



2022-2023 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2022-23 WBWF and A&I Annual Summary & Progress Report**. You can copy your responses from this template into the electronic form.

District or Charter Name: Duluth Public School

WBWF Contact: John Magas	A&I Contact: Nathan Smith
Title: Superintendent	Title: Coordinator of the Office of Education Equity
Phone: 218.336.8700 ext 1094	Phone: 218.336.8700 ext 2190
Email: john.magas@isd709.org	Email: nathan.smith@isd709.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022-23 school year (SY)?

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 3 (3-year plan spans 2021-23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022-23 SY?

Yes

This report has three parts:

- WBWF:** Required for all districts/charters.
- A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
- Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

World's Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders: Will be added once draft is finalized.

Provide the direct website link to the A&I materials:

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 22-23 SY.*

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2022-2023 SY: November 29, 2022

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
By Spring of 2023, 75% 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.	All Students = 84.75% American Indian = 92.0% Asian = >98.0% Hispanic or Latino = 84.25% Native Hawaiian or Pacific Islander - * Other Indigenous Peoples = * Black or African American = 79.0% White = 90.0% Two or More Races = 79.0% English Learner = 79.0% Special Education = 72.5% Free/Reduced Priced Meals = 86.25%	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input checked="" type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
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.	Actual Result: 48.9%	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals)

Goal	Result	Goal Status
		<input type="checkbox"/> _X_ Met Some (multiple goals) <input type="checkbox"/> ___ Met None (multiple goals)

Close the Achievement Gap(s) Between Student Groups

Reading Goal	Result	Goal Status
<p>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%.</p> <p>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%</p>	<p>All Students = 55.7%</p> <p>American Indian = 33.6%</p> <p>Asian = 76.1%</p> <p>Hispanic or Latino = 54.1%</p> <p>Native Hawaiian or Pacific Islander - *</p> <p>Other Indigenous Peoples = *</p> <p>Black or African American = 16.7%</p> <p>White = 60.4%</p> <p>Two or More Races = 40.0%</p> <p>English Learner = 21.2%</p> <p>Special Education = 24.0%</p> <p>Free/Reduced Priced Meals = 36.8%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> ___ On Track (multi-year goal)</p> <p><input type="checkbox"/> ___ Not On Track (multi-year goal)</p> <p><input type="checkbox"/> ___ Goal Met (one-year goal)</p> <p><input type="checkbox"/> ___ Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> ___ Met All (multiple goals)</p> <p><input type="checkbox"/> _X_ Met Some (multiple goals)</p> <p><input type="checkbox"/> ___ Met None (multiple goals)</p>

Math Goal	Result	Goal Status
<p>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%.</p> <p>2022-2023 Targets: All Students = 50.4% American Indian = 24.8%, Asian = 64.0%, Black = 25.5 %, Hispanic =</p>	<p>All Students = 46.0%</p> <p>American Indian = 18.4%</p> <p>Asian = 79.2%</p> <p>Hispanic or Latino = 47.4%</p> <p>Native Hawaiian or Pacific Islander - *</p> <p>Other Indigenous Peoples = *</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> ___ On Track (multi-year goal)</p> <p><input type="checkbox"/> ___ Not On Track (multi-year goal)</p> <p><input type="checkbox"/> ___ Goal Met (one-year goal)</p> <p><input type="checkbox"/> ___ Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> ___ Met All (multiple goals)</p>

Math Goal	Result	Goal Status
38.8%, Two or More Races = 38.3%, White = 52.2 %, English Learner = 33.0%, Special Education = 32.3%, Free/Reduced Lunch = 34.4%	Black or African American = 6.1% White = 51.3% Two or More Races = 28.2% English Learner = 29.0% Special Education = 21.1% Free/Reduced Priced Meals = 25.7%	<input checked="" type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

All Students Career and College-Ready by Graduation

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.	73%	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)
--	-----	--

All Students Graduate

Goal	Result	Goal Status
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%,	All Students = 76.66% American Indian = 43.58% Asian = 90.0% Hispanic or Latino = 65.51% Native Hawaiian or Pacific Islander - *	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal)

Goal	Result	Goal Status
Special Education = 63.3%, Free/Reduced Lunch =62.7%	Other Indigenous Peoples = * Black or African American = 41.37% White = 82.56% Two or More Races = 59.57% English Learner = * Special Education = 57.24% Free/Reduced Priced Meals = 54.75%	___ Met All (multiple goals) _X_ Met Some (multiple goals) ___ Met None (multiple goals)

2022–23 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2022–23 A&I plan goals for each of those schools were on track or have been met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2022–23 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 22-23 SY.

