

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

December 5, 2023



Tonight's Agenda

Overview of WBWF

Our Plan - Goals and Strategies

Additional Feedback / Future Considerations

Next Steps





Ten Minnesota Commitments to Equity

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

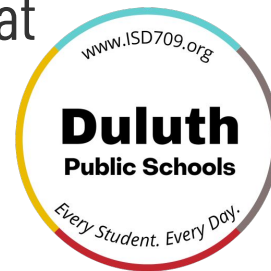
Overview




What is it?

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

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



Our Process to Develop the Plan



Reviewed last year's goals, strategies, and results

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

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

Held event to communicate results and to gather feedback on plan

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

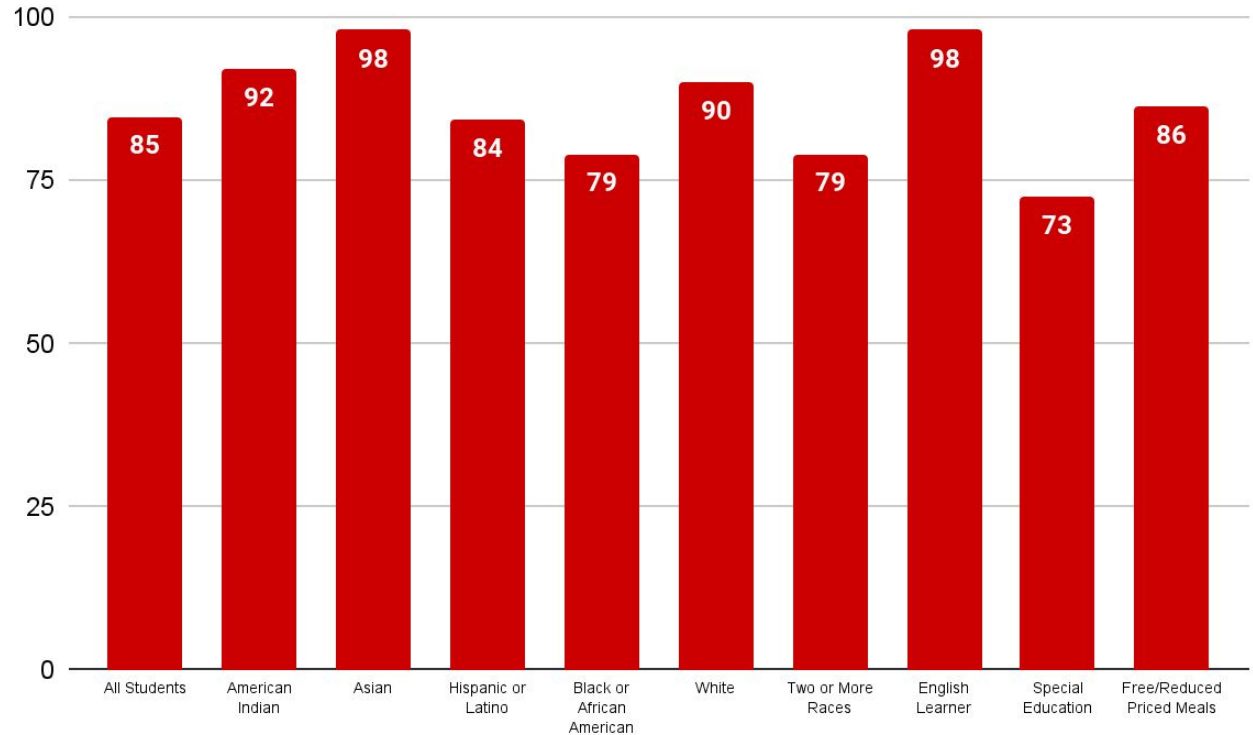
*Items on the following slides marked with an *asterisk* represent additions and/or modifications that were made to the plan based on feedback from the advisory committee*

