2025–26 Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically using the unique link that will be sent to the Superintendent. You can copy your responses from this template into the electronic form.

District Name: Duluth Public Schools ISD 709

A&I Contact: Anthony Bonds

Title: Asst. Superintendent

Phone: 218-336-8700

Email: anthony.bonds@isd709.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2025–26 school year (SY)?

__x_ Yes ___ No

What year of your Achievement & Integration plan are you reporting on?

___ Year 1 (3-year plan spans July 1st, 2025 – June 30, 2028)
___ Year 2 (3-year plan spans July 1st, 2024 – June 30, 2027)
__x_ Year 3 (3-year plan spans July 1st, 2023 – June 30, 2026)

Did you have a Racially Identifiable School (RIS) in 2025–26 SY?

__x_ Yes ___ No

Provide the direct website link to the A&I materials:

https://www.isd709.org/academics/education-equity

Annual Public Meeting

School board annual public meeting to review progress on the Achievement and Integration plan for the 2025-26 SY:

December 2, 2026

2025–26 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration**: Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2025–26 SY.

2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2025–26 SY.

Please use this template as an internal tool to gather information. Responses should be submitted electronically. You can copy your responses from this template into the electronic form.

Year 3 Progress Report

(July 1, 2023–June 30, 2026)

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2025–26 SY)	On Track?
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.	Check one of the following: _x__ Achievement Goal ___ Integration Goal ___ Teacher Equity	Consistent Attendance rate of: Black students = 57.1% American Indian students = 58.4% (Baseline 2018-19)	The below data was extracted from the SIS (Infinite Campus). **(88.38% SIS Attendance Rate)** Black and American Indian students had Consistent Attendance (90% or more attendance) Breakdown of student groups Consistent Attendance: Black: (87.83%) American Indian: (88.94%)	**Check one of the following:** __X_ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal?

We ran the numbers for 25/26 from IC, and the number for the SIS attendance reported data for American Indian Students is 88.94%, Full Day Attendance rate is 70.79%, and Period Attendance Rate is 66.03%. For Black or African American students the SIS Reported Attendance rate is 87.83%, Full Day Attendance Rate is 64.36%, and Period Attendance Rate is 62.42%.

What strategies are in place to support this goal area?

Strategy #1: Integration Specialist
Strategy #2: Social Emotional Learning (SEL) Specialist
Strategy #4: Family Engagement Program

How well are you implementing your strategies? How do you know whether it is or is not helping you make progress toward your goal?

Strategy #1: Integration Specialist

This past school year, twelve full-time Integration Specialists reflected community diversity while supporting fifteen district sites, treatment centers, and juvenile facilities. Managing targeted rosters of up to 35 students through data-driven selection, specialists provided Tier 3 check-ins, monitored Personal Learning Plans, and delivered Tier 2/3 interventions during "WIN" time and after-school programs. By leading four annual school-wide cultural learning experiences, serving as home-school liaisons, and joining site leadership teams, specialists strengthened student engagement, family trust, and academic progress to help close achievement disparities.

Strategy #2: Social Emotional Learning (SEL) Specialist

During the past school year, the SEL Specialist advanced district-wide equity and resilience by guiding *Second Step* implementation and refining culturally responsive SEB MTSS frameworks. Based at Lowell Elementary, the Specialist delivered K–5 classroom SEL instruction, restorative conflict resolution, PBIS coaching, and crisis support. By collaborating with district equity teams and community partners like Kid's Closet and Second Harvest, they addressed attendance barriers for protected class students and connected families with essential resources, creating a safer, more supportive learning culture.

Strategy #4: Family Engagement Program

Last school year, the Office of Education Equity Family Engagement program united families, schools, and communities across elementary, middle, high, and residential sites. Delivering at least two sessions per semester per school, the program increased access to learning resources and fostered home habits that boost student achievement. By removing participation barriers through provided meals, childcare, and transportation, and by training staff via home visits and parent panels, the initiative deepened cultural understanding and built enduring family-school partnerships.

Achievement and Integration Goal 2

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
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.	Check one of the following: ___ Achievement Goal __x_ Integration Goal ___ Teacher Equity	2.10% (2021-22 Baseline Data)	The percentage of high school students enrolled in a CITS course who are American Indian or Two or more races with one being American Indian from the 25-26 school year is 2.06%.	**Check one of the following:** ___ Goal Met __X_ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

The data from Infinite Campus showed 2.06% of the identified students enrolled in CITS, which means we did not meet this goal.

What strategies are in place to support this goal area?

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

How do you know whether it is or is not helping you make progress toward your goal? How well are you implementing your strategies?