District and Contact Information

District Name: Duluth Public Schools

A and I Contact: Nathan Smith

Title: Coordinator of the Office of Education Equity

Phone: 218.336.8700 ext 2190

Email: nathan.smith@isd709.org

Complete the tables below if you are reporting on year 3 of your 3-year plan.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result	On Track?
By June 2023, increase the Consistent Attendance rates of protected class student groups enrolled in the Duluth Public Schools from 79.4% to 82.4% in 2022-2023.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	79.4%	56.21%	Check one of the following: <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?
 - We utilized various data sources to identify needs in the goal areas. The data included information on student attendance, grades, behavior, and potentially demographic information, such as racial and cultural backgrounds. This data was disaggregated by student groups to identify specific trends or disparities in these areas, which would inform the need for interventions.
- What strategies were in place to support this goal area?
 - The strategies involved the deployment of eleven full-time Integration Specialists organized into three teams to support different levels of schools (elementary, middle, and high schools). These specialists provided Tier 2 Interventions related to Cultural Identity and Racial Identity, including 1-1 check-ins on attendance, grades, and behavior, small group interventions, integrated learning lunches, and mandatory sessions on Racial Identity Development and Cultural Identity Development.
- How well did you implement your strategies?
 - The implementation of this strategy was successful and effective based on various factors. We have highly qualified and diverse staff members that support students and families.
- How do you know whether your strategies did or did not help you make progress toward your goal?
 - Our strategies are proving successful as we are making increases in KIP goals each year.

The Integration Specialist position is an integral part of the Duluth Public Schools' efforts in the areas of Cultural & Racial Integration, Increasing Graduation Rate and Drop-out Prevention, Academic Proficiency, and Family Engagement. There will be eleven (11) full-time Integration Specialists for the Duluth Public Schools working in three leveled teams to support 5 elementary schools, 2 middle schools, 3 High Schools. Half of each day, teams of Elementary, Middle, and High School Integration Specialists will provide Tier 2 Interventions in the areas of Cultural Identity and Racial Identity -aligned with the areas of Identity Affirmation, Diversity, Justice, Action at various sites on a weekly basis. Each member of a team will serve a Roster of 10 students (Elementary)/15 students (Middle and High School) at each of the sites their team serves with 1-1 Check-ins on Attendance, Grades, and Behavior; Small Group Tier 2 Interventions in the areas of Cultural Identity or Racial Identity; Integrated Learning Lunch once per week; and one mandatory WIN session per week on Racial Identity Development / Cultural Identity Development with identified students from the Rosters of the leveled team. For the other half of each day, 4 elementary schools, 2 middle schools, and 3 high schools will have one or two assigned Integration Specialists to each support 20 students with 1-1 Check-ins on Attendance, Grades, and Behavior; Small Group Tier 2 Interventions in the areas of Cultural Identity or Racial Identity; Tier 1 Push-in Classroom Supports in the areas of Cultural Identity or Racial Identity; or Family Connections based on the identified needs of each site. Rosters of students are developed utilizing data from MCA and Benchmark assessments, attendance rates, behavioral referrals, and staff referrals. Integration Specialists at all site levels will provide supports and programming in: Culturally Responsive After School Programming; Culturally Responsive In-School Learning Opportunities; Personal Learning Plan (PLP) Development for each student on a Roster and quarterly PLP Monitoring of the Roster for all Interventions as well as academic success data points (Attendance, Grades, Tests) with a goal of Increased GPA/Standards Completion/FAST Test Scores; Student-to-Teacher Connections; Career & College Readiness supports; and provide at least 4 yearly Integrated Cultural Learning Opportunities from at least 2 different Cultural Perspectives in Classrooms, Grade Levels, or Whole School Assemblies/Programs at their site. The Integration Specialists will provide supports to the students on their roster that are aligned with the Multi-Tiered System of Support (MTSS) Plan at each site through Tier 1 & 2 Interventions in the areas of Cultural Identity and Racial Identity - aligned with the areas of Identity Affirmation, Diversity, Justice, Action. Integration Specialists will also collaborate to coordinate and facilitate the OEE Family Engagement program and offer support in school-to-home communication. Grade levels to be served: K-12