Our Plan - Goals and Strategies



Kindergarten Readiness Goal

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



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

Kindergarten Readiness Strategies

Supporting Every Student

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

Kindergarten Readiness Strategies

Advancing Equity

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

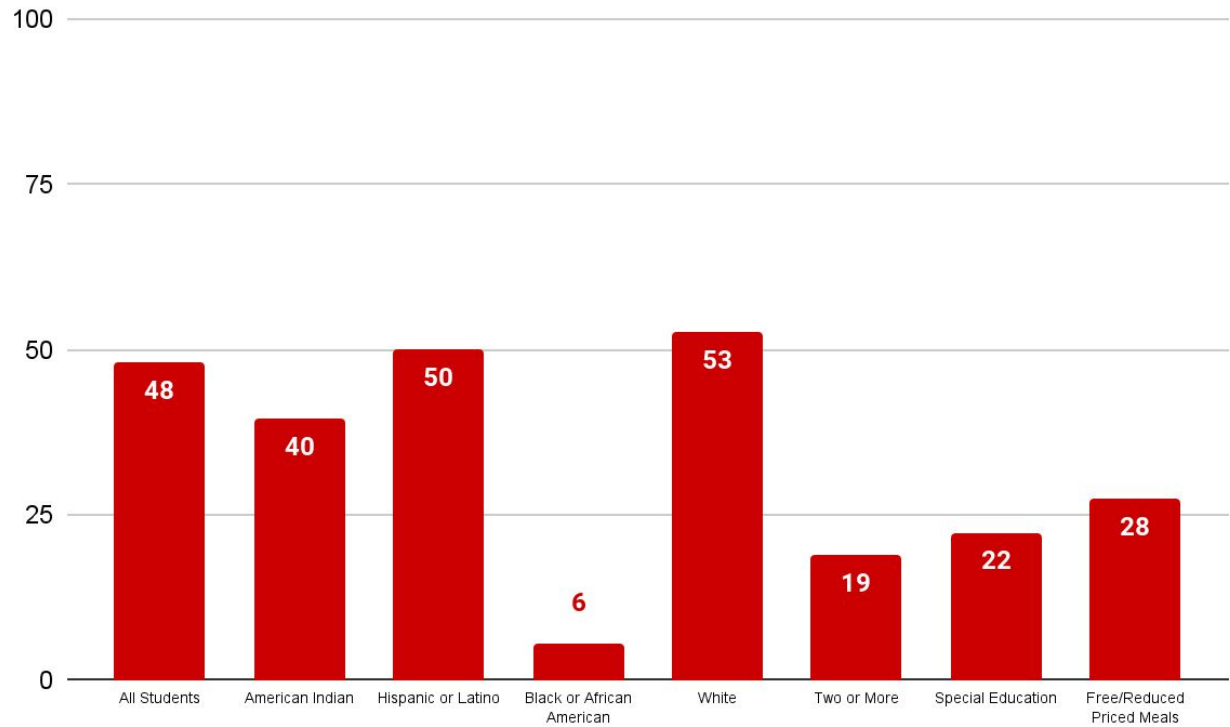
Improving Systems

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

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

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

Third Grade Literacy



Met: American Indian

Third Grade Literacy Strategies

Supporting Every Student

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

Third Grade Literacy Strategies

Advancing Equity

