Monthly Committee of the Whole Board Meeting
Duluth Public Schools, ISD 709
Agenda
Tuesday, October 6, 2026
District Services Center
709 Portia Johnson Dr.
Duluth, MN 55811
4:30 PM

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **AGENDA ITEMS**
   A. Strategic Plan Alignment
      1) Supporting Every Student
         a. **Supporting Every Student: Accountability** **2**
      2) Advancing Equity
         a. **American Indian Education Aid Plan** **31**
      3) Supporting Every Student
         a. **School Continuous Improvement Efforts Update** **43**
   B. Teaching, Learning, and Equity Board Summary Report - N/A
   C. Budget Update - N/A
   D. Other
4. **ADJOURN**

COW Agenda Cover Sheet

Meeting Date: October 6, 2026

Topic: Supporting Every Student: Accountability

Presenter(s): Brenda Spartz, Director of Elementary Education

Attachment: **COW October 2026 Accountability**

Brief Summary of Presentation or Topic (no more than a few sentences):

2025/2026 student results will be shared, specifically 2026 Reading MCA IV, 2026 Math MCA III, and 2026 Science MCA IV along with Kindergarten through 2nd grade fall 2025 to spring 2026 FastBridge assessment growth data.

This Requires School Board Approval : No

Duluth Public Schools

Committee of the Whole

Supporting Every Student:

Accountability

October 6, 2026

OUR CORE VALUES

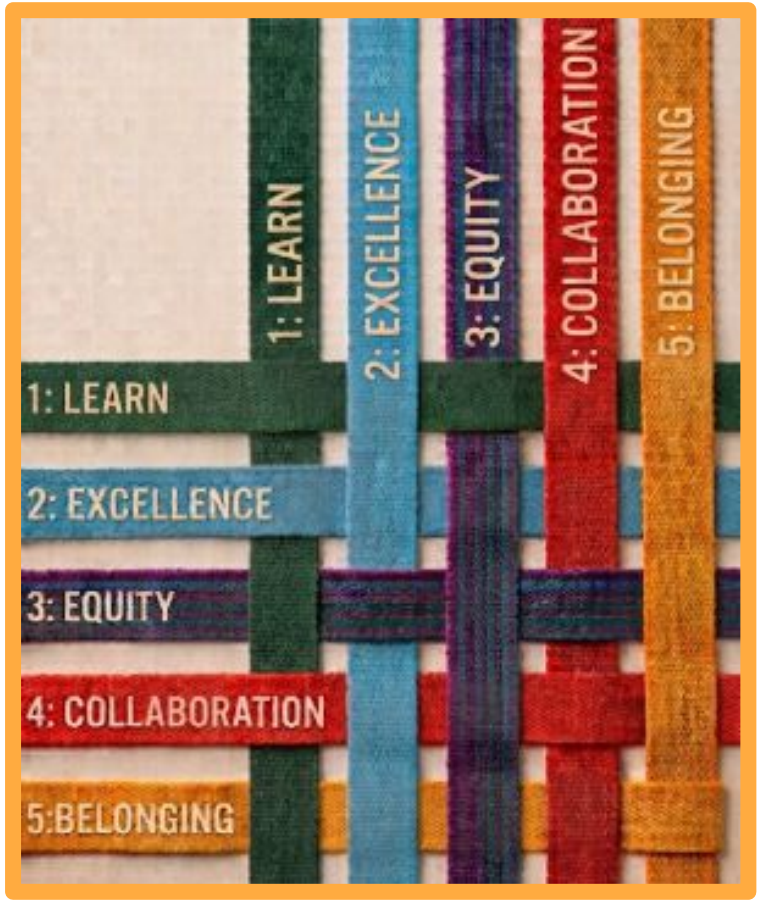
Learning

Excellence

Equity

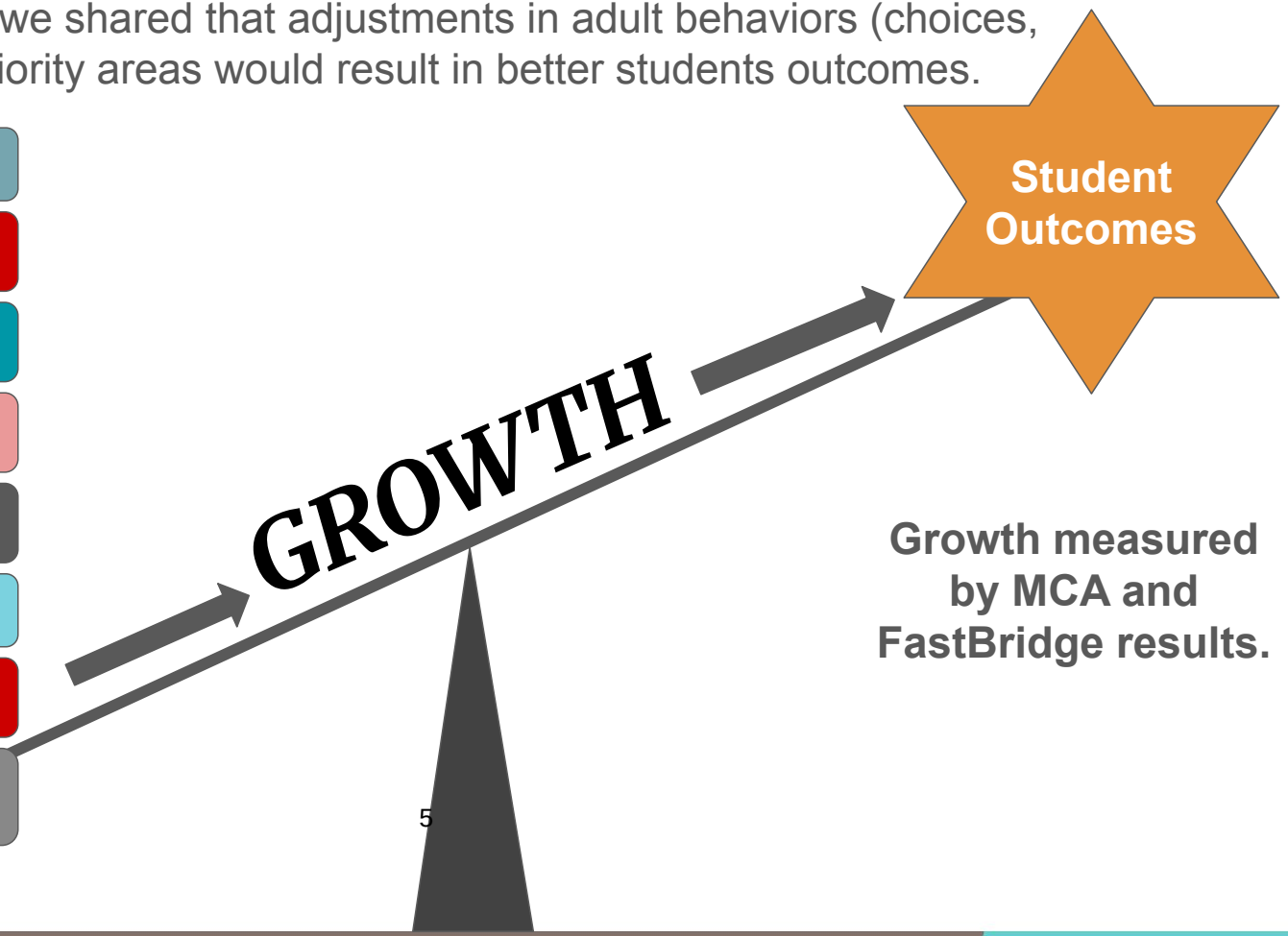
Collaboration

Belonging



Last year 20205/2026, we shared that adjustments in adult behaviors (choices, actions, decisions) in priority areas would result in better students outcomes.

- High School Grading & Assessment
- Middle School Model
- Morning Circles (Elem)
- Clarity in Learning
- Literacy Instruction
- PBIS
- 1B: Knowing & Valuing Students (and Staff)
- Collaborative Linked Teams: CITs & PLCs



Growth measured by MCA and FastBridge results.

Highlight: Elementary Literacy

- Heggerty: 4 yrs
- UFLI: 3 yrs
- LETRS: 2.5 yrs
- 2020 MN ELA Standards: 1 yr
- Literacy Frameworks: 3 yrs
- Functional Phonics & Morphology: 2 yrs
- Teacher Clarity: 3 yrs
- Assessment
- Focused & Collaborative Professional Development

STATE ASSESSMENT

Minnesota Comprehensive Assessments (MCAs)

READING PERFORMANCE DATA

2026 Reading *MCA IV

Background Information:

- Reading MCA IV assesses 2020 English Language Arts Academic Standards implementation at the expected level of instructional rigor for grades 3rd-8th, 10th.