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result	On Track?
By June 2023, increase the percentage of all high school students who enroll in a rigorous CITS (College in the Schools) course who are American Indian (including Two or More Races with one being American Indian) from 2.6% (2019-2020 Baseline Data) to 4.6% in 2022-2023.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	2.6%	3.9%	Check one of the following: <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?
 - The data used to identify needs in this goal area includes information on the representation of American Indian students in the high school population, the enrollment rates in language courses, especially Ojibwemowin, and disparities in participation in rigorous courses, such as CITS. The data was disaggregated by student groups, with a focus on American Indian students who are disproportionately underrepresented in CITS enrollments
- What strategies were in place to support this goal area?
 - To support this goal area, the Middle & High School Ojibwe Language Teacher/Coordinator position was created. The strategies involve offering Ojibwemowin courses at various levels (Ojibwemowin 1, 2, 3 CITS), conducting weekly WIN Enrichment sessions on Ojibwe language at middle schools, and working with school counselors to promote these courses. Additionally, the position aims to reduce stereotypes and negative implicit bias towards indigenous languages and increase the number of American Indian students enrolled in rigorous CITS courses.
- How well did you implement your strategies?
 - Strategies are being implemented well - based on an increase in enrollment for this year.

- How do you know whether your strategies did or did not help you make progress toward your goal?

The Middle & High School Ojibwe Language Teacher/Coordinator position provides instruction in the American Indian language of Ojibwemowin at Denfeld High School and East High School. This teacher will provide quality instruction in the following courses: Ojibwemowin 1 course in Year 1; an Ojibwemowin 1 & 2 courses during Year 2, and Ojibwemowin 1, 2, & 3 CITS (College In The Schools) course during Year 3; weekly WIN Enrichment sessions on Ojibwe language at both Middle Schools. This position will also facilitate the integration of Ojibwe Language programming provided for high school students by working with School Counselors at both middle and high schools on the promotion of these courses by school staff, assisting with Course Registration, and reducing stereotypes and negative implicit bias towards indigenous languages on the viability of course offerings and the validity of indigenous languages as part of high school coursework. This position will be an integral position to intentionally create greater opportunity for American Indian students to not only gain the often required 2 credits of World Language for college or university entrance, but also create the pathway for the implementation of a CITS (College in the Schools) course in Ojibwe Language in year 3 of this plan. Equitable representation in the enrollment and equitable outcomes for completion in all forms of rigorous courses, especially CITS and PSEO, is disproportionately low for American Indian students. American Indian students are currently 5.9% of the high school population but only make up 2.6% of CITS enrollments. This position is specifically designed to create a new CITS course based on the interests of American Indian students and increase the number of American Indian students enrolled in, and successfully completing, rigorous CITS courses where such a disparity has historically and currently exists, as well as aide in the increase of college readiness and access to effective and diverse teachers. Grade levels to be served: 6-12.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result	On Track?
By June 2023, increase four-year graduation rates of Protected Class student groups enrolled in the Duluth Public Schools from 69.9% (2017-2018 Baseline Data) to 75.9% in 2022-2023.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	69.9%	55.19%	Check one of the following: <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?
 - We utilized various data sources to identify needs in the goal areas. The data included information on student attendance, grades, behavior, and potentially demographic information, such as racial and cultural backgrounds. This data was disaggregated by student groups to identify specific trends or disparities in these areas, which would inform the need for interventions.
- What strategies were in place to support this goal area?
 - The strategies involved the deployment of eleven full-time Integration Specialists organized into three teams to support different levels of schools (elementary, middle, and high schools). These specialists provided Tier 2 Interventions related to Cultural Identity and Racial Identity, including 1-1 check-ins on attendance, grades, and behavior, small group interventions, integrated learning lunches, and mandatory sessions on Racial Identity Development and Cultural Identity Development.
- How well did you implement your strategies?
 - The implementation of this strategy was successful and effective based on various factors. We have highly qualified and diverse staff members that support students and families.
- How do you know whether your strategies did or did not help you make progress toward your goal?
 - Our strategies are proving successful as we are making increases in KIP goals each year.