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

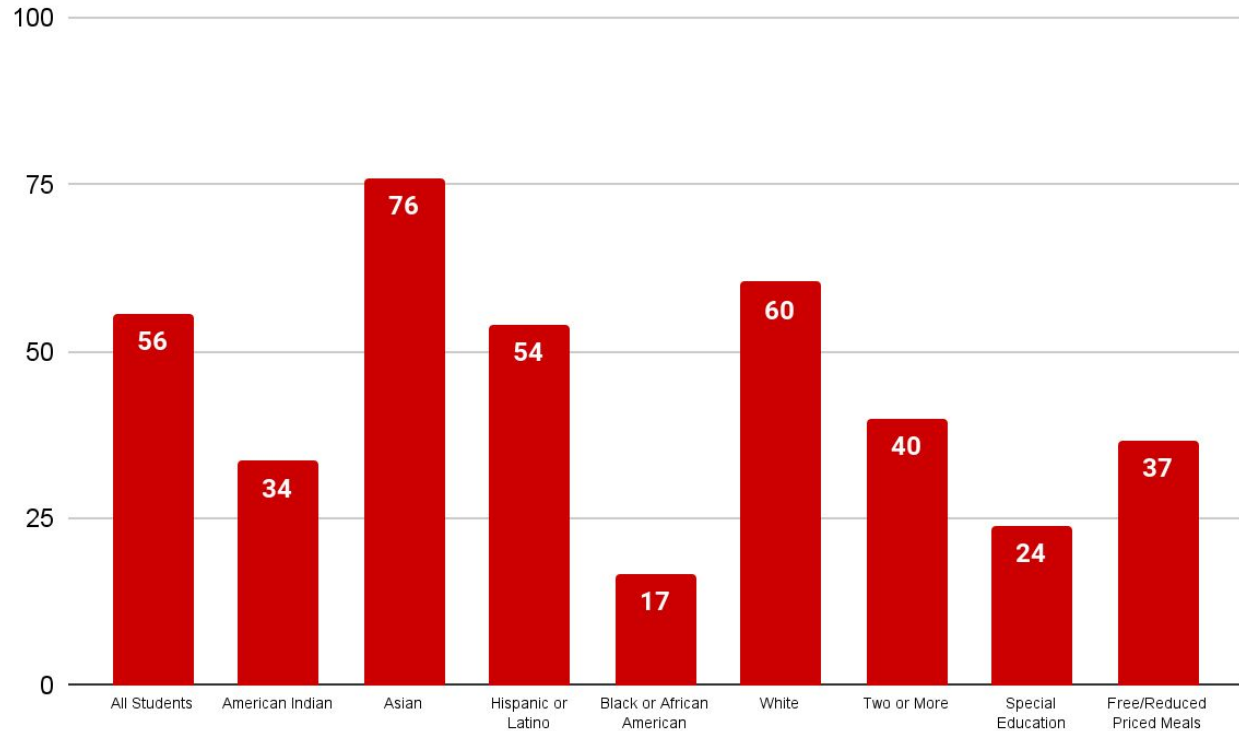
Improving Systems

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

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

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

Achievement Gap - Reading

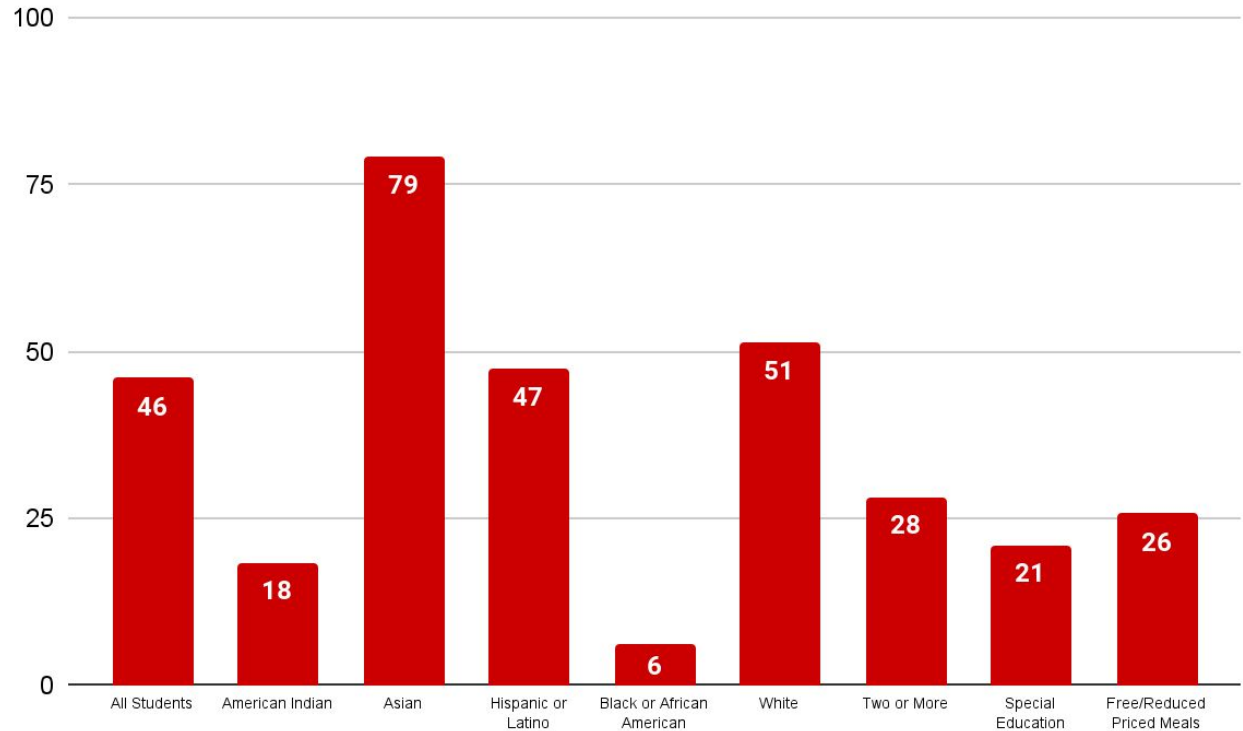


Met: American Indian, Asian, Hispanic

Achievement Gap - Math

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

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



Met: Asian, Hispanic or Latino

Achievement Gap Strategies

Supporting Every Student

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

Achievement Gap Strategies

Advancing Equity

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

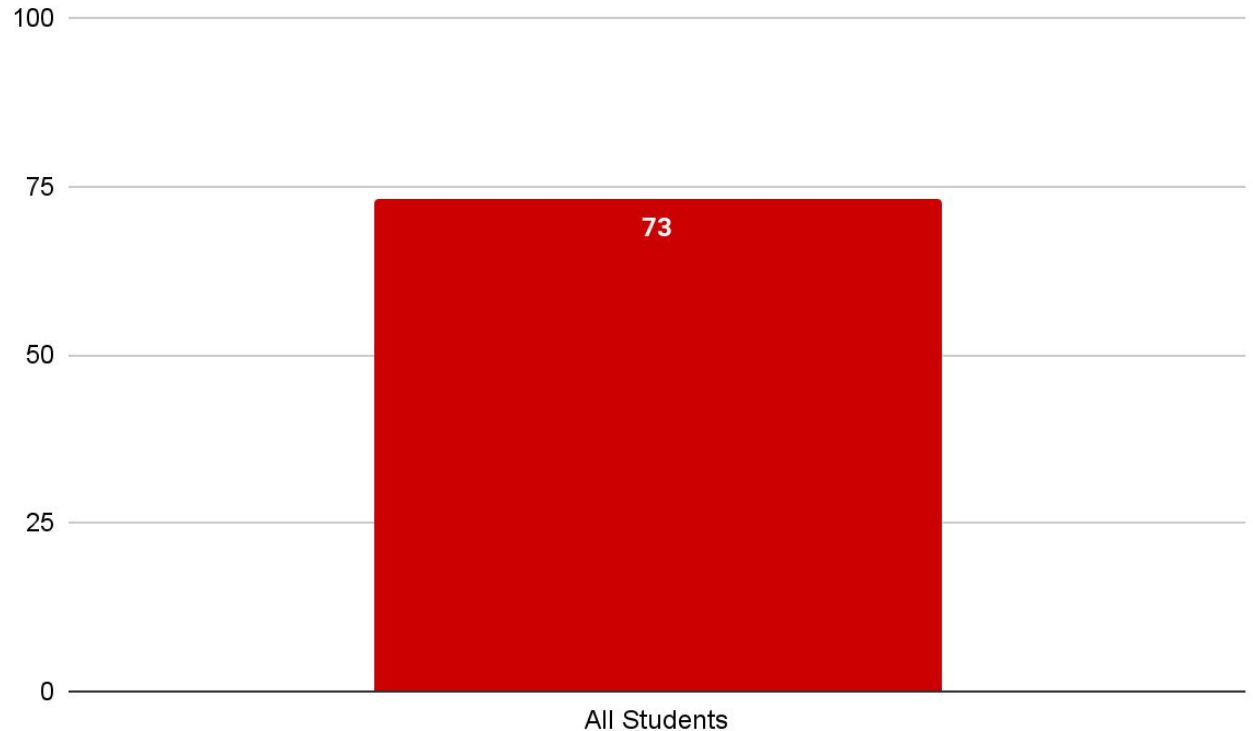
Achievement Gap Strategies

Improving Systems

