THE ACHIEVEMENT & INTEGRATION PLAN

SY26-29

Goals of the Achievement and Integration Plan

- The purpose of the Achievement and Integration program is as follows:
  1. To pursue racial and economic integration
  2. To increase student academic achievement
  3. To create equitable educational opportunities and
  4. To reduce academic disparities based on students diverse racial, ethnic, and economic backgrounds in Minnesota public schools

Eligibility

- There are four ways that a district can be eligible for the program:
  1. Racially Isolated (RI): Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
  2. Adjoining: District physically adjoins a racially isolated district.
  3. **Racially Identifiable School (RIS): Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).**
  4. Voluntary: District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).

Plan Components

- School Board Approval
- Plan Input
- Goals to:
  - increase racial and economic integration;
  - reduce achievement disparities;
  - increase access to effective and diverse teachers.
- Strategies that support A&I goals. These strategies may include innovative and integrated pre-k to grade 12 learning environments, family engagement initiatives, professional development, career and college readiness and rigorous coursework, and recruitment and retention of racially diverse staff.
- Key Indicators to assess if strategies are generating the intended outcomes.
- Create Efficiencies and Eliminate Duplicative Programs

Development & Engagement Process

- **Strategic Leadership:** Led by the Director of Advancing Equity (DAE) using highly targeted engagement to meet an expedited timeline
- **Deep Community Input:** Included a 6-month partnership with Myers-Wilkins Elementary and survey data from 230+ students, staff, and caregivers
- **Targeted Student Focus:** Engaged integration specialists to prioritize the specific needs of our students of color
- **American Indian Alignment:** Integrated feedback from staff, parent groups, AIPAC, family surveys (67 responses), and principal self-assessments
- **Future Vision:** Expanding our collaborative footprint to build a culture of shared ownership, transparency, and accessibility

Budget

Total Initial Revenue (FIN 313)	$1,676,468.04
Total Incentive Revenue (FIN 318)	$88,660.00
TOTAL A&I REVENUE	$1,765,128.04

Proposed Budget		
		Proposed Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	$1,659,745.47	85.37%
Professional Development may equal no more than 20% of total revenue	$102,748.24	5.29%
Administrative/Indirect may equal no more than 10% of total revenue	$181,604.06	9.34%
Total Proposed Revenue:		$1,944,097.77
Total Amount Proposed FIN 313		$1,855,437.77
Total Amount Proposed FIN 318		$88,660.00
District Coverage for 26-27		$178 969.73

Achievement and Integration Goals & Strategies

Goal #1: By June 2029, increase the full day Attendance rates for students who are American Indian, Asian, Black or African American, Hispanic/Latino, Two or More Races, and Native Hawaiian or Other Pacific Islander enrolled in the Duluth Public Schools from 65.13% in school year 2025-2026 to 70.13% in school year 2028-29.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #1 Strategy #1: Integration Specialists
Type of Strategy: Innovative and Integrated Learning Environments: Pre-K through Grade 12 strategies that increase interaction between students from different backgrounds.

Goal #1 Strategy #2: Family Engagement
Type of Strategy: Family Engagement Initiatives: Programs specifically designed to engage families and boost student achievement.

Achievement and Integration Goals & Strategies

Goal #2: By June 2029, 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 10% (2025-26 Baseline Data) to 15% 2028-29.

Goal type: Increasing racial and economic integration

Goal #2 Strategy #1: Secondary Ojibwe Language Teacher
Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

Goal #2 Strategy #2: Misaabekong Ojibwe Immersion Classroom Assistant
Type of Strategy: School Enrollment Choices: Programs providing opportunities for students to attend schools with diverse populations.

Achievement and Integration Goals & Strategies

Goal #3: To better mirror the racial composition of the Duluth community, the district aims to expand its staff of color from 5.5% (99 out of 1,782) to 8.0% (142 individuals) by June 2029.

Goal type: 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.

Goal #3 Strategy #1: The BIPOC Collective

Type of Strategy: Diverse Educator Recruitment/Retention: Strategies aimed at hiring and retaining teachers and administrators with diverse racial and ethnic backgrounds to better reflect student demographics.

Achievement and Integration Goals & Strategies

Goal #4: By June 30, 2029, Duluth Public Schools will launch a professional development program that provides advanced, sustained equity training for specialized staff alongside a minimum of two accessible, culturally responsive training options annually for all district teachers and support staff.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #4 Strategy #1: Culturally Responsive Professional Development
Type of Strategy: Professional Development: Training focused on closing academic disparities and improving outcomes for all students.
AND
Diverse Educator Recruitment/Retention: Strategies aimed at hiring and retaining teachers and administrators with diverse racial and ethnic backgrounds to better reflect student demographics.

Achievement and Integration Goals & Strategies

Goal #5: By June 2029, secondary ALC students will increase their SIS attendance rate by 10% moving from 38.61% in the 2025-2026 school year to 48.61% in the 2027-2028 school year.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #5 Strategy #1: ALC Engagement and Attendance
Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

RIS Achievement and Integration Goals & Strategies

Goal #1a: By June 2029, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on FASTbridge for Reading will increase from 25 % to 40% in 2028-2029.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #1 Strategy #1: The Integrated Reading Intervention Model
Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

RIS Achievement and Integration Goals & Strategies

Goal #1b: By June 2029, the proficiency of Protected Class students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on FASTbridge Mathematics will increase from 29% (Baseline Data) to 44% in 2028-2029.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #1 Strategy #2: The Integrated Math Intervention Model
Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

RIS Achievement and Integration Goals & Strategies

Goal #2: By June 2029, the SIS reported attendance rate of Protected Class students will increase from 88.5% to 95% in Spring 2029 at Myers-Wilkins Elementary School.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #2 Strategy #1: K-5 Culturally Responsive Tier 1 SEL Strategy
Type of Strategy: Innovative and Integrated Learning Environments: Pre-K through Grade 12 strategies that increase interaction between students from different backgrounds.

Goal #2 Strategy #2: DCSC Integrated Out-of-School Time Strategy
Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.
AND
Diverse Educator Recruitment/Retention: Strategies aimed at hiring and retaining teachers and administrators with diverse racial and ethnic backgrounds to better reflect student demographics.

RIS Achievement and Integration Goals & Strategies

Goal #3: By June 2029, the proficiency of Protected Class students enrolled the full academic year for kindergarten tested within Myers-Wilkins Elementary School on FASTbridge for Reading will increase from 22% to 52% in Spring 2029.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Goal #3 Strategy #1: Tier 1 Instructional Assistant Strategy
Type of Strategy: Career and College Readiness: Rigorous coursework and programmatic opportunities for underserved students, including those in alternative learning centers.

RIS Achievement and Integration Goals & Strategies

Goal #4: By June 2029, the district will successfully coordinate and execute a culturally affirming college visit to Fond du Lac Tribal Community College for at least 85% of eligible 4th-grade American Indian students, with 90% of attendees reporting an increased understanding of college pathways and new peer connections as measured by a post-visit reflection survey.

Goal type: Increasing racial and economic integration

Goal #4 Strategy #1: Early Pathways and Community Cohesion
Type of Strategy: Innovative and Integrated Learning Environments: Pre-K through Grade 12 strategies that increase interaction between students from different backgrounds.



Questions?

- Any questions?
- Comments?
- Concerns?
- Feedback?