The Integration Specialist position is an integral part of the Duluth Public Schools' efforts in the areas of Cultural & Racial Integration, Increasing Graduation Rate and Drop-out Prevention, Academic Proficiency, and Family Engagement. There will be eleven (11) full-time Integration Specialists for the Duluth Public Schools working in three leveled teams to support 5 elementary schools, 2 middle schools, 3 High Schools. Half of each day, teams of Elementary, Middle, and High School Integration Specialists will provide Tier 2 Interventions in the areas of Cultural Identity and Racial Identity -aligned with the areas of Identity Affirmation, Diversity, Justice, Action at various sites on a weekly basis. Each member of a team will serve a Roster of 10 students (Elementary)/15 students (Middle and High School) at each of the sites their team serves with 1-1 Check-ins on Attendance, Grades, and Behavior; Small Group Tier 2 Interventions in the areas of Cultural Identity or Racial Identity; Integrated Learning Lunch once per week; and one mandatory WIN session per week on Racial Identity Development / Cultural Identity Development with identified students from the Rosters of the leveled team. For the other half of each day, 4 elementary schools, 2 middle schools, and 3 high schools will have one or two assigned Integration Specialists to each support 20 students with 1-1 Check-ins on Attendance, Grades, and Behavior; Small Group Tier 2

Interventions in the areas of Cultural Identity or Racial Identity; Tier 1 Push-in Classroom Supports in the areas of Cultural Identity or Racial Identity; or Family Connections based on the identified needs of each site. Rosters of students are developed utilizing data from MCA and Benchmark assessments, attendance rates, behavioral referrals, and staff referrals. Integration Specialists at all site levels will provide supports and programming in: Culturally Responsive After School Programming; Culturally Responsive In-School Learning Opportunities; Personal Learning Plan (PLP) Development for each student on a Roster and quarterly PLP Monitoring of the Roster for all Interventions as well as academic success data points (Attendance, Grades, Tests) with a goal of Increased GPA/Standards Completion/FAST Test Scores; Student-to-Teacher Connections; Career & College Readiness supports; and provide at least 4 yearly Integrated Cultural Learning Opportunities from at least 2 different Cultural Perspectives in Classrooms, Grade Levels, or Whole School Assemblies/Programs at their site. The Integration Specialists will provide supports to the students on their roster that are aligned with the Multi-Tiered System of Support (MTSS) Plan at each site through Tier 1 & 2 Interventions in the areas of Cultural Identity and Racial Identity - aligned with the areas of Identity Affirmation, Diversity, Justice, Action. Integration Specialists will also collaborate to coordinate and facilitate the OEE Family Engagement program and offer support in school-to-home communication. Grade levels to be served: K-12

Integration

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result	On Track?
By June 2023, increase the racial diversity of the District Staff from 6.7% (2019-20 Baseline Data) to 8.0% in 2023.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	6.7%	15.7%	Check one of the following: <input type="checkbox"/> Goal Not Met <input checked="" type="checkbox"/> Goal Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- What strategies were in place to support this goal area?
 - 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.

- How well did you implement your strategies?
 - Increased advertisement and job posting locations. 100% of teacher positions were filled before the start of the school year.
- How do you know whether your strategies did or did not help you make progress toward your goal?
 - Increased percentage in teachers of color

The focus of the Recruitment & Retention program is to assist in the racial diversification of our staff. This will be done through the following strategies: one session/semester for current Staff of Color to meet to discuss Climate dynamics and build a sense of community and networking for interested Staff of Color within the district (Retention); Provide Staff of Color with access to the Professional Development being offered each year; Provide additional support and resources for Staff of Color throughout a year (interracial conflict resolution, learning materials, presenters, trainings, etc.); Offer Mentorship to interested Staff of Color; OEE Coordinator provides training for Human Resource staff on Anti-Bias Training and Culturally Responsive Hiring strategies; OEE Coordinator and community members serve on the district committee working to diversify the staffing of our district; Develop a “Racial Diversity Recruitment Team” that attends Job Fairs, assists in Postings, Serves on Screening/Interview Process Teams - Contract with individuals and offer compensation for current Staff of Color to serve on the team to ensure a diverse team. Grade levels to be served: K-12

Achievement and Integration Goal 5

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result	On Track?
By June 2023, train at least 150 certified staff in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias, and/or Strategies to Close Achievement Gaps through quality on-going Professional Development offerings.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	Baseline of zero staff starting in 2019-2020.	61	Check one of the following: <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- What strategies were in place to support this goal area?
 - The strategies used to support this goal are; CARE Academy workshops, Annual Participation of comprehensive training, Follow-up sessions, incentives, integration in classrooms, grade level coverage, and a research based approach.
- How well did you implement your strategies?
 - Though the CARE Academy was not implemented this school year, other culturally relevant professional development opportunities were offered to staff members throughout the year.
- How do you know whether your strategies did or did not help you make progress toward your goal?
 - By triangulating data from various sources, including participant feedback, classroom observation, and academic performance metrics.