- Spring 2026: First assessment of new ELA standards; MCA IV Reading; thus baseline year for data

- No comparison can be made between 2026 MCA IV Reading scores with any prior year as they measure different standards (was 2010 version; now 2020)

- Duluth's only comparison this year will be with Minnesota performance on average or other MN school districts or schools

- ***Data Includes:*** all student tested in the category and all accountability assessments (MCA/MTAS/ALTMCA)

2026 Reading *MCA IV: By Grade & Overall

2026 MCA IV Reading: Duluth Compared to MN			
Grade	Duluth	MN	Results: Duluth Compared to MN
	% Meets + Advanced	% Meets + Advanced	
3rd	45.9%	46.8%	-0.9%
4th	56.2%	48.8%	7.4% ★
5th	62.4%	54.5%	7.9% ★
6th	62.1%	53.4%	8.7% ★
7th	47.9%	43.5%	4.4% ★
8th	54.5%	50.0%	4.5% ★
10th	44.0%	42.5%	1.5% ★
Overall	54.7%	48.6%	6.1% ★

Overall, Duluth outperformed MN on the new Reading MCA IV Assessment

7 out of 8 tested grades are above the state average in Reading

*All accountability assessments (MCA/MTAS/ALTMCA)

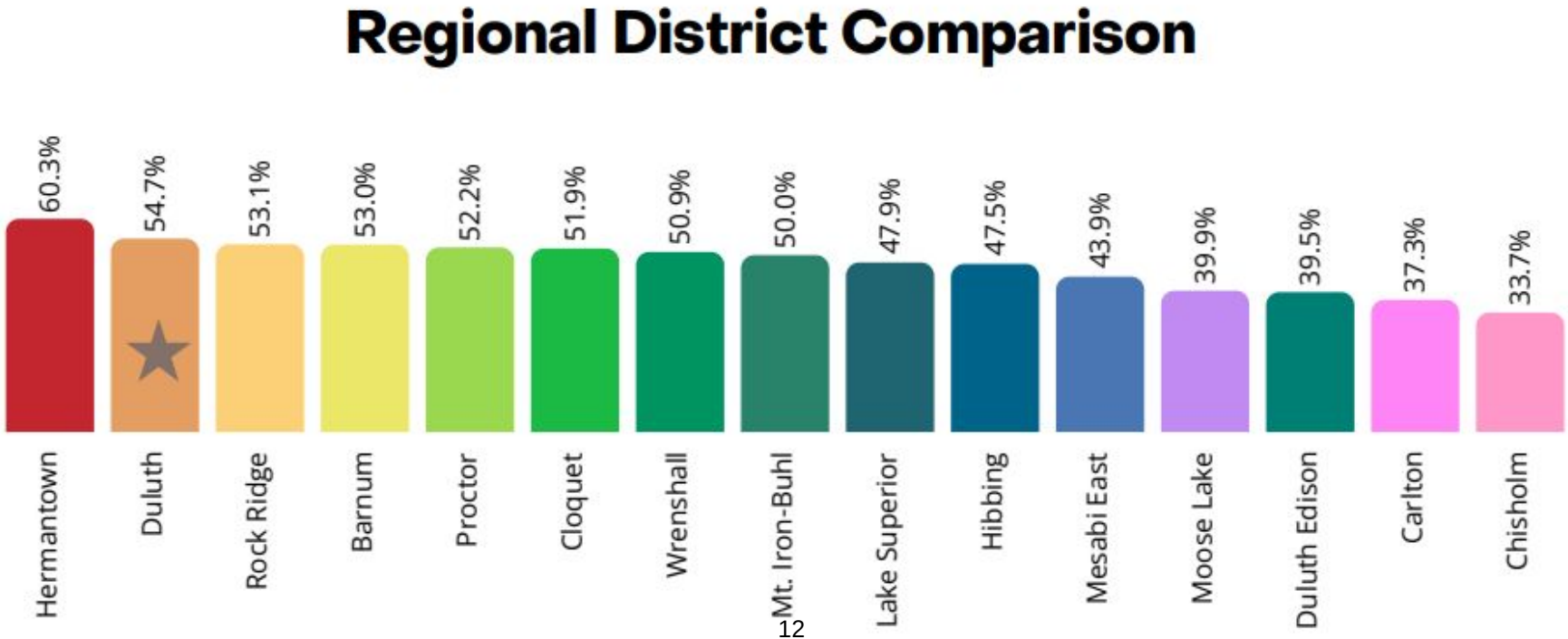
2026 Reading *MCA IV: By Student & Comparison Groups

2026 MCA IV Reading: Student Groups Duluth Compared to MN				
State Race / Ethnicity	Duluth		MN	Results: Duluth Compared to MN
	# Tested	% Meets + Advanced	% Meets + Advanced	
American Indian	334	36.5%	31.8%	4.7%
Asian	40	77.5%	43.4%	34.1%
Hispanic or Latino	138	52.9%	28.6%	24.3%
Black or African Am	181	22.1%	29.8%	-7.7%
Two or More Races	241	45.2%	49.6%	-4.4%
White	3,103	59.1%	57.7%	1.4%

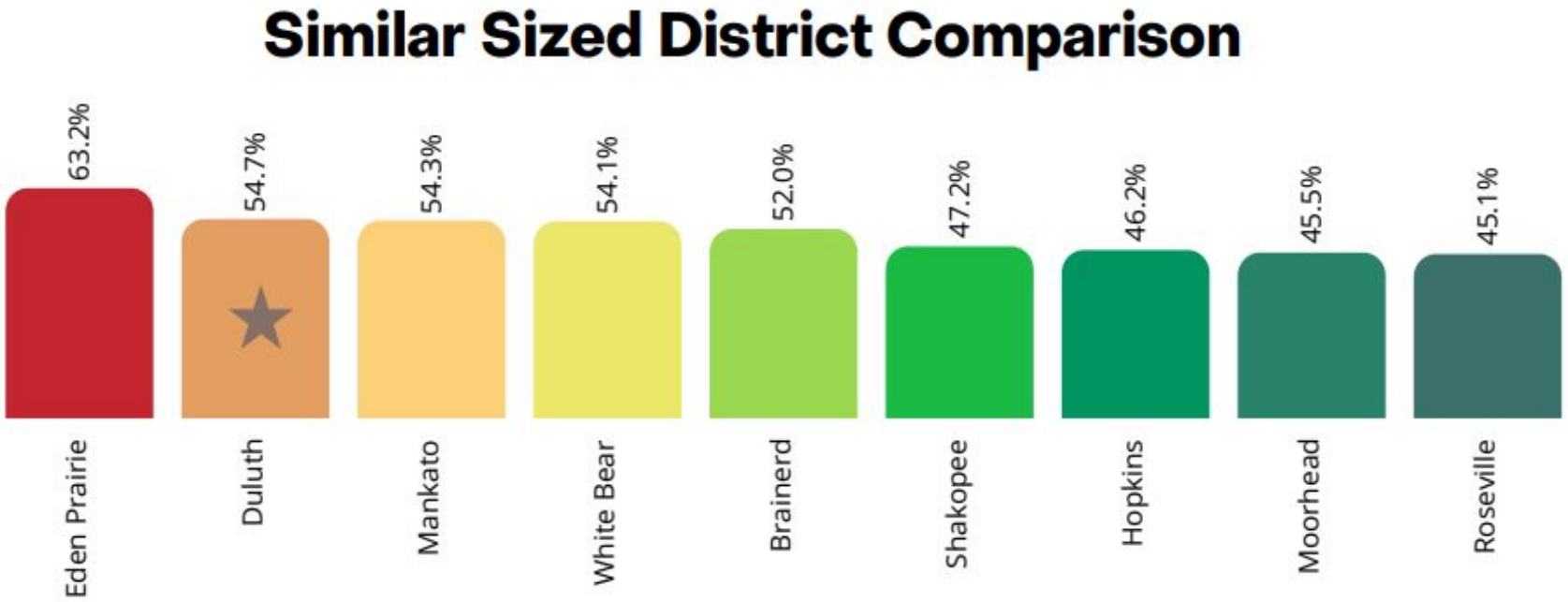
2026 MCA IV Reading: Comparison Groups Duluth Compared to MN				
Comparison Groups	Duluth		MN	Results: Duluth Compared to MN
	# Tested	% Meets + Advanced	% Meets + Advanced	
Special Education	796	26.5%	25.5%	1.0%
Not Special Education	3,248	61.6%	53.4%	8.2%
Free or Reduced Meals	1,482	37.0%	31.6%	5.4%
Not Free/Reduced Meals	2,562	64.9%	59.4%	5.5%
Males	1,084	53.0%	45.8%	7.2%
Females	1,128	56.4%	51.4%	5.0%

