

Duluth Public Schools
School Improvement Plans At-A-Glance

	Strategy Area	SMART Goal
Congdon	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Clearly identify and post school-wide rules and expectations ● Teach skills needed to follow school-wide rules and meet expectations ● Develop procedures to address behaviors that interfere with academic and social success 	By Spring of 2023, the percentage of all students on out-of-school suspension will decrease by 20% as measured by Infinite Campus reporting data.
Homecroft	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Clearly identify, post, and reward school-wide rules and expectations ● Teach skills needed to follow school-wide rules and meet expectations ● Develop procedures to address behaviors that interfere with academic and social success 	By Spring of 2025, we will reduce the average number of monthly behavior referrals from 10 per month to 8 per month. This is a 20% reduction per year from 2023-2025, or a 7.2% reduction per month.
Lakewood	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop and implement tiered model of support for behavior and attendance	By Spring of 2025, we will reduce the percentage of students who are chronically absent from 21.3% to 15%. This reflects a 6.3% reduction each year.
Laura MacArthur	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Increase staff knowledge of PBIS tools and systems	By June 2023, Laura MacArthur Elementary will improve our school wide fidelity of PBIS based on our Fall 2022 TFI staff survey.
Lester Park	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Clearly identify, post, and reward school-wide rules and expectations ● Teach skills needed to follow school-wide rules and meet expectations ● Develop procedures and identify strategies to address behaviors that interfere with academic and social success 	By Spring of 2025, we will reduce the average number of weekly behavior referrals/reports from 30 per week to 28 per week, as measured by the Lester Park Behavior Documentation/Referral Form. This is an approx. 5% reduction over 2 years.
Lowell and Lowell Spanish Immersion	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Implement Check In / Check Out <ul style="list-style-type: none"> ● Develop model (ensure cultural responsiveness), provide professional development, monitor program fidelity 	By Spring of 2025 we will reduce the number of KG & 1st grade ODRs (majors & minors) from 400 per year to 300 per year. This is a 25% reduction in documented behaviors over the course of the school year.
Myers-Wilkins	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Create a tiered system of schoolwide support to improve attendance by proactively identifying and responding to attendance barriers	By Spring of 2023, the percentage of all students meeting the consistent school attendance threshold as defined by the Minnesota Department of Education will increase from 81.06% to 92% as measured by Infinite Campus reporting data.

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Piedmont	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Clearly identify, post, and reward school-wide rules and expectations ● Teach and reteach skills needed to follow school-wide rules and meet expectations ● Develop procedures to address behaviors that interfere with academic and social success 	By Spring of 2025, we will reduce the number of OSS days from 104 days in 2021-2022 to 52 days. This reflects a 50% reduction in missed days.
Stowe	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Create a team to focus on tiered response system ● Clearly define and implement school-wide rules and expectations ● Encourage families to participate in school activities/functions, and school improvement process 	By Spring of 2025, the chronic absenteeism rate of 45.67% will decrease to 25% as measured by chronic absenteeism rate report.
Ordean East	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Clearly identify, post, and reward school-wide rules and expectations ● Teach skills needed to follow school-wide rules and meet expectations ● Develop procedures and identify strategies to address behaviors that interfere with academic and social success ● Implement and track positive communication with families (positive behavior reports) 	From Fall of 2022 to Spring of 2025, the percentage of students without an ODR will be maintained at a rate of 90% or higher as measured monthly.
Lincoln Park	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Increase ways to positively recognize students ● Continue focus on positive relationships - add culturally responsive practices ● Increase authentic stakeholder engagement ● Improve data review processes 	Reduce the number of unexcused absences from the first semester of the 2022-2023 school year to the second semester of the 2022-2023 school year by 2 percent. Specifically, we will decrease 18,640 periods missed to 18,267.

