



Achievement and Integration Plan July 1, 2023 to June 30, 2026

District ISD# and Name: 709 Duluth Public Schools

Plan submitted by: Nathan Smith

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District Integration Status: Racially Identifiable School

Racially Identifiable Schools within District

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

1. Myers-Wilkins Elementary School

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

School Board Approval

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

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

Superintendent: **John Magas**

Signature:

Date Signed:

School Board Chair: **Jill Lofald**

Signature:

Date Signed:

Plan Input

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

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3). Angela Buffalo, Jessica Robarge Binesiikwe (Edey) Washington, Lydia Shinkle, Nate Smith, Phyllis Pohl, Caitlin Smith, Danielle Dunphy, Valerie Dodge, Olivia Kinsley, Amanda Horton, Jean-Paul Rennquist, Jamie de la Cruz, Susanna Miller

American Indian Parent Advisory Committee Chair: **Angela Buffalo**

Signature:

Date Signed:

Multidistrict Collaboration Council: N/A

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

Submitting this Plan

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

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

Achievement and Integration Goals

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

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

Strategies

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

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

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

Goal #1: By June 2026, increase the Consistent Attendance rates of the following Protected Class student groups enrolled in the Duluth Public Schools from 79.4% (2018-19 Baseline Data) to 82.4% in 2025-26.

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

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

Goal type: Achievement Disparity

Integration Specialist Strategy #1

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

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

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

Narrative description of this strategy. The 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 twelve (12) full-time Integration Specialists for the Duluth Public Schools working to support 8 elementary schools, 2 middle schools, 3 High Schools, District Treatment Centers and Residential School sites as well as Arrowhead Juvenile Center. Integration Specialists are representative of the racial and cultural makeup of our students and community.

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

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

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

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

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

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

Grade levels to be served: K-12

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

Key Indicators

Key Indicators of Progress (KIP)

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

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

Social Emotional Learning (SEL) Specialist Strategy #2

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

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

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

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

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

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

Key Indicators

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2024 | Target 2025 | Target 2026 |
|--|------------------------|------------------------|------------------------|
| | | | |

| | | | |
|---|-----------------------|------------------------|------------------------|
| The SEL Specialist will facilitate embedded SEL learning opportunities in K-5 classrooms | 90% of K-5 classrooms | 100% of K-5 classrooms | 100% of K-5 classrooms |
| There will be a 10% reduction each year in the total number days of Out-of-School Suspension at each site. | 10% | 10% | 10% |
| The SEL Specialist will provide SEL Professional Development opportunities for district staff. | 2 sessions | 2 sessions | 2 sessions |
| There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at each site served by the SEL Specialist. | 2% | 2% | 2% |
| The SEL Specialist will work with staff at Lowell Elementary to ensure all students who have participated in the MTSS process resulting in a special education evaluation have received evidenced based and culturally responsive interventions | 100% of evaluations | 100% of evaluations | 100% of evaluations |

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

Family Engagement Program Strategy #4

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

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

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

Grade levels to be served: K-12

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

Key Indicators

Key Indicators of Progress (KIP)

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

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

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

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

Goal type: Integration

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

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

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

The High School Ojibwe Language Teacher/Coordinator will provide Ojibwemowin weekly WIN Enrichment sessions on Ojibwe language at Ordean East Middle School and Lincoln Park Middle School and East High School and Denfeld High School on a bi-weekly basis. The High School Ojibwe Language Teacher/Coordinator will facilitate the integration of Ojibwe Language programming provided for Duluth Public Schools high school students by working with School Counselors at both middle and high schools on the promotion of these courses by school staff, assisting with course

registration, and reducing stereotypes and negative implicit bias towards indigenous languages on the viability of course offerings and the validity of indigenous languages as part of high school coursework. The High School Ojibwe Language Teacher/Coordinator will also promote and market Ojibwemowin language course offerings to schools and Indian Education programs throughout the state of Minnesota, with an intent to boost enrollment numbers to a level that would require ongoing district investment in this position (18 or more students per class). The High School Ojibwe Language Teacher/Coordinator will work with principals, administration and facilities across the district on Ojibwemowin Language translation signage across district buildings

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

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

Key Indicators

Key Indicators of Progress (KIP)

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

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

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

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

Goal type: Achievement Disparity

**Integration Specialist Strategy #1
Family Engagement Program. Strategy #4**

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

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

Goal type: Teacher Equity

Recruitment & Retention Program. Strategy #3

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

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

Grade levels to be served: K-12

Location of services: District Wide

Key Indicators

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2024 | Target 2025 | Target 2026 |
|--|-----------------------------|-----------------------------|-----------------------------|
| The District Recruitment and Retention Team is utilized in the hiring process of all Certified Staff positions (teaching). | 20% of all positions posted | 25% of all positions posted | 30% of all positions posted |

| | | | |
|---|------------|------------|------------|
| Retention sessions/Affinity Group gatherings are provided each quarter for current Staff of Color | 4 sessions | 4 sessions | 4 sessions |
| Human Resources staff are trained annually on Culturally Responsive hiring practices and understanding implicit bias | 90% | 95% | 100% |
| The District Recruitment and Retention Team is utilized in the hiring process of all Administrative positions (Principals, Coordinators, Directors, ect). | 20% | 25% | 30% |