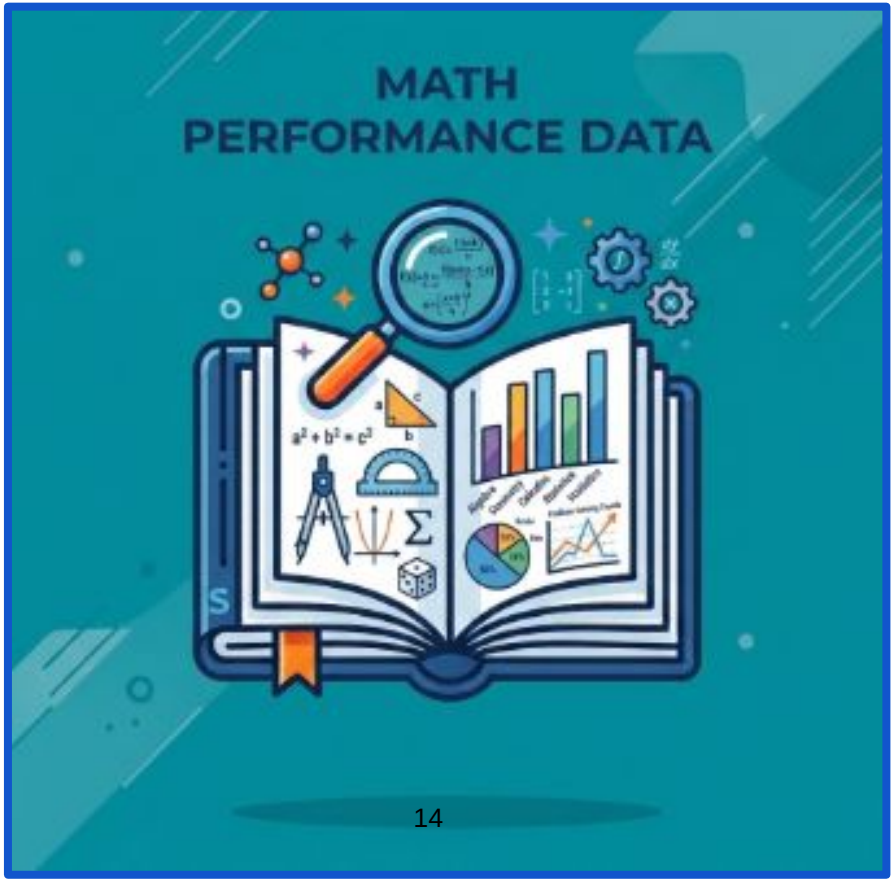
*All accountability assessments (MCA/MTAS/ALTMCA)

2026 Reading MCA IV



2026 Reading MCA IV




MATH
PERFORMANCE DATA

2026 Math *MCA III

Background Information:

- Math MCA III assesses 2007 MN Math Academic Standards implementation at the expected level of instructional rigor for grades 3rd-8th, 11th.
- Spring 2027: Last testing on 2007 MN Math Academic Standards
- Spring 2028: First assessment on implementation of the new 2022 MN Math Academic Standards; Math MCA IV
- For spring 2026 data, comparisons can be made to prior years as well as with MN performance on average or other MN school districts/schools
- ***Data Includes:** all student tested in the category and all accountability assessments (MCA/MTAS/ALTMCA)

2026 Math *MCA III: By Grade & Overall

Growth: 2025 to 2026

4th, 8th, & 10th grades made gains on Math MCA III from 2025 to 2026

2026 MCA III Math: Duluth Compared to MN					
Grade	Duluth % Meets + Advanced		Results: 2025 vs 2026	MN % Meets + Advanced	Results: Duluth Compared to MN
	2025	2026		202t6	
3rd	59.1%	56.8%	-2.3%	57.9%	-1.1%
4th	57.1%	60.9%	3.8%	55.2%	5.7%
5th	45.4%	44.3%	-1.1%	41.9%	2.4%
6th	37.2%	31.5%	-5.7%	39.5%	-8.0%
7th	43.1%	41.3%	-1.8%	40.3%	1.0%
8th	37.5%	39.8%	2.3%	42.3%	-2.5%
10th	33.7%	38.7%	5.0%	35.3%	3.4%
Overall	45.1%	44.9%	-0.2%	44.9%	0.0%

Compared to MN:

4th, 5th, 7th, & 10th grades outperformed the state on average in Math…

*All accountability assessments (MCA/MTAS/ALTMCA)

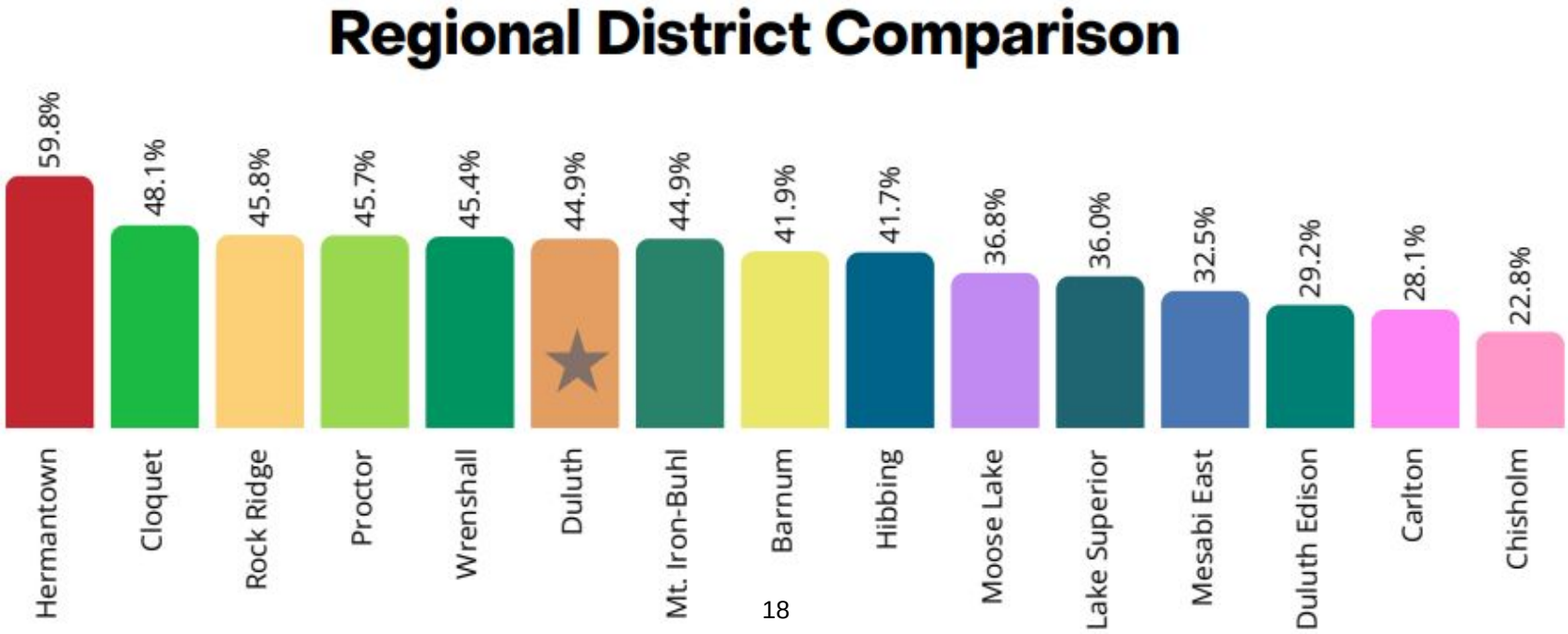
2026 Math *MCA III: Student & Comparison Groups

2026 Math MCA III: Student Groups Duluth Compared to MN				
State Race / Ethnicity	Duluth		MN	Results: Duluth Compared to MN
	# Tested	% Meets + Advanced	% Meets + Advanced	
American Indian	333	36.5%	24.3%	12.2%
Asian	41	87.8%	42.9%	44.9%
Hispanic or Latino	143	41.3%	23.4%	17.9%
Black or African Am	185	10.3%	22.2%	-11.9%
Two or More Races	233	33.9%	43.8%	-9.9%
White	3,009	50.9%	55.1%	-4.2%

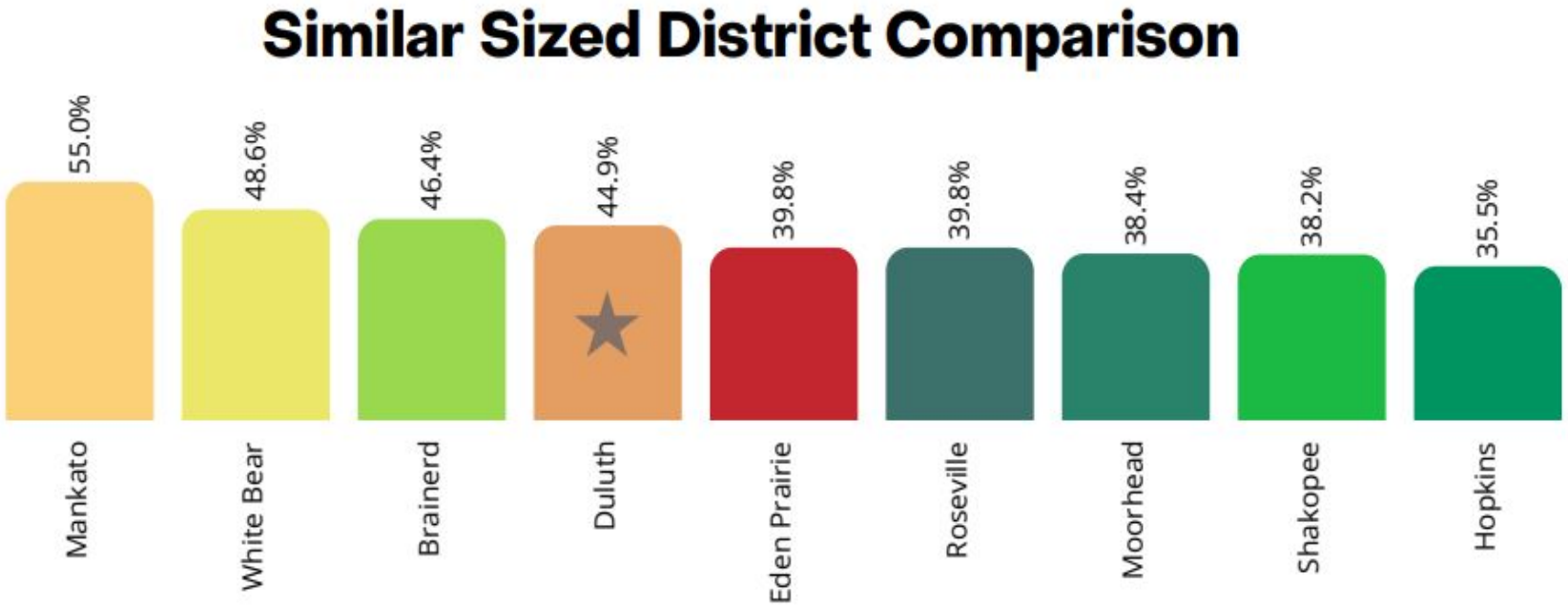
2026 Math MCA III: Comparison Groups Duluth Compared to MN				
Comparison Groups	Duluth		MN	Results: Duluth Compared to MN
	# Tested	% Meets + Advanced	% Meets + Advanced	
Special Education	806	21.6%	24.0%	-2.4%
Not Special Education	3,145	50.9%	49.4%	1.5%
Free or Reduced Meals	1,454	25.4%	26.1%	-0.7%
Not Free/Reduced Meals	2,497	56.3%	56.9%	-0.6%
Males	2,023	47.8%	48.0%	-0.2%
Females	1,928	42.0%	41.7%	0.3%

