how to work with their children on literacy development
- Develop partnerships and additional programming to better support teen parents
- Incorporate additional qualitative data into district reports



Next Steps

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- Distribute final report / communicate results to the community
- Implement and monitor the plan
- Brainstorm ways to continue to collaborate with the community meaningful ways (District Advisory Committee)
- Align WBWF goals, strategies, process with strategic plan



Additional Information

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[Achievement and Integration Plan](#)

[Combined WBWF / A & I Data Submission](#)

[Reading Well By Grade 3 Plan](#)

[Reading Well By Grade 3 Data Submission](#)

[WBWF Plan](#)

[WBWF Data Tables](#)





2023

**WORLD'S BEST
WORKFORCE**

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Overview

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve learning and teaching with the ultimate goal of creating the World's Best Workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students in pre-k through high school and is based upon the five following goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

The Duluth Public Schools World's Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together in a concerted effort to engage, inspire, educate, prepare and empower all learners in partnership with their surrounding community to be successful in the present and future society.

There are many district plans and policies that support World's Best Workforce goal areas. Those plans/policies include the following:

- [Head Start Annual Plan](#)
- [Local Literacy Plan: Read Well by Grade Three](#)
- [Achievement & Integration](#)
- American Indian Education Plan
- [Teacher Development and Evaluation Plan](#)
- [Principal Development and Evaluation Plan](#)
- [Duluth Public Schools MTSS Handbook](#)
- [PLC Handbook](#)
- [Continuous Improvement Handbook](#)
- [Duluth Public Schools Staff Development Plan](#)
- Early Kindergarten Procedures:
 - » Student Promotion, Retention, and Program Design, [Policy 513](#) and [513R](#)

Mission

Every student, every day will be empowered with learning opportunities for growth, creativity and curiosity, in preparation for their future in a global community.

Vision

Duluth Public Schools provides an academically engaging, safe and inclusive environment with high expectations and responsible use of resources.

Strategic Plan

Duluth Public Schools worked on a comprehensive strategic planning process from April 2022 through May 2023. The overall process and strategic plan were created with input from Duluth Public Schools students, staff, families and community members focused on future system-wide enhancements to improve outcomes for students. The planning has resulted in a 3-year operational plan, a progress monitoring schedule and a 3-year school board plan. The [Strategic Roadmap](#) includes the district’s mission, vision, core values, desired daily experiences and strategic directions.

Strategic Directions

Supporting Every Student: Duluth Public Schools staff will work in collaboration to determine all students’ learning, behavioral, and social-emotional strengths and challenges. We will utilize a multi-tiered system of supports to improve instructional practices to best meet the needs of every learner. Strategies will be implemented to create positive and safe learning environments. Students will be provided additional support to grow and improve through intervention and enrichment.

Advancing Equity: Duluth Public Schools will be a place where everyone feels a sense of belonging and accomplishment. We are committed to strengthening relationships and building trust with all communities. We are dedicated to advancing an Education Equity Framework implementation and accountability plan to increase our ability to think, behave, work, and lead with an equity mindset. As part of the plan, all staff will receive on-going diversity, equity, and inclusion training.

Improving Systems: Duluth Public Schools engages in continuous improvement to support services, processes, and resource allocation. Our continued focus on recruiting and retaining highly effective, dedicated, and diverse staff will ensure our ability to educate, support and inspire our students to reach their full potential. We will ensure clean, safe and appropriate learning environments. We are committed to a budget that meets the educational needs of our students through improved financial forecasting to better align our resources with our district priorities.

Core Values



Learning



Equity



Excellence



Collaboration



Belonging

Access to Excellent and Diverse Teachers

The percent of students of color in the district is 22.5% while the percentage of teachers of color is at 15.72%. In order to attract more diverse candidates, Duluth Public Schools posts open teaching positions on a variety of job sites, collaborates with universities to provide quality student teaching experiences for emerging educators.