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

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

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

Goal type: Teacher Equity

Professional Development Program Strategy #5

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

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

Grade levels to be served: K-12

Location of services: District-wide

Key Indicators

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2024 | Target 2025 | Target 2026 |
|---|----------------------|----------------------------------|----------------------------------|
| 44 certified staff will attend all sessions of the year-long CARE Academy | 80% attendance | 85% attendance | 90% attendance |
| The Office of Education Equity will file an Annual Report on Professional Development to the Curriculum Department and Professional Development Coordinator | 1 Report | 1 Report | 1 Report |
| Upon completion of the CARE Academy, all participants will complete an Implementation Plan for their following year of work and submit to the OEE Coordinator. | 100% of Participants | 100% of Participants | 100% of Participants |
| By the 2024-2025 school year, the Professional Development CARE Academy program provided by the Office of Education Equity will be approved by state license board PELSBE for Cultural Competency relicensure hours | n/a | Documentation of PELSBE Approval | Documentation of PELSBE Approval |

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

Creating Efficiencies and Eliminating Duplicative Programs

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

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

Racially Identifiable School (RIS)

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

Achievement and Integration Goals

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

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

Racially Identifiable School Strategies

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

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

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

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

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

Goal type: Achievement Disparity

Reading Interventionists RIS Strategy #1

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

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input type="checkbox"/> Increases cultural fluency, competency, and interaction. | |

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

ensure students are receiving necessary interventions to improve academic proficiency in areas of literacy. There will be two full-time Reading Interventionists at Myers-Wilkins and one full-time at Lowell.

Grade levels to be served : K-5

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

Key Indicators

Key Indicators of Progress (KIP)

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

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

Intervention Materials RIS Strategy #9

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

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

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

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

Math curriculums used by the Duluth Public Schools allowing more students to learn at their own level and accelerate those in need of interventions through leveled texts of high interest to students through choice of materials.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

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

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

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

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

Goal type: Achievement Disparity

Math Interventionist RIS Strategy #6

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

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

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

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

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

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

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

Intervention Materials RIS Strategy #9

RIS Goal # 3 By June 2026, increase the Consistent Attendance rates of Protected Class students enrolled at Myers-Wilkins Elementary from 55.5% (2018-19 Baseline Data) to 61.5% in 2024-26.

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

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

Goal type: Achievement Disparity

Social Emotional Learning (SEL) Specialist RIS Strategy #7

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

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

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

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

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

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

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

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

Kindergarten Instructional Assistants RIS Strategy #10

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

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

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

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

Grade level to be served: Kindergarten

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

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

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

After-School and Summer Programming RIS Strategy #4

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

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

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

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

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

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

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

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

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

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

Goal type: Integration

Ojibwe Immersion Classroom Assistants RIS Strategy #2

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

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

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

Narrative description of this strategy. The Immersion Classroom Assistant position is a vital part of the success of any World Language Immersion Program. These positions will assist the teachers and other staff in the implementation of the Ojibwe Language Immersion classroom. The Ojibwe Immersion Program at Lowell Elementary School will continue to serve dual purposes in the area of achievement and integration. Research on immersion education programs around the country shows increased academic performance amongst students enrolled in Language Immersion programs. In the area of integration, American Indian families in the Duluth School District have indicated the need for Ojibwe Immersion programming in the Duluth Public Schools. Myers-Wilkins Elementary (RIS) has the highest population of American Indian students in the district. Through the collaboration between Lowell Elementary and Myers-Wilkins Elementary

(RIS), the Ojibwe Immersion program will be one of the strategies implemented to decrease racial and economic enrollment disparities at the RIS. Steps will be taken to ensure equitable access to educational resources and programming, including bus transportation between the attendance areas with a priority given to students within the RIS attendance area to attend Lowell Elementary, which is outside their attendance area.

Grade levels to be served: K-5

Location of services: Lowell Elementary School

Key Indicators

Key Indicators of Progress (KIP)

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

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

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

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

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

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

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

cultural identity and racial identity of the students served. All family nights will be free, with transportation provided for those who need it.

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

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

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

Equitable Enrollment Option Transportation RIS Strategy #8

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

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

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

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

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

Grade levels to be served: Pre-K - 5

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

Key Indicators

Key Indicators of Progress (KIP)

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

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

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

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

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

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

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

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

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

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

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

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

Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2024 | Target 2025 | Target 2026 |
|--|------------------|------------------|------------------|
| An annual report that indicates the participation rates of Protected Class students in the Young Scholars Program. The participation rates will mirror the racial make-up of the RIS. | 1 Annual Report | 1 Annual Report | 1 Annual Report |
| There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS. | 2% | 2% | 2% |
| A quarterly report that indicates Enrichment opportunities that have been explored, identified and brought to Myers-Wilkins students. Report filed by Enrichment Coordinator and shared with RIS principal, Coordinator of Office of Education Equity and Director of Elementary Education | Quarterly report | Quarterly report | Quarterly report |
| A quarterly report highlighting enrichment experiences that have been shared with the community via email, newsletter, school website, social media, ect. | Quarterly report | Quarterly report | Quarterly report |

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

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

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

Goal type: Teacher Equity

RIS Professional Development RIS Strategy #5

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

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

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

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

Grade levels to be served: K-5

Location of services: Myers-Wilkins

Key Indicators

Key Indicators of Progress (KIP)

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

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

Creating Efficiencies and Eliminating Duplicative Programs

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

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