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Denfeld	Develop and Implement Multi-Tiered System and Supports – Social, Emotional, Behavioral Focus: Finish implementation of Tier 1 and continue to implement Tier 2 interventions to support students’ coping skills. <ul style="list-style-type: none"> ● Define behaviors that interfere with academic and social success and develop a procedure for how they will be managed ● Teach all students academic, behavioral, and social expectations as well as the skills needed to meet those expectations ● Develop and implement policies and procedures that are proactive, instructive, and/or restorative ● Consistently implement Tier 1 classroom procedures school-wide 	The percentage of students who report feeling unsafe on the annual PBIS Climate Survey at Denfeld will decrease from 43% at the end of the 2021-22 to 10% or less by the end of the 2024-25 school year.
East	Develop and Implement Multi-Tiered System and Supports – Social, Emotional, Behavioral Focus: Develop/strengthen Tier 1 <ul style="list-style-type: none"> ● Clearly identify, post, and teach school-wide rules and expectations ● Utilize restorative practices for every major referral where harm is done ● Improve data use and review practices ● Develop procedures and identify strategies to address behaviors that interfere with academic and social success 	By Spring of 2025, we will increase the out-of-class safety rating from 1.93 to 2.32, as measured by the PBIS Climate Survey. This reflects a 20% increase in the general feeling of safety outside of the classroom at East High School.
ALC	Minnesota Early Indicator and Response System (MEIRS 2.0). Focus: Build and improve systems that will support: <ul style="list-style-type: none"> ● Analyzing data and matching students’ needs to interventions ● Communicating with stakeholders ● Coordinating with high school counselors ● Increasing opportunities and removing barriers to credit accrual 	The percentage of credits earned per semester (earned/attempted) will increase from 61.5% to at least 75% by June 2023 as measured by semester final grades. The ALC will increase the percentage of on-time, seat-based, 4-year graduates, increasing the total from 15% to 30% by the end of the 2022-2023 school year.
Treatment	Develop and Implement Multi-Tiered System and Supports – Social, Emotional, Behavioral Focus: Implement daily behavior sheets for each student across all sites	Over a 90 day period students will increase positive, appropriate behaviors with at least 20% gain based on the first two weeks of data collected on the behavior sheets.

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Congdon	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading by: <ul style="list-style-type: none"> ● Incorporating essential practices into the literacy block ● Focusing on protecting and enhancing core instruction for all students ● Ensuring there is adequate time for small group instruction daily. ● Providing small group and individual instruction, using a variety of grouping strategies 	By Spring 2023, all Congdon Park students will increase reading proficiency by the target rate increase necessary to be on track to meet the state's goal of 90% proficiency by 2025. This goal will be measured using all accountability tests (MCA & MTAS). Specifically, reading proficiency will increase from 77.0% to 90% by 2025.
Homecroft	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading by aligning instruction to meet the rigor and level descriptors as defined by the MN academic benchmark/standard(s).	By 2025 the achievement gap for F&R students in the area of reading will increase from 39.3% in 2022 to 58.8% as measured by the MCA. By 2025 the achievement gap for Special Education students in the area of Reading will increase from 34.8% in 2022 to 58.8% as measured by the MCA.
Lakewood	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading by: <ul style="list-style-type: none"> ● Incorporating WIN (What I Need) time into each classroom schedule ● Providing daily small group classroom interventions in reading 	By Spring 2023 the percentage of Lakewood students who are on track in reading will increase from 66% (fall 2022) to 70%, as measured by FASTBridge screening assessments.
Laura MacArthur	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading instruction. All elementary teachers will utilize the 4 identified questions to provide standards aligned core instruction by clearly defining: <ul style="list-style-type: none"> ● What do all students need to know, understand, and be able to do? ● How will we know when they have learned it? ● How will we respond when they don't learn? ● How will we respond when they already know it? 	By spring 2023, Laura MacArthur Elementary will increase reading proficiency for all elementary students from 21.8% percentage points to 44.5 % as measured by the MCA-III statewide assessment.
Lester Park	Implement SEL with fidelity and embed it in daily practice. <ul style="list-style-type: none"> ● Develop pacing guide and scope and sequence for Second Step ● Provide professional development and optional coaching on embedded SEL, relationship building strategies, restorative chats, etc. 	By Spring of 2025, we will increase our overall Reading MCA-III score from 79.7% proficiency to 85% proficiency. 85% was our highest overall Reading proficiency level pre-Covid.