The district uses EdPost — the state's primary source for teacher recruitment — to announce job openings. In addition, teaching jobs are posted at the Handshake website, state-level and nationwide job-posting websites to recruit candidates from outside Minnesota. Teaching positions are also posted on the National Indian Education Association and the National Alliance of Black School Educators. Job openings are also posted at school social media outlets and the Minnesota state workforce center and Wisconsin state workforce center.

Our licensed teaching staff is currently unrepresented by the student racial and ethnic groups of Native Hawaiian or other Pacific Islander and individuals of two or more races.

- The education background of our teaching staff is currently made up of over 77% Master's or higher degreed teachers. Furthermore, over 90% of our teachers are experienced teachers.
- Additionally, if we have staff that are viewed as ineffective teachers in an area of their evaluation, we are providing support and improvement plans to help that teacher become effective again. Our District's goal is to recruit, hire and retain a teaching staff that more closely reflects our student demographics in terms of percentage racially/ethnically diverse.
- Increased advertisement and job posting locations. 100% of teacher positions were filled before the start of the school year.
- Increased percentage in teachers of color from 6.15% up to 15.72%
- Percentage of teachers with a master's degree or higher is 77%
- Percentage of teachers with more than 3 years experience is 90%

GOAL 1



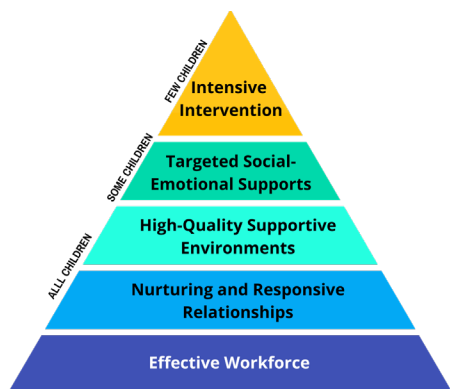
All children are ready for school

365

students served in seven elementary schools

55%

of Head Start students served identify as a race other than white



Student Achievement Goal:

59

By Spring of 2024, 85% of 4-year-old children who participate in Duluth Public Schools preschool programs will score within the “End of the Year Before Kindergarten Range” in 4 out of 5 domains as measured by the Desired Results Developmental Profile. Domains include Approaches to Learning, Social & Emotional, Language & Literacy, Cognition, and Physical. Growth across all demographic groups will be monitored.

Strategies Implemented to Meeting the Goal:

Supporting Every Student

- Deliver content through developmentally appropriate practice of teaching.
- Full implementation of a behavioral framework called the Pyramid Model.
- Across the district, preschool teachers are receiving individualized coaching to improve their skills in the classroom.
- Offer information and support to parents that assist them in parenting young children in multiple ways, including videos, hand-outs, text messages, conferences, parent engagement events and more.*
- Offer home visits as a way to build connections at the beginning and end of the school year, and as a program option.
- Continue to provide high quality Early Childhood Family Education (ECFE) and parent education services in schools and sites district-wide so that all families have access.
- Added more mental health support at the preschool level.*

Advancing Equity

- Prioritize serving the most vulnerable population within our community (homeless, foster care, etc.).

Improving Systems

- Build relationships with parents, families, and community partners to provide information, support, and education.
- Include family voice through parent advisory boards for ECFE and Preschool.
- Revive the P3 (Prenatal to Grade 3) Committee to ensure seamless transitions throughout the early years of a child’s life.

GOAL 2



All 3rd graders can read at grade level

Our mission as part of our Local Literacy Plan is to ensure students read at grade level by the end of grade three. To accomplish this mission, we plan to:

- Use data to identify and support students who are not reading at grade level.
- Provide ongoing training to staff.
- Engage with families about reading progress and ways to support efforts at home.
- Ensure high quality education for every student.
- Promote positive school attendance as essential to literacy learning at school.

Student Achievement Goal:

60

By 2024-2025, 62% of third-grade students will be proficient in reading, as measured by the annual statewide accountability assessments (MCA and MTAS, all students tested). No student group will have a proficiency rate lower than 57%.