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

College and Career Readiness

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



College and Career Readiness Strategies

Supporting Every Student

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

College and Career Readiness Strategies

Supporting Every Student

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

College and Career Readiness Strategies

Improving Systems

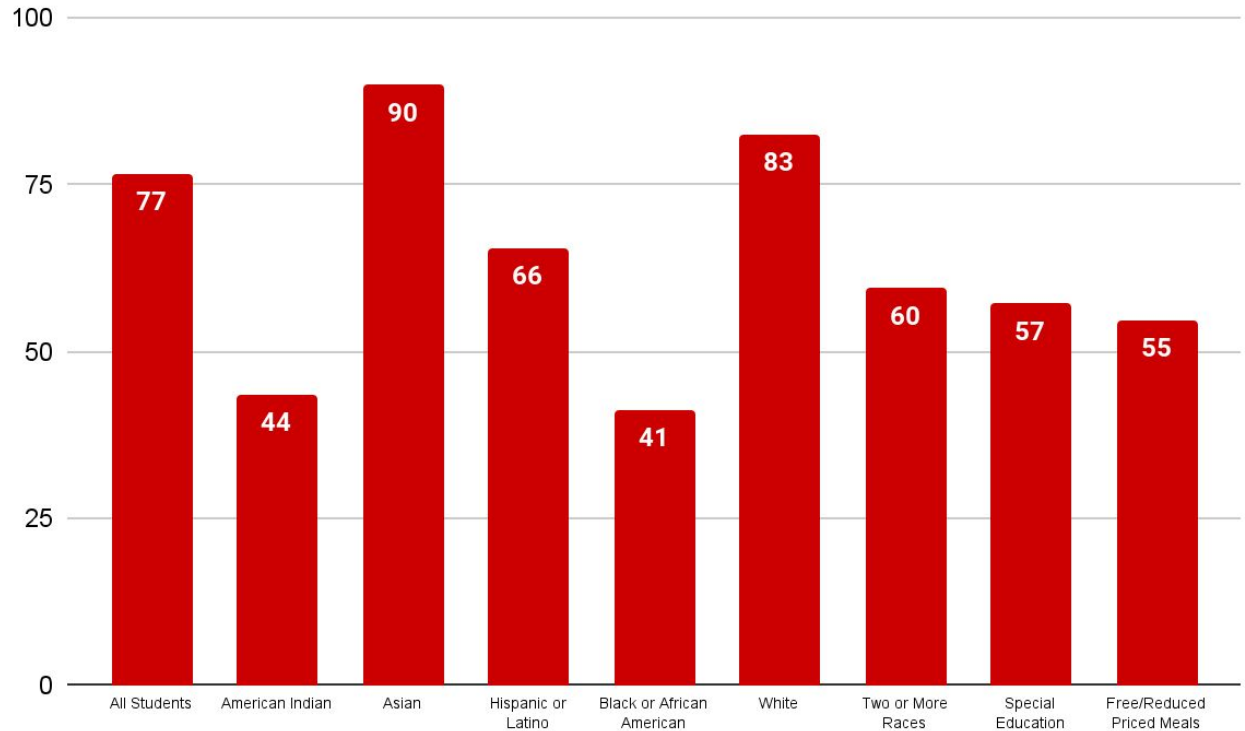
- Hired a principal to expand CTE offerings, grow current programs, lead district teams through planning K-12 college and career exploration, support career centers, and grow connections to local colleges, business and industries



Graduation

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

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

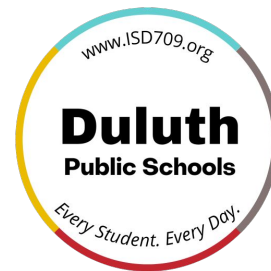


Met: Asian, Hispanic or Latino, White

Graduation Strategies

Supporting Every Student

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



Graduation Strategies

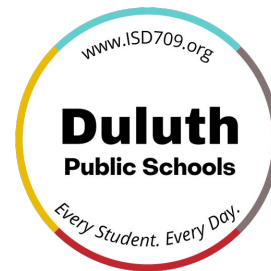
Advancing Equity

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

Graduation Strategies

Improving Systems

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



Additional Feedback / Future Considerations

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



Next Steps

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



Additional Information

[Achievement and Integration Plan](#)

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

[Reading Well By Grade 3 Plan](#)

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

[WBWF Plan](#)

[WBWF Data Tables](#)