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Lowell and Lowell Spanish Immersion	Develop and Implement Multi-Tiered System and Supports – Academic Focus: Strengthen/improve Tier 1 reading instruction. We will ensure all students are receiving solid explicit instruction during literacy lessons in both whole group and small group.	Lowell: By Spring of 2025, 62% of Lowell students will meet or exceed standards on the Reading MCA. This is a net gain of 12 percentage points per year. Lowell SI: By Spring 2025, 70% of Lowell SI students will meet or exceed standards on the Reading MCA. This is annual growth of 5 percentage points per year.
Myers-Wilkins	Develop and Implement Multi-Tiered System and Supports – Academic Focus: Strengthen/improve Tier 1 reading instruction. Specifically, incorporate essential practices into the literacy block, focusing on protecting and enhancing core instruction for all students to ensure there is adequate time for small group instruction daily.	By Spring of 2023, the reading proficiency for all students will increase from 35.7% to 44.7% as measured by MCA and MTAS (All Accountability Tests). The reading proficiency for students receiving special education services will increase from 31.7% to 40.7% and the number of students receiving free and reduced price meals will increase from 28.2% to 37.2% as measured by MCA and MTAS (All Accountability Tests).
Piedmont	Develop and Implement Multi-Tiered System and Supports – Academic Focus: Strengthen/improve Tier 1 reading instruction. All students in grades K-5 will receive: <ul style="list-style-type: none"> ● Whole group core instruction in grade level ELA standards ● Class-wide reading interventions ● Targeted small group instruction in reading 	By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in reading will increase from 39.7% in 2022 to 51.5% as measured by the annual state accountability assessments (MCA + MTAS.) This will bring us to our pre-pandemic level.
Stowe	Develop and Implement Multi-Tiered System and Supports – Academic Focus: Strengthen/improve Tier 1 reading instruction through the use of class-wide interventions. Examples of interventions include: <ul style="list-style-type: none"> ● Teach students to decode words, analyze word parts, and recognize words (K-3) ● Develop awareness of the segments of the sounds in speech and how they link to letters (K-3) ● Build student decoding skills so they can read complex multisyllabic words (4-5) ● Provide purposeful fluency building activities (4-5) 	By Spring of 2025, the overall reading proficiency for all students (42.1%) will increase to 70% as measured by Spring state accountability assessments (MCA/MTASS). This means that we need to increase by 9% each year to remain on track with our goal. By Spring of 2025, the overall reading proficiency for special education (15%) will increase to 70% as measured by Spring state accountability assessments (MCA/MTAS). This means that we need to increase by 18.3% each year to remain on track with our goal. By Spring of 2025, the overall reading proficiency for free/reduced price lunch (31.1%) will increase to 70% as measured by Spring state accountability assessments (MCA/MTAS). This means that we need to increase by 13.0% each year to remain on track with our goal.
Ordean East	Develop and Implement Multi-Tiered Systems of Support – Academic Focus: Strengthen/improve systems that support Tier 1 <ul style="list-style-type: none"> ● Develop school-wide data team structures, grade level and content area structures, define membership and calendars ● Identify PLC priorities and focus 	By Spring 2023, all student groups will increase reading proficiency to make progress toward the state’s goal of 85% proficiency by 2025. This goal will be measured using the statewide accountability assessments (All Accountability Tests - MCA + MTAS, All Students Tested); the results will be reviewed OEMS CIT using the attached scoring rubric .