Strategies Implemented to Meeting the Goal:

Supporting Every Student

- Train elementary teachers on best practices and resources for teaching reading.
- Establish small group instruction to provide additional reading support to students in need.
- Implement tools to teach individual students and whole classes specific reading skills.
- Ongoing training and support for academic interventionists to use progress monitoring assessments to identify students in need of more support.*
- Introduce early reading skills using evidence-based instruction.
- K-2 teachers receive training in evidenced-based early reading instruction based on the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.*
- Provide training on the science of reading consistent with state statutes.*
- Identify students each year in grades K-2 who are at risk of not reading at grade level by the end of second grade.*
- Communicate with parents and guardians about the literacy development of their children.

Advancing Equity

- Diverse classroom libraries were purchased to reflect and respond to a diverse student population.
- Implemented a Library PORT card to allow students access to public library resources more readily.*

Improving Systems

- Review and monitor effective use of data to guide teaching and learning.



All racial and economic achievement gaps between students are closed

One of the greatest and most pressing challenges facing Duluth's schools — and school districts across the country — is ensuring high achievement for all students. Our school district examines educational data and breaks it down into various demographics. Locally and nationally, race, ethnicity, socioeconomic status, and special education are areas where we need to increase student achievement.

As educators, and as a community, we want all students to realize their full potential. Our goal is to continue to work as a team to implement evidence-based practices to ensure high achievement for all students.

Student Achievement Goal:

61

Long-Term: By 2024-2025, 63.8% of students will be proficient in reading, as measured by the annual statewide accountability assessments (all students tested). No student group will have a proficiency rate lower than 58.8%.

Strategies Implemented to Meeting the Goal:

Supporting Every Student

- All schools are implementing Positive Behavioral Interventions and Supports (PBIS) frameworks to support student social-emotional behavioral needs.*
- Teachers work within Professional Learning Communities (PLCs) to review student data, identified learning targets, and plan lessons to support student learning needs. During the 2023-24 school year, PLCs will focus on providing identifying skills and concepts from standards, mapping learning progressions, communicating learning intentions and developing success criteria in order to provide better clarity to students about what they are learning and how to be successful.*

Advancing Equity

- Ongoing implementation of the Misaabekong Ojibwe Language Immersion, Oshki-Inwewin preschool, and the Nueva Visión Spanish Immersion programs at Lowell Elementary. During the 2023-24 school year, the Spanish Immersion program has expanded to include Lincoln Park Middle School.*
- To support the recovery services needs the Special Service Department added two extra weeks to the Extended School Year (ESY) Program.*
- Expanded Check & Connect to include Integration Specialists and American Indian Home School Liaisons to provide student supports to improve academic proficiency, increase graduation rates and improve college or career readiness.*
- In 2023-24, Principals and district leaders are engaged in the Instructional Leadership Academy through the Center of Educational Leadership to further support the learning in the classroom that positively impacts student outcomes.*

Improving Systems

- As part of the PBIS system, district and building teams are using data for analyzing and addressing disproportionality in discipline practices. A new data system that combines all student data from multiple sources into one easy application is being implemented in teams across the district to support this work.*
- To support the implementation of family engagement initiatives to give parents access to district resources and increase communication, a Family and Community Engagement Specialist was hired during the 2023-24 school year to connect families to resources.

GOAL 4

All students are ready for career & college



54

CTE courses offered in grades 9-12

1,046

students took at least one CTE Course

417

students taking more than 2 courses in one career field (concentrators).

87%

of concentrators graduate with in 4 years

Student Achievement Goal:

62

By the end of their 9th grade year, 90% of students will use the exploration tools in the Minnesota Career Information System to develop a Personal Learning Plan based on their individual interests, skills, and career goals.