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

Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name: Myers-Wilkins Elementary School

Achievement and Integration RIS Goal 1

Goal Statement Reading	Achievement or Integration Goal?	Baseline	Actual Result	On Track?
<p>By June 2023, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Reading accountability tests (MCA) will increase from 37.7% (2018-19 Baseline Data) to 43.7% in 2022-23.</p>	<p>Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>37.7%</p>	<p>23.6%</p>	<p>Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?
 - Through benchmark assessments within MTSS. The data was disaggregated based on student groups, particularly the ones falling within “strategic” and “intensive” ranges
- What strategies were in place to support this goal area?
 - Utilizing culturally responsive strategies and curricular materials to provide focused literacy interventions.
- How well did you implement your strategies?
 - Since not being on track, we evaluated strategies, reviewed the data, and are considering adjustments to interventions to better align with our goal. Continuous feedback and adaptation will be crucial in refining implementation in the next A&I plan.
- How do you know whether your strategies did or did not help you make progress toward your goal?
 - By regularly assessing student performance and seeking feedback from Reading Interventionists, teachers, and support staff.

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

Achievement and Integration RIS Goal 2

Goal Statement Math	Achievement or Integration Goal?	Baseline	Actual Result	On Track?
By June 2023, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Math accountability tests (MCA) will increase from 33.7% (2018-19 Baseline Data) to 39.7% in 2022-23.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	33.7%	15.1%	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?
 - Through benchmark assessments within MTSS. The data was disaggregated based on student groups, particularly the ones falling within “strategic” and “intensive” ranges
- What strategies were in place to support this goal area?
 - Utilizing culturally responsive strategies and curricular materials to provide focused literacy interventions.

- How well did you implement your strategies?
 - Since not being on track, we evaluated strategies, reviewed the data, and are considering adjustments to interventions to better align with our goal. Continuous feedback and adaptation will be crucial in refining implementation in the next A&I plan.
- How do you know whether your strategies did or did not help you make progress toward your goal?
 - By regularly assessing student performance and seeking feedback from Math Interventionists, teachers, and support staff.

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

Achievement and Integration RIS Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result	On Track?
Attendance				
By June 2023, increase the Consistent Attendance rates of Protected Class students enrolled at Myers-Wilkins Elementary from 55.5% (2018-19 Baseline Data) to 61.5% in 2022-23.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	55.5%	28.8%	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?
 - Considerations for reducing behavior referrals and improving attendance involved using past disciplinary incidents, attendance records, and attendance support teams.
- What strategies were in place to support this goal area?
 - SEL Specialists providing counseling, Tier 1 push-in SEL opportunities and Restorative Practices aiming to reduce referrals and enhance attendance rates.
- How well did you implement your strategies?
 - Through specialists engagement activities, integration of culturally responsive strategies, and contributions to SEL programming support initiatives.
- How do you know whether your strategies did or did not help you make progress toward your goal?
 - By tracking changes in behavior referrals, suspension rates, and attendance records.

The full-time Social Emotional Learning Specialist (SEL Specialists are Certified School Counselors or Social Workers) at Myers-Wilkins will provide short-term small-group therapeutic counseling when identified, Tier 1 push-in Social Emotional Learning (SEL) opportunities across all grades and Restorative Conflict Resolution supports when needed. The SEL Specialist will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. The position will also serve as the lead staff member for SEL programming at Myers-Wilkins; provide Beginning-of-Day small group check-ins with students when identified, as well as a SEL support for Staff. The SEL Specialist will serve on a team for developing SEL spaces in the school and classrooms and a menu of strategies and options for movement breaks in the daily schedule. The SEL Specialist will also serve on the Attendance Support Team. The continued implementation of the SEL Specialist will aid in the goal areas of reduction in behavior referrals and suspensions, and increase in consistent attendance rates of all students. Grade levels to be served: K-5.