*All accountability assessments (MCA/MTAS/ALTMCA)

2026 Math MCA III



2026 Math MCA III

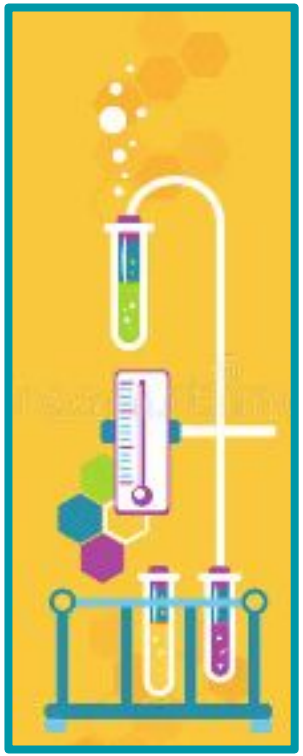


SCIENCE
PERFORMANCE DATA

2026 Science *MCA IV

Background Information:

- Science MCA IV assesses 2019 MN Science Academic Standards for grades 5, 8, and one time in HS (usually 10th grade).
- Spring 2026: Second assessment on the 2019 Science Standards.
- For spring 2026 data, comparisons can be made to spring 2025 results only. In addition, comparisons can be made to MN performance on average or other MN school districts/schools
- ***Data Includes:*** all student tested in the category and all accountability assessments (MCA/MTAS/ALTMCA)



2026 Science *MCA IV: By Grade & Overall

Growth: 2025 to 2026

5th and HS made gains on MCA Science from 2025 to 2026

2026 Science MCA IV: Duluth Compared to MN					
Grade	Duluth % Meets + Advanced		Results: 2025 vs 2026	MN % Meets + Advanced	Results: Duluth Compared to MN
	2025	2026		2026	
5th	34.4%	**36.5%**	**2.1%**	25.9%	**10.6%**
8th	21.2%	**20.9%**	**-0.3%**	16.7%	**4.2%**
HS	39.5%	**43.0%**	**3.5%**	35.0%	**8.0%**
Overall	31.9%	**33.6%**	**1.7%**	**25.5%**	**8.1%**

Compared to MN:

Every grade and overall, Duluth outperforms MN state on average in Science.

*All accountability assessments (MCA/MTAS/ALTMCA)

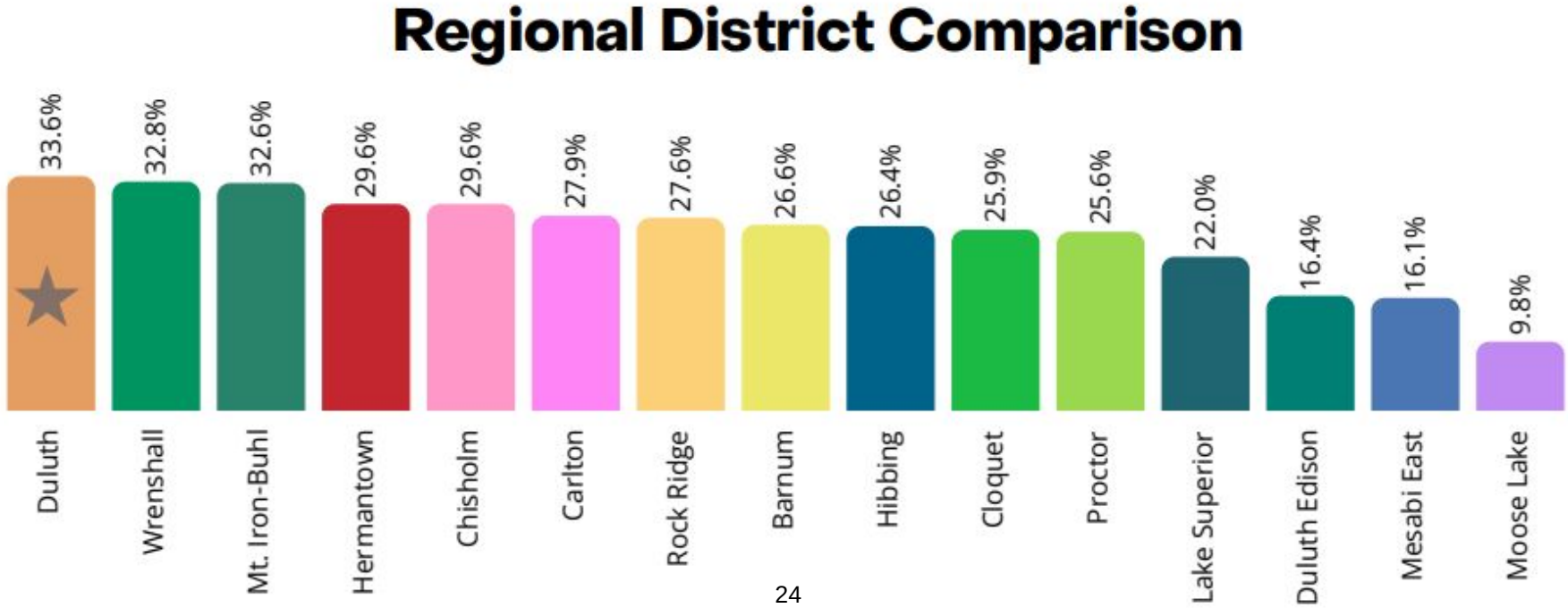
2026 Science *MCA IV: Student & Comparison Groups

2026 Science MCA IV: Student Groups Duluth Compared to MN				
State Race / Ethnicity	Duluth		MN	Results: Duluth Compared to MN
	# Tested	% Meets + Advanced	% Meets + Advanced	
American Indian	126	15.1%	14.3%	0.8%
Asian	25	64.0%	26.2%	37.8%
Hispanic or Latino	46	26.1%	12.1%	14.0%
Black or African Am	63	6.3%	10.2%	-3.9%
Two or More Races	109	30.3%	26.3%	4.0%
White	1,323	36.6%	31.4%	5.2%

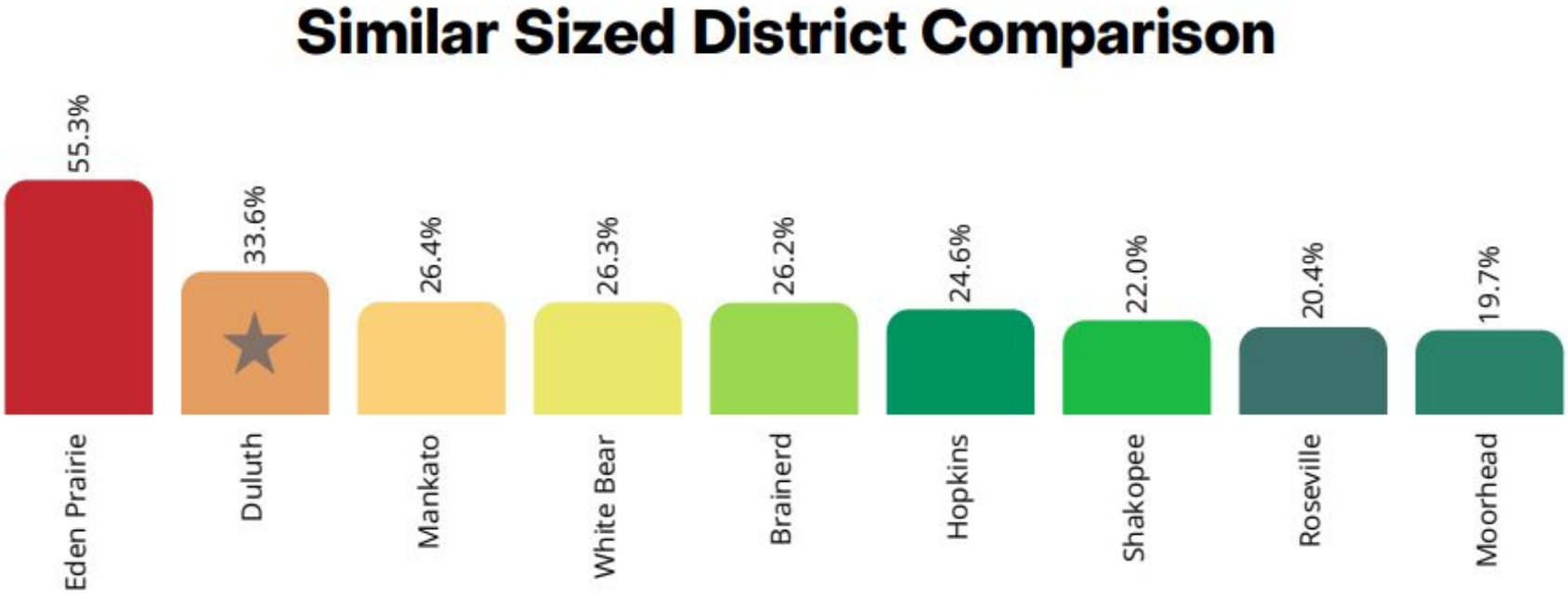
2026 Science MCA IV: Comparison Groups Duluth Compared to MN				
Comparison Groups	Duluth		MN	Results: Duluth Compared to MN
	# Tested	% Meets + Advanced	% Meets + Advanced	
Special Education	290	17.6%	14.7%	2.9%
Not Special Education	1,405	36.9%	27.6%	9.3%
Free or Reduced Meals	591	17.9%	13.4%	4.5%
Not Free/Reduced Meals	1,104	41.9%	32.8%	9.1%
Males	888	33.2%	26.3%	6.9%
Females	807	34.0%	24.7%	9.3%