Strategies Implemented to Meeting the Goal:

Supporting Every Student

- Duluth Public Schools has partnered through grants with the Duluth Workforce Center to provide a career counselor split between each high school site to help our most at-risk students explore career opportunities.
- Duluth Public Schools continues to expand Career and Technical Education (CTE) offerings and availability to students in grades 9-12.
- Duluth Public Schools continues to provide a minimum of 5 district-wide experiential opportunities for career and college awareness: site-based College and Career Fairs, Construct Tomorrow, Healthcare Career Fair, Tour of Manufacturing, Law Enforcement Career Fair, Military Career Fair, child care, education professional, etc.
- Denfeld and East High Schools are supported by staffed Career Centers. These centers work closely with the Principal of College and Career Readiness and with site counseling departments to bring exploration activities to students.
- Students have the opportunity to earn concurrent college credit through our College in the Schools (CITS) courses.
- Advanced Placement (AP) courses provide opportunities for students to take AP tests that colleges may honor in place of course work. Additionally, students bilinguals are able to take an exam and earn world language college credit through the MN Bilingual Seals program.

Improving Systems

- Hired a CTE principal to expand CTE offerings, grow current programs, leading district teams through planning K-12 college and career exploration, supporting career centers, growing connections to local colleges, businesses and industries. Work-based learning. Career and tech ed internships, defining the pathways, finding pathway opportunities for students.*



All students graduate from high school

Minnesota and Duluth Public Schools define career and college readiness as high school graduates having the “knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.”

With the new goal the district has set for college and career readiness, we are working toward better preparing students with the knowledge, skills, mindset, and experiences to successfully navigate toward a viable career.

Student Achievement Goal:

63

By Spring of 2025, the four-year graduation rate of the All Students group will increase to 90%. No student group will have a four-year graduation rate below 85%.

Strategies Implemented to Meeting the Goal:

Supporting Every Student

- Additional funding has been provided to support more school counselors at the secondary level to provide individualized support for all students in their social, emotional, behavioral and academic progress.
- The district has dedicated additional FTE to Denfeld and East to support seniors and juniors who are making efforts to recover credits to graduate on time.

Advancing Equity

- We are continuing to use the Check & Connect program to provide mentors to students in grades 6-12 who are at risk of dropping out of school based on attendance, grades, and behavior data. The district has added a goal within Check & Connect that 80% of students supported will be students of color and/or special education status, providing additional focus on improving those graduation rates.
- Duluth Public Schools continues to use a School Within a School model in core courses in 6-10th grade to provide more support for students who struggle with grade level content in an effort to get them ready for future success in all courses.
- Our alternative to suspension program is a restorative intervention that may be offered at the school sites to reduce punitive disciplinary practices with the goal to reduce the number of out of school suspension days across the district.*
- In 2023-24, the district reduced the self-transportation boundary to 1 mile allowing more students access to district buses in an attempt to reduce absenteeism.*

Improving Systems

- A new data system allows data teams to identify students in need of support academically and behaviorally more easily. The system gives teams a way to look at multiple aspects of student success and identify at-risk students before they fall behind.*

Understanding the Data

There are several factors to consider when reviewing the District's data.

- The data listed in the goals and strategies areas are based on locally administered assessments as well as the state accountability assessments.
- Beginning in 2018-2019 the Minnesota Department of Education recalculated all statewide accountability data using eight race definitions.
- There is no state accountability data reported in 2019-2020 because state testing was canceled due to the pandemic.
- In 2021, there were historically low participation rates in statewide accountability testing.
- When 10 or fewer students tested in an area, the data is suppressed to maintain data privacy.

Due to these factors, year-to-year comparisons should be made with caution.

Year	% Tested Math	% Tested Reading
2017	97.1	98.3
2018	97.1	98.6
2019	97.5	97.8
2020	N/A	N/A
2021	73.3	73.2
2022	94.1	96.4
2023	94.1	94.9



All children are ready for school

2022-2023 Goal: By Spring of 2023, 85% of 4-year-old children who participate in Duluth Public Schools preschool programs will score within the “End of the Year Before Kindergarten Range” in 4 out of 5 domains as measured by the Desired Results Developmental Profile. Domains include Approaches to Learning, Social & Emotional, Language & Literacy, Cognition, and Physical. Growth across all demographic groups will be monitored.