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result	On Track?
By June 2023, decrease the percentage of Protected Class students in grades K-5 enrolled at Myers-Wilkins Elementary from 56.5% in 2018-19 to 50.5% in 2022-23	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	56.5%	52.3%	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?
 - This data was identified for us based on being a racially identifiable school in our district.
- What strategies were in place to support this goal area?
 - The implementation of the Ojibwe Language Immersion program is a key strategy. The collaborative efforts between Lowell and Myers-Wilkins aim to address enrollment disparities by providing equitable access to an alternative school.
- How well did you implement your strategies?
 - By monitoring enrollment data and participation rates in the program.
- How do you know whether your strategies did or did not help you make progress toward your goal?
 - Regularly tracking enrollment data, academic performance, and the impact of the Ojibwe Immersion program.

The Immersion Classroom Assistant position is a vital part of the success of any World Language Immersion Program. These positions will assist the teachers and other staff in the implementation of the Ojibwe Language Immersion classroom. The Ojibwe Immersion Program at Lowell Elementary School will continue to serve dual purposes in the area of achievement and integration. Research on immersion education programs around the country shows increased academic

performance amongst students enrolled in Language Immersion programs. In the area of integration, American Indian families in the Duluth School District have indicated the need for Ojibwe Immersion programming in the Duluth Public Schools. Myers-Wilkins Elementary (RIS) has the highest population of American Indian students in the district. Through the collaboration between Lowell Elementary and Myers-Wilkins Elementary (RIS), the Ojibwe Immersion program will be one of the strategies implemented to decrease racial and economic enrollment disparities at the RIS. Steps will be taken to ensure equitable access to educational resources and programming, including bus transportation between the attendance areas with a priority given to students within the RIS attendance area to attend Lowell Elementary, which is outside their attendance area. Grade levels to be served: K-5. Location of services: Lowell Elementary School.

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2022-23 school year. In what ways have the integration strategies increased racial and economic integration at that site?

The integration strategies at Myers-Wilkins Elementary during the 2022-23 school year increased racial and economic integration through targeted initiatives. The Ojibwe Language Immersion program addressed enrollment disparities by offering equitable access to educational resources, including transportation, fostering a more diverse and inclusive student body. The full-time Social Emotional Learning Specialist played a pivotal role by providing culturally responsive counseling and conflict resolution, creating a supportive environment that validated the cultural and racial identities of students. Additionally, the Reading Interventionists focused on literacy interventions with culturally responsive approaches, contributing to academic proficiency and furthering the integration goals. These combined efforts aimed to reduce behavior referrals, suspensions, and improve attendance rates, collectively fostering a more integrated and inclusive learning environment at Myers-Wilkins Elementary. Regular assessments were employed to measure progress and effectiveness in achieving these integration objectives.

Achievement and Integration Goal 5

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result	On Track?
By June 2023, Increase Myers-Wilkins students' equitable access to effective and diverse RIS certified staff from 0% in 2020-21 to 80% in 2023 (based on local assessment of knowledge of culturally responsive practices).	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	Baseline not reported in original plan	The CARE Academy was not offered in 2020-2021, 2021-2022 or 2022-2023. However, several additional professional development opportunities were provided regarding culturally responsive practices.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- What strategies were in place to support this goal area?
 - Strategies in place included workshops, training, and resources focused on Culturally Responsive Practices, Undoing Racism, and Culturally Responsive Instruction & Curriculum Development, offering incentives like CEUs, substitutes, stipends, and lane change credits for participation.
- How well did you implement your strategies?
 - Implementation effectiveness can be assessed by monitoring staff participation rates in the PD program, tracking completion of workshops, and evaluating the integration of culturally responsive strategies in classroom practices.
- How do you know whether your strategies did or did not help you make progress toward your goal?
 - Progress toward the goal can be measured by assessing the increase in the percentage of Myers-Wilkins students with equitable access to culturally responsive RIS certified staff, using local assessments to gauge knowledge of culturally responsive practices among staff.

The Professional Development (PD) program will provide workshops, training, and resources for district staff designed to improve achievement of all students and increase culturally responsive teaching and learning. The focus of PD provided for staff will be in the areas of Culturally Responsive Practices, Undoing Racism, Culturally Responsive Instruction & Curriculum Development and Integration, and Racial Identity Development. We will offer CEUs, Substitutes, Stipends, and/or Lane Change Credits for all participants. Participants will learn and practice strategies through PD opportunities to transform their classrooms by integrating multiple strategies/activities in their instruction, grading practices, and/or curriculum. This will lead to an increase in the level of culturally responsive teaching and learning in the classrooms, which will lead to the reduction of achievement gaps for students. Grade levels to be served: K-5