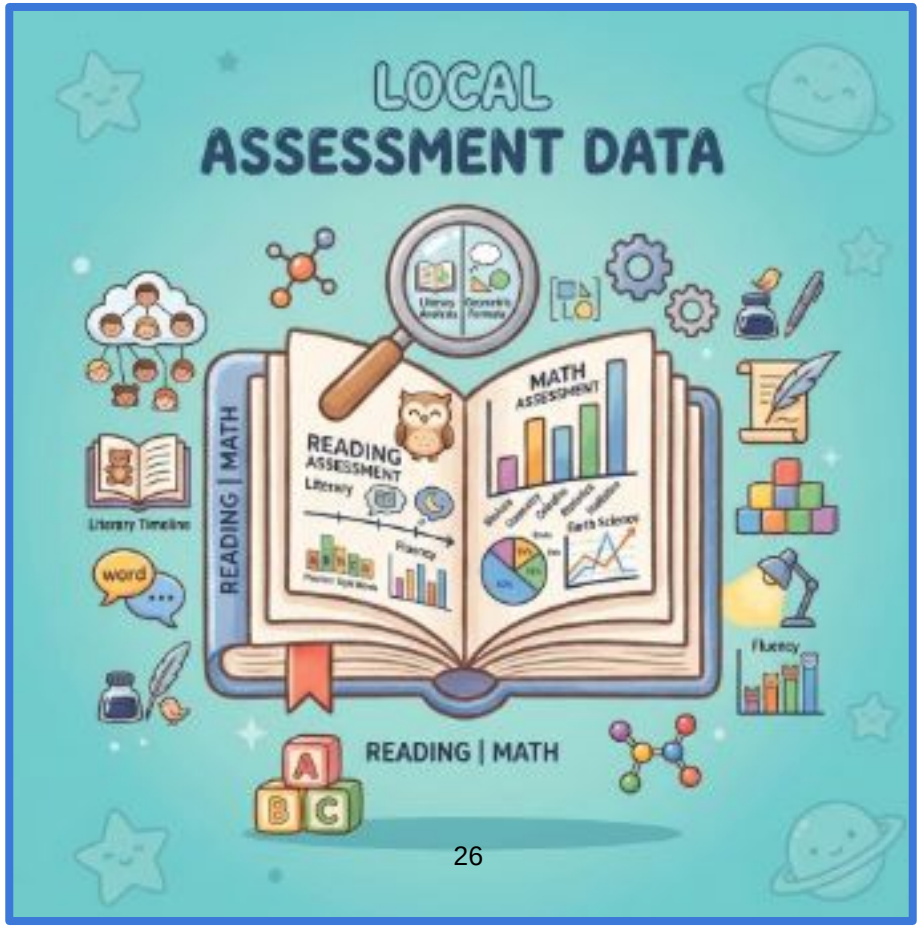
*All accountability assessments (MCA/MTAS/ALTMCA)

2026 Science MCA IV



2026 Science MCA IV




LOCAL
ASSESSMENT DATA
READING | MATH
READING ASSESSMENT
Literacy
Fluency
MATH ASSESSMENT
Earth Science
Literary Timeline
word
Fluency
READING | MATH
A
B
C

FastBridge: Kindergarten

Letter Sound Fluency (SPM)			
Percent of Kindergarten Meeting Expected Benchmark			
Assessment Year	Fall	Spring	Increase/ Decrease
2021-2022	38.9%	36.0%	-2.9%
2022-2023	34.6%	44.8%	10.2%
2023-2024	47.9%	54.3%	6.4%
2024-2025	46.5%	52.3%	5.8%
2025-2026	**44.3%**	**58.8%**	**14.5%**

FastBridge earlyMath: Composite			
Percent of Kindergarten Meeting Expected Benchmark			
Assessment Year	Fall	Spring	Increase/ Decrease
2021-2022	65.9%	67.9%	2.0%
2022-2023	65.5%	66.6%	1.1%
2023-2024	73.2%	67.0%	-6.2%
2024-2025	72.1%	68.8%	-3.3%
2025-2026	**73.5%**	**67.6%**	**-5.9%**

Compared to last 5 years, a higher percent of kinders (58.8%) reached expected benchmarks in spring 2026 in reading with the highest percentage of growth + 14.5%

FastBridge: 1st Grade

FastBridge earlyReading: Composite			
Percent of 1st G Meeting Expected Benchmark			
Assessment Year	Fall	Spring	Increase/ Decrease
2021-2022	29.5%	45.8%	16.3%
2022-2023	36.6%	53.6%	17.0%
2023-2024	34.2%	52.2%	18.0%
2024-2025	38.4%	47.9%	9.5%
2025-2026	**39.6%**	**50.2%**	**10.6%**

FastBridge earlyMath: Composite			
Percent of 1st G Meeting Expected Benchmark			
Assessment Year	Fall	Spring	Increase/ Decrease
2021-2022	63.1%	65.0%	1.9%
2022-2023	66.5%	71.0%	4.5%
2023-2024	69.0%	67.2%	-1.8%
2024-2025	69.9%	62.2%	-7.7%
2025-2026	**68.9%**	**65.9%**	**-3.0%**

Fall 2025, more students (39.6%) entered 1st grade reaching benchmark in reading.
Spring 2026, 10.6% more students met benchmark expectations in reading.

FastBridge: 2nd Grade

FastBridge aReading: Composite			
Percent of 2nd G Meeting Expected Benchmark			
Assessment Year	Fall	Spring	Increase/ Decrease
2021-2022	43.5%	56.2%	12.7%
2022-2023	47.6%	57.0%	9.4%
2023-2024	51.5%	58.0%	6.5%
2024-2025	54.6%	58.5%	3.9%
2025-2026	**53.6%**	**60.7%**	**7.1%**

FastBridge aMath: Composite			
Percent of 2nd G Meeting Expected Benchmark			
Assessment Year	Fall	Spring	Increase/ Decrease
2021-2022	59.2%	61.7%	2.5%
2022-2023	62.8%	63.3%	0.5%
2023-2024	62.1%	64.2%	2.1%
2024-2025	63.2%	61.5%	-1.7%
2025-2026	**66.6%**	**67.0%**	**0.4%**

As compared to the last 5 years, a higher percentage of students reached expected benchmarks in spring 2026 in both reading (60.7%) and math (67%)

Contact Information

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COW Agenda Cover Sheet

Meeting Date: October 6,2026

Topic: American Indian Education Aid Plan

Presenter(s): Emily Silverness

Attachment:https://docs.google.com/presentation/d/1wi6HRsNdLsxO-PZ7b5640pwYtCWaDZeaOObzwSFyCQg/edit?usp=sharing

Brief Summary of Presentation or Topic (no more than a few sentences):

I will be presenting the 2026-2027 school year American Indian Education Aid plan that was approved by the AIPAC, Bonds, and Magas and sent to MDE

This Requires School Board Approval :
No

American Indian Education Aid Plan

Compiled by Dr.Emily Silverness for the COW under direction from Anthony Bonds

OUR MISSION

Every student, every day will be empowered with learning opportunities for growth, creativity and curiosity, in preparation for their future in a global community.

OUR VISION

Duluth Public Schools provides an academically engaging, safe and inclusive environment with high expectations and responsible use of resources.

OUR CORE VALUES

Learning

Developing a love of learning through life-long inquiry.

Excellence

Having high standards for all through accountability, integrity and authenticity.

Equity

Creating conditions of justice, fairness and inclusion so all students have access to the opportunities to learn and develop to their fullest potential.

Collaboration

Working in partnership with staff, families, students and community.

Belonging

Providing a welcoming and accessible environment where everyone feels safe, seen and heard.