Percent of Students Who Scored within the End of the Year Before Kindergarten Range in 4 of 5 Domains	2022-2023
All students	84.75
American Indian	92
Asian	>98
Hispanic or Latino	84.25
Native Hawaiian or Pacific Islander	*
Other Indigenous Peoples	*
Black or African American	79
White	90
Two or More Races	79
English Learner	>98
Special Education	72.5
Free/Reduced Priced Meals	86.25

All 3rd graders can read at grade level

Long-Term: By 2024-2025, 62.0% of third grade students will be proficient in reading, as measured by the annual statewide accountability assessments (all students tested). No student group will have a proficiency rate lower than 57.0%

Annual Target: By Spring of 2022-23, third grade reading proficiency will increase from 52.8% in 2021-2022 to 55.9% as measured by All Accountability Tests, All Students Tested.

Percent Proficient All Accountability Assessments Reading - Grade 3		2018- 2019	2020- 2021	2021- 2022	2022- 2023
All Students	District	60.4	53.8	52.7	48.0
	State	54.4	48.2	47.8	47.1
American Indian	District	30.2	22.0	23.1	39.5
	State	37.7	29.6	28.9	29.7
Asian	District	*	*	*	*
	State	46.2	40.5	37.7	38.2
Hispanic or Latino	District	62.5	38.5	69.2	50.0
	State	32.8	26.1	27.8	27.2
Native Hawaiian or Pacific Islander	District	*	*	*	*
	State	36.1	34.4	32.2	29.6
Other Indigenous Peoples	District	*	*	*	*
	State	48.0	23.1	30.8	27.3
Black or African American	District	25.6	7.1	12.5	5.6
	State	31.8	25.2	27.7	27.1
White	District	67.3	60.4	57.3	52.7
	State	63.5	56.7	57.1	56.2

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2023 World's Best Workforce Report

Percent Proficient All Accountability Assessments Reading - Grade 3		2018- 2019	2020- 2021	2021- 2022	2022- ⁶⁷ 2023
Two or More Races	District	48.5	42.5	39.5	18.9
	State	52.4	46.7	47.8	48.2
English Learner	District	*	*	*	*
	State	18.6	11.3	15.1	14.8
Special Education	District	17.4	22.2	19.5	22.4
	State	28.7	24.0	24.0	24.6
Free/Reduced Priced Meals	District	39.9	29.8	28.3	27.5
	State	34.8	27.1	27.4	30.3

Achievement Gap

Reading

68

Long-Term: By 2024-2025, 63.8% of students will be proficient in reading, as measured by the annual statewide accountability assessments (all students tested). No student group will have a proficiency rate lower than 58.8%.

2022-2023 Targets: All Students = 59.0% American Indian = 34.0%, Asian = 69.0%, Black = 35.3%, Hispanic = 52.9%, Two or More Races = 46.4%, White = 60.7%, English Learner = 33.0%, Special Education = 35.6%, Free/Reduced Lunch = 41.7%

Percent Proficient All Accountability Assessments Reading - All Grades		2018- 2019	2020- 2021	2021- 2022	2022- 2023
All Students	District	62.6	56.4	56.6	55.7
	State	59.2	52.5	51.1	49.9
American Indian	District	42.3	29.8	27.3	33.6
	State	41.3	33.0	32.9	31.9
Asian	District	73.4	58.8	74.1	76.1
	State	54.3	50.0	46.6	44.5
Hispanic or Latino	District	47.1	44.3	59.6	54.1
	State	38.3	31.6	31.0	29.7
Native Hawaiian or Pacific Islander	District	*	*	*	*
	State	43.2	32.0	28.7	27.2
Other Indigenous Peoples	District	*	*	*	*
	State	41.1	26.8	31.4	36.0
Black or African American	District	23.5	22.1	23.5	16.7
	State	34.7	30.7	30.7	30.5
White	District	68.1	61.7	61.6	60.4
	State	67.8	59.5	59.4	58.4

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2023 World's Best Workforce Report

Percent Proficient All Accountability Assessments Reading - All Grades		2018- 2019	2020- 2021	2021- 2022	2022- 2023 ⁶⁹
Two or More Races	District	56.9	46.3	43.8	40.0
	State	56.8	51.3	50.7	49.8
English Learner	District	20.7	25.0	15.4	21.2
	State	13.6	9.1	11.5	11.0
Special Education	District	24.6	24.0	24.0	24.0
	State	29.8	25.8	25.7	25.6
Free/Reduced Priced Meals	District	43.6	35.4	33.1	36.8
	State	40.0	32.4	31.5	33.3

Note: Due to the pandemic, tests were not administered in 2019-2020 and in 2020-2021 there were historically low testing participation rates. Year-to-year comparisons should be made with caution. Cells with fewer than 10 students are intentionally left blank to maintain data privacy.