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	<ul style="list-style-type: none"> ● Increase parent engagement ● Identify a school wide strategy that can be implemented across content areas in the fall of 2023. 	
Lincoln Park	<p>Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 instruction by implementing school-wide literacy strategies including:</p> <ul style="list-style-type: none"> ● Vocabulary Word Walls ● Annotating Text ● Cornell Note Taking ● Text Dependent Question Strategies ● Technology Tools to support speech to text and text to speech 	The percent of all students enrolled October 1 at Lincoln Park Middle School who Meet or Exceed on the Reading MCA will increase from 36.4% in 2021-2022 to 41.4% in the 2022-2023 school year.
Denfeld	<p>Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Complete implementation of Tier 1 PBIS. Continue to implement Tier 2 PBIS interventions and support to improve attendance.</p> <ul style="list-style-type: none"> ● Consistently maintain, review and use accurate student attendance data for decision-making and progress monitoring ● Consistent implementation of multiple ongoing behavior support interventions matched to student need ● Develop and utilize student recognition system ● Implement and monitor trauma-informed and culturally responsive practices to promote student engagement 	The consistent attendance rate at Denfeld will increase from a four-year low of 41.75 in 2021-22 to 75% by the end of the 2024-25 school year.
East	<p>Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Implement Check & Connect (Tier 2 intervention) with fidelity</p>	By 2025, the 4-year graduation rate for all students will be 90%, with no student group with a graduation rate below 85%.
AEO	<p>Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math by ensuring explicit systematic instruction</p> <ul style="list-style-type: none"> ● Comprehensively embed explicit systematic instruction into each math course ● Develop a process map to identify students who need to be tested 	By Spring of 2023, we will increase student performance to 35% (current state average) passing the Math MCA.
ALC	<p>Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Implement Check & Connect (Tier 2 intervention) with fidelity</p>	By the end of the 2022-2023 school year, the ALC will increase the percentage of on-time, seat-based, 4-year graduates from 15% to 30%.

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Treatment	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 reading instruction	By spring of 2023, the percentage of students who are enrolled in 90 days or more who make more than 1 grade level gain in reading will increase from 38% to 45%.

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	Strategy Area	SMART Goal
Congdon	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction by: <ul style="list-style-type: none"> ● Protecting and enhancing core instruction for all students ● Ensuring there is adequate time for small group instruction daily ● Providing explicit math instruction (vocabulary) 	By Spring 2023 , all Congdon Park students will increase math proficiency by the target rate increase necessary to be on track to meet the state's goal of 90% proficiency by 2025. This goal will be measured using all accountability tests (MCA % MTAS). Specifically, math proficiency will increase from 74.10% currently (all students) to 90% by 2025.
Homecroft	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math by aligning instruction to meet the rigor and level descriptors as defined by the MN academic benchmark/standard(s).	By 2025 the achievement gap for F&R students in the area of math will increase from 53.6% in 2022 to 54.1% as measured by the MCA. By 2025 the achievement gap for Special Education students in the area of Math will increase from 43.5% in 2022 to 54.1% as measured by the MCA.
Laura MacArthur	Develop and Implement Multi-Tiered System and Supports - Social, Emotional, Behavioral Focus: Decrease chronic absenteeism. Provide support and resources to address: <ul style="list-style-type: none"> ● Individual factors that contribute to absences such as low self-esteem, school anxiety, social skills, or medical conditions ● Familial factors such as discipline, parental support, or poverty ● School factors such as attendance policies, teacher/student relationships, and bullying 	By June 2023, Laura MacArthur Elementary will improve consistent attendance as reported by the Northstar report from 63.7% to 72.7%
Lowell and Lowell Spanish Immersion	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction. Ensure all students receive daily explicit instruction in math vocabulary.	Lowell: By Spring of 2025, 65% of Lowell students will meet or exceed standards on the Math MCA. Lowell SI: By Spring of 2025, 70% of Lowell SI students will meet or exceed standards on the Math MCA.
Myers-Wilkins	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction. Specifically, incorporate essential practices into the mathematical block focusing on protecting and enhancing core instruction for all students to ensure there is adequate time for small group instruction daily.	By Spring of 2023, the math proficiency for all students will increase from 18.2% to 30.2% as measured by MCA and MTAS (All Accountability Tests). The math proficiency for students receiving special education services will increase from 17.9% to 30.9% and the number of students receiving free and reduced price meals will increase from 12.9% to 27.9% as measured by MCA and MTAS (All Accountability Tests).
Piedmont	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction. All students in grades K-5 will receive: <ul style="list-style-type: none"> ● Whole group core instruction in grade-level math standards 	By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in math will increase from 52.3% in 2022 to 62.3% as measured by the annual state accountability assessments (MCA + MTAS.)

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	<ul style="list-style-type: none"> ● Class-wide reading interventions ● Targeted small group instruction in math 	
Stowe	Develop and Implement Multi-Tiered System and Supports - Academic Focus: Strengthen/improve Tier 1 math instruction through the use of class-wide interventions.	By Spring of 2025, the overall math proficiency for all students (39.8%) will increase to 70% as measured by Spring state accountability assessments (MCA/MTAS).