Area 1: Support Postsecondary Preparation for American Indian Pupils

OBJECTIVE

To provide comprehensive postsecondary preparation and career exploration opportunities for Indigenous students in Duluth Public Schools, enhancing readiness for life beyond high school and empowering them to pursue higher education and diverse career paths.

Key Target Goals (By May 2027)

- **College & Career Programs:** Attend 3 exploration programs (50% target participation rate of 241 high school students). Includes visits to UMD, Augsburg, UMN, St. Thomas, and Hamline with cultural focus.
- **Early Exposure:** K-5 and 6-8 students provided at least one college/career readiness opportunity.
- **100% Exam Support:** All 11th & 12th grade AI students offered financial assistance and support for ACT/SAT/Accuplacer exams.

Action Steps & Collaboration

- **Recruitment & Outreach:** Coordinate campus visits, scholarship presentations, and FAFSA workshops with AI Home Liaisons and counselors.
- **Targeted Events:** Attend tribal-specific career fairs, trade events, and MTAG (Master of Tribal Administration) presentations.
- **Professional Growth:** Sponsor attendance for students and families at conferences (e.g., MIEA-Minnesota Indian Education- in March 2027).
- **Tracking:** Utilize MCIS (Minnesota Career Information System), ASVAB (Armed Services Vocational Aptitude Battery) data, sign-ins, and post-event surveys.

Funding Request & Budget Details

Covers site/district staff, supplies, student/family transportation, meals, exam fees, and contracted presenters.

- **Fond Du Lac Tribal College Trip:** $400 (Buses)
- **Additional College/Career Visits:** $3,000
- **Food (Lunch & Snacks for Visits):** $2,000
- **MIEA Conference (20 Students, 10 Parents, 4 Staff):** $25,000
- **ACT/SAT/Accuplacer Fees & Materials:** $1,500
- **Emergency Student Transportation Assistance:** $1,000

Things I am honestly learning from this plan and budgets created before me; buses are more expensive than these budgets accounted for if we really want this for our students so we are already asking other resources for assistance here.

Some of the colleges named in this have more expensive routes than this. We have many colleges available and want our student interests as well as what the colleges provide for American Indian students financially to guide which colleges we visit as these can also be sources of funding for us.

Also, these hungry kids go through this food budget very fast, partly due to inflation.

Area 2: Support the Academic Achievement of American Indian Pupils

OBJECTIVE

To enhance the academic achievement of Indigenous Students in Duluth Public Schools.

Key Target Goals

- **Curriculum Feedback Survey:** Implement student survey with QR code by Aug 2026 to measure desired cultural activities/events for curriculum integration.
- **Graduation Rate Improvement:** Increase on-time 4-year graduation rate for American Indian students from 52.1% to a target rate of 60% (disaggregated by site).
- **Family Satisfaction Survey:** Roll out QR code survey by Aug 2026 for students and families to measure academic support satisfaction and gather feedback.

Action Steps & Collaboration

- **Graduation Banquet:** AIE to host an annual banquet by May 2027 inviting graduating AI students and families to celebrate achievements with graduate role models.
- **Cultural Incentives:** Home School Liaisons to provide smudging kits, AI author books/art, and traditional foods (wild rice, maple sugar) for goal accomplishment.
- **Denfeld High Cohort:** Support Indigenous Cohort efforts at Denfeld High School to create a culturally safe space and raise attendance scores by 5% annually.

Funding Request & Budget Details

Covers select site/district staff, supplies/materials, transportation, meals for participating families, and contracted presenter services.

- **Culturally Appropriate Incentives (Books by AI authors, smudging kits, etc. by May 2027):** $17,000
- **Traditional Foods (Wild rice, maple sugar, etc.):** $2,000
- **Denfeld High Cohort Support:** $2,000

Area 3: Make Curriculum Relevant to the Needs, Interests, and Cultural Heritage of American Indian Pupils

OBJECTIVE

To provide curriculum relevant to the needs, interests, and cultural heritage of Indigenous students in schools by funding culturally relevant in-school and out-of-school activities, purchasing cultural items, and supporting meals to foster a welcoming environment and sense of belonging.

Key Target Goals

- **AIPAC Collaboration:** Consult and collaborate with AIPAC to plan, promote, and implement all culturally educational presentations and activities.
- **Course Electives:** By Oct 2026, develop culturally relevant course electives (middle & high school level) available in Fall 2027.
- **Standards Audit & PSEO:** Complete AI standards audit by SY2027; offer targeted PSEO courses to bridge transition to post-secondary education.

Action Steps & Collaboration

- **Seasonal Activities:** Provide 2 seasonal AI-focused activities (Rice Camp, Sugar Bush, Winter storytelling, tribal sovereignty).
- **Elder & Expert Presentations:** Provide 4+ presentations by May 2027 to enact Indigenous Education for All.
- **Electives & After-School:** Test/evaluate programs like Ojibwe language quiz bowl, drum, regalia, or ribbon shirt/skirt making.
- **Denfeld Cohort Support:** Aid in purchasing supplies & materials for 9th-11th grade Indigenous Cohort.

Funding Request & Budget Details

Covers select AI staff within sites/district offices, supplies & materials, transportation, family meals, and contracted presenter services.

- **Seasonal Activity & Elder Speaker Fees:** $5,000
- **Denfeld High Cohort Support:** (See Area 2 for funding request)

Area 4: Provide Positive Reinforcement of the Self-Image of American Indian Pupils

OBJECTIVE

Our program aims to strengthen Indigenous students' self-image by celebrating their achievements and fostering a supportive community around their successes. We will emphasize positive reinforcement through community involvement, hosting events, and creating programs and policies for younger students to connect with older students as role models.

Key Target Goals

- **Academic Support System:** By May 2027, home school liaisons will implement Infinite Campus contact logs for attendance, behavior, and academic needs, reporting to AIPAC per FERPA.
- **Cultural Events & Pow Wows:** By May 2027, implement at least 3 cultural activities/events (seasonal feasts, round dances, storytelling, literacy events, tribal flags, artwork, or pow wows).
- **District Cultural Symbols:** Add at least 2 culturally significant symbols (flags, signage, or artwork) across the district (including sites like East High or Ordean Middle).

Action Steps & Collaboration

- **Cultural Expressions:** Provide achievement & expression events (Orange Shirt Day, Rock Your Mocs) planned by coordinator, principals, and liaisons.
- **Student Mentorship:** Support Indigenous student orgs as role models for younger students (classroom visits, research presentations, pow wow dance leaders).
- **Symbol Celebrations:** Host 2+ events celebrating flags/murals in schools (East, Ordean, or Lincoln Park).
- **Community Events:** Host 2+ cultural presentations (round dances, feasts) by April 2027 and a District Pow Wow by May 2027.

Funding Request & Budget Details

Covers select AI staff, supplies, transportation, family meals, contracted speakers/artists, and major cultural celebrations.

- **Graduation Banquets & Gifts (5th, 8th, 12th grade):** $40,000
- **District Pow Wow & Community Gatherings:** $33,000 (Pow Wow $10K, Feast/Round Dance $15K, End of Year $8K)
- **Symbols, Artwork & Murals:** $19,069 (Flags/Signage $7K, Mural $8.07K, Honor Guard $3K, Ojibwemowin $2K)
- **Cultural Workshops & Supplies:** $5,750 (Sewing Classes $4K, Cultural Expressions/Orange Shirt Day $2K)

Questions?

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

COW Agenda Cover Sheet

Meeting Date: October 6, 2026

Topic: School Continuous Improvement Efforts Update

Presenter(s): Brenda Spartz, Director of Elementary Education
Jen Larva, Director of Secondary Education
School Principals

Attachment: **COW Meeting: Principal SCIP update_October 2026**

Brief Summary of Presentation or Topic (no more than a few sentences):
Each school principal will be introduced with each principal sharing their school's efforts for continuous improvement as well as highlighting a few points of pride.

This Requires School Board Approval : No

School Continuous Improvement Efforts Update

Committee of the Whole

October 6, 2026

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Continuous Improvement Teams (CITs)

&

School Continuous Improvement Plans (SCIPs)

Overview: Continuous Improvement Teams (CITs)