Achievement Gap Math

70

Long-Term: By 2024-2025, 59.1% of students will be proficient in math, as measured by the annual statewide accountability assessments (all students tested). No student group will have a proficiency rate lower than 54.1%.

2022-2023 Targets: All Students = 50.4% American Indian = 24.8%, Asian = 64.0%, Black = 25.5%, Hispanic = 38.8%, Two or More Races = 38.3%, White = 52.2%, English Learner = 33.0%, Special Education = 32.3%, Free/Reduced Lunch = 34.4%

Percent Proficient All Accountability Assessments Math - All Grades		2018- 2019	2020- 2021	2021- 2022	2022- 2023
All Students	District	55.2	45.4	46.0	46.0
	State	55.0	44.2	44.8	45.5
American Indian	District	31.3	16.3	17.5	18.4
	State	32.9	22.1	23.2	23.6
Asian	District	76.7	72.2	69.0	79.2
	State	55.0	43.3	42.2	42.4
Hispanic or Latino	District	38.0	41.9	22.6	47.4
	State	31.8	21.2	38.6	23.2
Native Hawaiian or Pacific Islander	District	*	*	*	*
	State	44.0	27.9	24.9	23.4
Other Indigenous Peoples	District	*	*	*	*
	State	30.4	19.6	24.3	28.2
Black or African American	District	19.2	10.7	11.2	6.1
	State	27.3	18.0	20.1	21.0
White	District	61.2	50.3	51.2	51.3
	State	64.4	52.3	54.3	55.2

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2023 World's Best Workforce Report

Percent Proficient All Accountability Assessments Math - All Grades		2018- 2019	2020- 2021	2021- 2022	2022- ⁷¹ 2023
Two or More Races	District	44.4	35.7	34.1	28.2
	State	49.6	40.3	41.9	43.0
English Learner	District	40.7	29.4	20.0	29.0
	State	17.7	9.2	12.2	13.0
Special Education	District	23.2	20.4	21.4	21.1
	State	27.7	22.5	23.8	24.4
Free/Reduced Priced Meals	District	35.2	23.9	24.5	25.7
	State	34.2	22.7	23.4	26.8

Note: Due to the pandemic, tests were not administered in 2019-2020 and in 2020-2021 there were historically low testing participation rates. Year-to-year comparisons should be made with caution. Cells with fewer than 10 students are intentionally left blank to maintain data privacy.

Graduation Rates

72

Long-Term: The four-year graduation rate will be 90%, with no groups lower than 85%, by 2025.

Annual Targets: All Students = 77.6% American Indian = 56.4%, Asian = 83.9 %, Black = 54.6 %, Hispanic = 64.0%, Two or More Races = 67.8%, White = 79.5 %, English Learner = 28.3%, Special Education = 63.3%, Free/Reduced Lunch = 62.7%

Four-Year Graduation Rate		2019-20 Class of 2019	2020-21 Class of 2020	2021-22 Class of 2021	2022-23 Class of 2022
All Students	District	76.01	75.41	71.47	76.66
	State	83.69	83.83	83.33	83.55
American Indian	District	42.5	42.9	46.6	43.58
	State	50.78	55.74	52.51	61.29
Asian	District	*	80.00	83.33	90.0
	State	87.55	89.08	87.40	87.24
Hispanic or Latino	District	64.7	79.2	57.7	65.51
	State	69.91	70.36	69.31	69.25
Hawaiian or Other Pacific Islander	District	*	*	*	*
	State	60.78	73.08	65.57	59.61
Other Indigenous Peoples	District	*	*	*	*
	State	*	*	*	51.56
Black	District	57.45	53.19	39.47	41.37
	State	69.93	69.22	70.41	73.51
White	District	81.11	81.85	76.72	82.56
	State	88.65	88.96	88.32	88.44
Two or More Races	District	60.0	55.0	69.7	59.57
	State	72.33	73.49	74.61	79.20