School Board

↓

District Leadership Teams

↓

Continuous Improvement Teams

↓

Professional Learning Communities

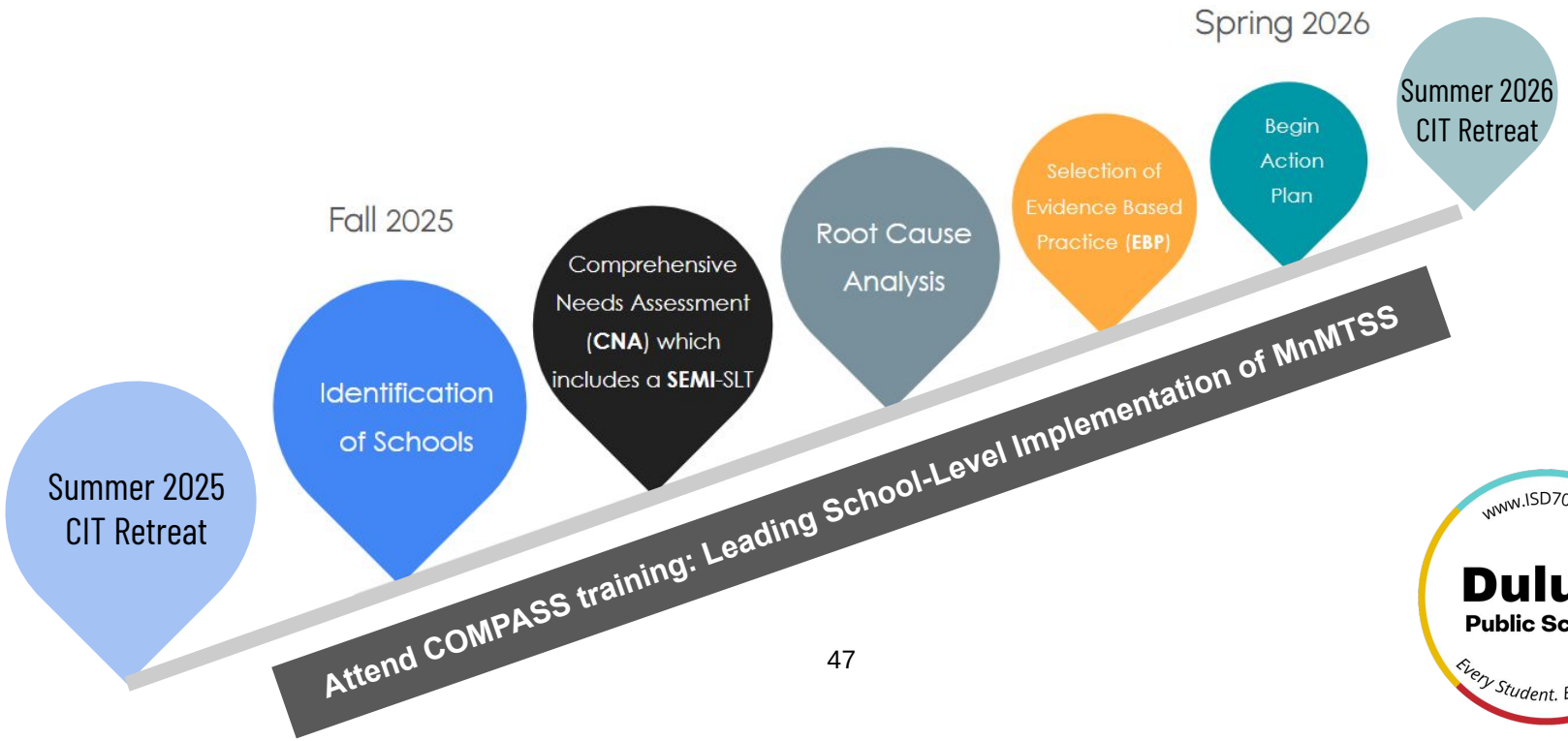
Continuous Improvement Process

- Analysis: data, root causes, barriers
- Goal setting and alignment
- Monitoring implementation and fidelity of practices

Continuous Improvement Team (CIT)

- Provides leadership to guide each school's continuous improvement work
- Represents a variety of perspectives

CIT Process: 2025 - Present



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School Continuous Improvement Plan (SCIP): The Tool

Collaborative Development

CIT collaboratively writes a School Continuous Improvement Plan (SCIP) based on:

- Comprehensive Needs Assessment (CNA)
- Rigorous data analysis
- Direct input from site representatives

Core Plan Deliverables

SCIP clearly outlines strategic next steps:

- Action plan for high-impact, evidence-based practices (EBP) aligned with school-wide goals
- Structured documentation for monitoring implementation fidelity and academic progress

School Improvement Efforts

Introduction to Principals

Sharing:

Points of Pride

School Continuous Improvement Plan

Evidence Based Practices

Lakewood Elementary - Lynx

Principal: Dr. Darren Sheldon

Points of Pride:

- MCA Reading Scores
- PBIS Exemplary Status
- Many School Updates: New Sports Court, School Forest Grant, new heating system, updated PBIS banners/signage throughout the school, and near future: Reading Garden in front of the school, BOB (Battle of the Books) went from 30 kids two years ago to 76 this year.

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: Diagnostic Instruction

- **3 Year Goal:** Focus on analyzing multiple data sources (most notably: K-2 LETRS spelling screener and Functional Morphology screener grades 4-5 to bolster our phonics skills school-wide).
- **In year three,** our plan is to use a common planning time for all grades so we can differentiate school-wide.

Homecroft Elementary - Hornets

Principal: Tom Cawcutt

Points of Pride:

- Enrollment increased by over 100 students over the last 8 years
- MCA & FAST scores routinely exceed state/district averages
- Teacher retention nearly 100%
- Refinement of MTSS practices
- Fully implemented PBIS
- 64% decrease in Office Discipline Referrals from 24/25 to 25/26 school years.
- 96% of Homecroft students received zero Office Discipline Referrals during the 25/26 school year.
- New school signage

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: School Climate and Community Building

- **In the 2026-2027 school year,** we will increase reading achievement for students in grades 2-5 from 61.5% proficient to 75% proficient as measured by aReading (FastBridge). Homecroft students will make incremental progress toward grade level proficiency in reading as measured by leveled indicators (FastBridge, MCAs).

Congdon Park Elementary - Cougars

Principal: Kathi Kusch Marshall

Points of Pride:

- Dedicated Staff: Works together to meet the needs of the whole child
- Special Education:Met and exceeded math and attendance goals
- Student Council: Voice & leadership through empowering students
- Farm to School: Connecting kids with agriculture & hands-on learning
- Safe Routes to School: Focus on health, wellness & safe transportation
- School Environment: Well-cared for and clean learning environment

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice

EBP: Explicit Instruction

- **Maintain robust infrastructure and collaborative teams** to support MnMTSS. Primary focus areas include Reading, Math, and Attendance, with targeted interventions for Special Education, math, and attendance.
- **Ensure instructional consistency,** enforce rigorous utilization of PLC data, progress monitoring, and the digital PLC Hub. CIT will actively use PLC Monitoring Tools to track progress and maintain a focus on Tier I instructional priorities.
- **Continue to identify root causes** and drive ongoing targeted interventions. Tier I Community of Progress.

Lester Park Elementary - Labradors

Principal: Anna Cawcutt

Points of Pride:

- Overall increase in MCA scores in all 3 tested subjects compared to 2025
- Successful implementation of our Recess & Lunch Buddies student leadership program
- Positive and supportive climate and culture
- Positive climate survey results - staff, students, and families

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: Explicit Instruction

- **3-year Goal:** Students in grades 2-5 will increase aReading achievement by June of 2029, from 72.5% no-risk to 80% no-risk, through strategic action planning, professional development, and data based decision making.
- **2026-2027 Goal:** In the 2026-27 school year, we will increase reading achievement for students in grades 2-5 from 72.5% proficient (no-risk) to 75% proficient (no-risk), as measured by aReading.

Laura MacArthur Elementary - Eagles

Principal: Carrie Thompson

Points of Pride:

- Overall increase in MCA scores in reading and math scores compared to 2025.
- Overall reading score on MCA exceeds spring 2027 goal allowing focus on subgroups.
- Focus on family engagement continues - 170 guests came to our grandparent/special friend day event.
- Awarded Full Service Community School Grant!!!!

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: Engagement Strategies to Support a Positive School Climate

3 year goal:

- Grades 3-5 students will increase on MCA Reading by June of 2029, from 29.81% to 45% proficient through strategic action planning, professional development, and data based decision making. Target student groups: Black, special education, and free/reduced meals.

26-27 School Year Goal:

- By spring 2027, grade 3-5 students will increase MCA Reading by 5% from 29.8% to 34.8%. Targeted students groups increase by 7% (Black 23.5% to 30.5%), (free/reduced meals 34.9% to 41.9%), (special education 17.8% to 24%).
- By spring of 2027, number of minor Office Discipline Referrals (ODRs) for disruption will decrease by 30% from the baseline of 296 referrals to 198 referrals.

Lowell Elementary - Lions

Principal: Eve Hessler

Points of Pride:

- Positive growth in climate survey data from Fall 25 to Spring 26
- Achieved building goals in Reading!
- Implemented mixed specialist groups

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: Diagnostic Instruction

- **FOCUS: Tier 1 Instructional Vision Component 2**
  - Collect & Review Data Routinely using formative checks (exit tickets, quick quizzes, progress monitoring) to confirm current level of understanding
  - Improving PLC work
- **3 Year MN State Identification Goal:**
  - By June of 2029, Special Education students in Grades 2-5 will increase their FastBridge aReading achievement from 18% no-risk to 33% no-risk.

Myers-Wilkins Elementary - Wolves

Principal: Lisa Nicholson

Points of Pride:

- Restructured our data driven instruction and Tier 2 interventions to meet student needs.
- Partnership: UMD-Happiness Kits
  - For 6 Mornings, UMD students from different student groups and athletics greeted students as they arrived and then joined morning meetings.
- Positive Climate Survey Results from families, staff, and students
- Full integration of our Spanish Immersion program through our specialists classes
- Strong Partnerships with PTO and the Duluth Community Schools Collaborative
  - Playworks (increasing opportunities for physical activity and safe, meaningful play)
  - A Minnesota Department of Natural Resources (DNR) school forest designation

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP)

EBP: Structured Literacy: Tier 1 Instruction

- **3 year Goal:** Grades 3rd-5th will increase aReading achievement by June 2029, from 47% low-risk to 64% low-risk through strategic action planning, professional development, and data based decision making.
- **1 year Goal:** 2026-2027 school year, decrease the number of students in grades 3-5 from 30% high-risk to 22% high-risk as measured on aReading.