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2023 World's Best Workforce Report

Four-Year Graduation Rate		2019-20 Class of 2019	2020-21 Class of 2020	2021-22 Class of 2021	2022-23 ⁷³ Class of 2022
English Learners	District	*	*	*	*
	State	67.18	66.16	64.74	64.96
Special Education	District	54.55	64.17	52.48	57.24
	State	63.01	64.97	63.96	65.54
Free or Reduced Priced Lunch	District	55.21	54.71	51.57	54.75
	State	71.05	71.59	70.27	71.07

Note: Cells with fewer than 10 students are intentionally left blank to maintain data privacy.

College & Career Readiness

2022-2023: By the end of their 9th grade year, 90% of students will use the exploration tools in the Minnesota Career Information System to develop a Personal Learning Plan based on their individual interests, skills, and career goals.

Percent of Students Who Used MCIS Career Exploration Tools	2022-2023
District	73%

North Star Accountability System

Every three years, the North Star Accountability Report is released. In August 2022, the Minnesota Department of Education announced the schools and districts that are in need of additional support through the North Star Accountability System. North Star was created in response to federal legislation called the Every Student Succeeds Act, requiring every state to create an accountability system. Schools are evaluated using the following measures:

Stage 1:

- Math Achievement
- Reading Achievement
- Progress Toward English Language Proficiency

Stage 2 (Elementary/Middle)

- Math Progress
- Reading Progress

Stage 3 (High School):

- Consistent Attendance
- Graduation

Schools identified for support receive one of two types: Comprehensive or Targeted.

Comprehensive is the highest level of need. Support and comes from the Regional Centers of Excellence to schools. Duluth schools that were identified for Comprehensive Support include:

- Area Learning Center
- Myers-Wilkins Elementary
- Piedmont Elementary
- Laura MacArthur Elementary

Targeted offers support to schools from the school district. Duluth schools that were identified for Targeted Support include:

- Academic Excellence Online
- Lowell Elementary

Two schools will receive **Continuing** support:

- Congdon Park Elementary
- Stowe Elementary

Additionally, the Duluth Public School District as a whole has been identified under the World's Best Workforce as a district with the highest percentage of schools identified for Comprehensive and/or Targeted Support. The district will receive additional support from the Regional Centers of Excellence (RCE) and Collaborative Partnerships to Advance Student Success (COMPASS).

Glossary

Tier I Supports

- Involves the delivery of high-quality core instruction that meets the needs of most students in the class.
- A core curriculum that is research-based.
- Instructional practices that are culturally and linguistically responsive.
- Universal screening to determine students' current levels of performance.
- Differentiated learning activities to address student needs.
- Accommodations to ensure all students have access to the instructional program.
- Problem-solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess.

Tier II Supports

- Involves the delivery of research-based intervention(s) of moderate-intensity to address the learning or behavioral challenges of most at-risk students. This is provided in addition to the daily core instruction.
- Typically involves adult-led small-group instruction.
- Duration of typically 10-15 weeks of 20-40 minute sessions 3-4 times weekly.
- Uses clearly articulated validated interventions.
- Evidence-based rather than research-based.
- High degree of fidelity of intervention implementation.
- Frequent progress monitoring every 1-4 weeks.

Social-Emotional Learning

- Is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that support their success in school and in life.

Multi-Tiered Support Systems (MTSS)

- As a systemic foundation for addressing inequity and improving outcomes for all students.

Positive Behavior Interventions and Supports (PBIS)

- Evidence-based framework for preventing problem behavior, providing instruction and support for positive and pro-social behaviors, and supporting social, emotional and behavioral needs for all students.