Piedmont Elementary - Panthers

Principal: Dr. Katie Britton

Points of Pride:

- Maximizing Intervention Time: Reduced substitute coverage duties to keep interventionists focused on intervention.
- Sustained Key Partnerships: Continued collaboration with Northwoods and Brightwater health to support student mental health and needs.
- Active PTA Collaboration: Continued support and with our PTA to support events for families and students.
- Kinder Camp Success: Leveraged fall transition days and beginning of the year to build balanced kindergarten classes.

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: Building Climate- Engagement Strategies to Support a Positive School Climate

- **1 yr Goal-** In the 2026-2027 school year, we will increase reading achievement for our special education students (Grades 3-5) by + 2% from 30.49% to 32.49%.
- **3 yr Goal-** Special Education students in grades 3rd-5th will exceed exit criteria in MCA reading achievement by June of 2029, from 30.49% to 36.49% proficient through strategic action planning, professional development, and data based decision making.

Stowe Elementary Bulldogs

Principal Nathan Anderson

Points of Pride:

- **Reading WIN Groups:** Integrated Service Delivery Model (Interventionist + SPED + Gen Ed collaboration)
- **Staff Connectedness & Family Engagement:** Increase via survey results.
- **Improvement in FastBridage Reading:** Free/Reduced Meals & Special Education students improved!
- **Preschool Program Belonging:** Feel like part of the the school, not just a program housed in Stowe.
  - New classrooms to accommodate program- 2 full classes with a wait list!
- **Facility Improvements:** Entire New Roof, Flooring, Paving
- **Community Partnerships:** Stowe Foundation, GND Rec, PTA
- **School Forest:** MN DNR School Forest Conference is hosted at Stowe in February!
- **Student Support Additions:** Part time Integration Specialist, Northwood Partial Day Program

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP:Diagnostic Instruction

- **3-Year Goal:** By June 2029, 3rd-5th grade students eligible for free/reduced-price meals (2025 identification) will increase from 27.7% to 50% on Reading MCA - using FastBridge Reading 3 times per year to monitor progress.
- **Year 1 Goal:** By Spring 2027, 3rd-5th grade students eligible for free/reduced-price meals will increase from 39% (Spring 2026) to 46% (Spring 2027) as measured by FastBridge aReading.

Lincoln Park Middle School - Wild Cats

Principal: Brian Kazmierczak

Points of Pride:

- Through our behavior response team, PBIS, and PAWS, we reduced events that lead to OSS by 46.9%
- Saw an increase in our overall MCA scores in all subjects tested
- Continue to provide a robust afterschool program supported by the Full Service Community Schools Collaborative and grant funding

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: Explicit Instruction

- **3-year Goal:** 6th-8th grade students will increase MCA Reading by June 2029, from 42.2% to 45.2% proficient through strategic action planning, professional development, and data based decision making.
- **2026-27 Goal:** 6th-8th grade students will increase MCA Reading achievement by June 2027, from 42.2% proficient to 43.2% proficient through strategic action planning, professional development, and data based decision making.

Ordean East Middle School - Huskies

Principal: Kristen Kennedy-Anderson

Points of Pride:

- MCA scores in Reading, Math and Science are higher than district average scores
- Fall 2026 FastBridge aReading scores are 79% proficient
- Strong student advocacy groups established to lift up student voices and create connections
- Student referral numbers
- Academic recognition

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: Explicit Instruction

- **3-year Goal:** 6th-8th grade students will increase MCA Reading by June 2029, from 64.8% to 67.8% proficient through strategic action planning, professional development, and data based decision making.
- **2026-27 Goal:** 6th-8th grade students will increase MCA Reading achievement by June 2027, from 64.8% proficient to 65.8% proficient through strategic action planning, professional development, and data based decision making.

Denfeld High School - Hunters

Principal: Tom Tusken

Points of Pride:

- Overall Class of 2025 graduation rate was 84.77%, **+ 7.9%** from Class of 2024
  - Specific student groups: **Homeless:** + 28.2%, **Two or More Races:** + 14.9%, **Free/Reduced Meal Eligible:** + 11.9%. **American Indian / Native American:** + 11.6%
- Time capsule opened on Sept 25th; placed in cornerstone in 1925 of the second school to bear Denfeld name. Process organically included several Denfeld alum in interesting ways and ceremony included several dignitaries including Robert E. Denfeld family, Superintendent, Mayor, Masons of Minnesota, St. Louis County Historical Society, and Western National Bank.
  - New time capsule set to be opened in 2076.

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: Structured Literacy - Diagnostic Instruction

- Through District-PLC, teaching staff will be trained in STRIVE strategies.
- By the end of the 26-27 school year, STRIVE strategies will be used in all classes as measured by formal and walk-through observations.

Duluth East High School - Greyhounds

Principal: Kelly Flohaug

Points of Pride:

- 2025 Graduation Rate = 96%. which included + 3% in Special Education and + 4% Free/Reduced Meals.
  - High graduation rate due specifically to Check & Connect, MTSS, School Counselors, as well as staff at ALC for their work with credit recovery when students lose credits.
  - Every staff member has a hand in preparing and graduating students.
- Greatly expanding and successful Career Work Based Learning.
  - Currently 171 in grades 11/12. Semester 2 already w/215.

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: Structured Literacy - Diagnostic Instruction

- By June 2027, Duluth East High School will establish a centralized, multi-tiered data disaggregation system across Academic, Attendance, Behavior, and Social Emotional Learning categories to track, analyze, and address disparities across student demographic groups (ethnicity, grade level, IEP status, English language proficiency, and socio-economic status), improving staff access to and usage of school data.

Academic Excellence Online High School

Principal: Eric Stang

Points of Pride:

- Enrollment has continued to grow, currently serving 718 students
  - 621 Comprehensive enrollments (96 Full-time)
  - 97 Supplemental enrollments (out of district)
- This flexibility provides students with the opportunity to build a school schedule that fits their busy lives.

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: Literacy

- In accordance with the READ Act, teachers will utilize reading strategies learned from STRIVE to increase student reading comprehension and fluency.
- Teachers will use ROAR testing to identify students in need of reading intervention.

Area Learning Center

Principal: Eric Stang

Points of Pride:

- **Facility and Enrollment:** We have successfully transitioned to our new facility, and our student enrollment continues to grow.
- **Attendance:** Student attendance has increased significantly, despite the longer school day.
- **Continuous Learning Plans:** We developed and implemented an improved process for creating Continuous Learning Plans, bringing together key stakeholders, including students, parents/guardians, and staff.
- **Credit Recovery:** Credit recovery has started. We currently have 166 students taking 302 classes in 37 different courses and Internship making progress towards graduation.
    - ALC (93), Denfeld (36), East (26), Harbor City (4), Hermantown (3), Floodwood (2), Carlton-Wrenshall (1), Proctor (1)

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: Graduation

- Strategic approach toward gaining compliance with MDE as an ALC, specifically regarding our ability to offer independent study and targeted services, which directly impact graduation rates across the district.
- MEIRS data teams will work to identify early warning factors and interventions for individual students.

Care & Treatment Programs

Principal: Jacob Hintsala

Points of Pride:

- Six students graduated at Arrowhead Academy through Credit Recovery
- 100% of 10th graders passed the MCA Reading Test at Chester Creek Academy
- 79% of students at Chester, 70% at Rock Ridge, 75% of students at Merritt made great gains in math on STAR test
- 84% of students at Chester, 83% at Rock Ridge, 83% of students at Merritt made great gains in reading on STAR test

School Continuous Improvement Plan (SCIP) & Evidenced Based Practice (EBP):

EBP: Diagnostic Instruction

- 70% of students with a minimum of 90 days of enrollment will gain 1/2 grade from pre to post STAR testing in math and reading.

Acronym Cheat Sheet:

AREA: Academic, Relearning, Enrichment and Activities

BARR: Building Assets and Reducing Risks

CICO: Check-In, Check-Out

CIT: Continuous Improvement Team

CNA: Comprehensive Needs Assessment

CTE: Career Technical Education

EBP: Evidence Based Practice

FAST: Formative Assessments and Screening (Assessment screener administered to students)

FRPM: Free/Reduced-Price Meals

LETRS: Language Essentials for Teachers of Reading and Spelling (READ Act aligned professional learning program)

MCA: Minnesota Comprehensive Assessment

MEIRS: MN Early Indicator and Response System (evidence based practice being used)

MTSS: Multi-Tiered System of Support

ODR: Office Discipline Referrals

PBIS: Positive Behavior Interventions and Supports

ROAR: Rapid Online Assessment for Reading

Acronym Cheat Sheet:

READ Act: Reading to Ensure Academic Development Act

SEL / SEB: Social Emotional Learning / Social Emotional Behavior(ist)

SCIP: School Continuous Improvement Plan

STAR: Screening Assessment Tool

STRIVE: Structured literacy training for secondary educators (READ Act aligned professional learning program)

TFI: Tiered Fidelity Inventory

UFLI: University of Florida Literacy Institute (curriculum)

WIN: What I Need

SCIP: School Continuous Improvement Plan

EBP: Evidenced Based Practice