Over the past school year, the High School Ojibwe Language Teacher/Coordinator strategy successfully expanded access to Indigenous language instruction and dual-credit opportunities across grades 6–12. Operating through Academic Excellence Online High School, the position provided rigorous online instruction in Ojibwemowin 1 and 2, establishing the groundwork for Level 3 College in the Schools (CITS) courses through a partnership with Fond du Lac Tribal and Community College. This pathway enabled students to meet postsecondary world language requirements while increasing American Indian student enrollment in advanced, college-ready coursework.

To foster student interest and retention, the Coordinator delivered consistent weekly and bi-weekly "WIN" enrichment sessions across Ordean East and Lincoln Park Middle Schools, as well as Denfeld and East High Schools. Beyond direct

instruction, the Coordinator actively collaborated with school counselors on course promotion, assisted with registration, and led statewide marketing efforts to Indian Education programs to build sustainable enrollment. Additionally, the role challenged implicit bias surrounding Indigenous language validity and spearheaded district-wide Ojibwemowin translation signage. Through this combined approach of online instruction, middle-to-high school recruitment, and cultural visibility, the strategy deepened community engagement, promoted academic rigor, and enhanced cultural representation across the district.

Achievement and Integration Goal 3

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
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	Check one of the following: _x__ Achievement Goal ___ Integration Goal ___ Teacher Equity	53.6% (2021-2022 Baseline Data)	Overall for graduation year 2025 (reporting year 2026), there were 153 enrolled students identified as Black, Native American, or 2 or More Races eligible to graduate as measured by MN Dept of Ed Report Card. **88/153 (57.5%)** Black, American Indian, and Two or More Races students graduated in 4 years Breakdown of student groups graduation rate: Black: 18/35 (51.4%) American Indian: 38/73 (52.1%) Two or More Races: 32/45 (71.1%)	**Check one of the following:** ___ Goal Met _X__ Goal Not Met

How do you know if you have met/not met your goal?
Analysis of data extracted from MDE Report Card on 4 year graduation rates for 2025 (reporting year 2026) on protected status student groups: Black, American Indian, Two or More Races. Please see desegregated data above.

What strategies are in place to support this goal area?
Goal 3 Uses Goal 1 strategy #1: Integration Specialist
Goal 3 Uses Goal 1 strategy #4: Family Engagement Program

How well are you implementing your strategies? How do you know whether it is or is not helping you make progress toward your goal?

The deliberate alignment between **Strategy #1 (Integration Specialists)** and **Strategy #4 (Family Engagement)** created a powerful, culturally grounded support system that directly targeted key drivers of high school completion for Black,

American Indian, and Two or More Races students: attendance, academic credit attainment, positive adult connections, and strong family-school partnerships.

Targeted Individualized Mentorship (Strategy #1): Integration Specialists—reflecting the diversity of the student body—managed targeted caseloads of up to 35 students. Through weekly MTSS Tier 3 check-ins and quarterly monitored Personal Learning Plans (PLPs), specialists provided personalized academic tracking, attendance monitoring, and behavioral support to keep protected-status students on path for graduation.

Culturally Affirming & Career-Focused Programming (Strategy #1): Specialists facilitated dedicated "WIN" sessions and after-school opportunities focused on racial and cultural identity, leadership, and college/career exploration. Grounding student support in identity affirmation boosted daily attendance, deepened student-to-school connections, and raised postsecondary aspirations.

Removing Family Engagement Barriers (Strategy #4): Strategy #4 reinforced student-level interventions by bringing caregivers into the educational process. Delivering bi-semester sessions equipped with meals, childcare, and transportation eliminated participation barriers for racially diverse families. Simultaneously, staff training on home visits and parent panels deepened educator cultural responsiveness.

Together, pairing **culturally representative student mentoring** with **accessible family partnerships** mitigated chronic absenteeism, reduced achievement disparities, and strengthened the safety net necessary to elevate graduation rates for Black, American Indian, and Multiracial students.

Achievement and Integration Goal 4

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
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.	Check one of the following: __ Achievement Goal ___ Integration Goal _x__ Teacher Equity	5.3%	5.7% as of 25-26 .4% increase	**Check one of the following:** ___ Goal Met __x_ Goal Not Met

How do you know if you have met/not met your goal?
Skyward staff demographic list was pulled and calculated based on what employees select at their new hire appointment.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
Employee demographic data was used in calculating the percentage of staff of color in the 25-26 school year. As we track employee information, we have nothing to do with student groups.

What strategies are in place to support this goal area?
We partner with Careers in Government who pull our job postings and post them on eight (8) diversity websites to recruit for diverse teachers, paraprofessionals and other vital school district positions. We also post on MNSchoolJobs, CareerForce, a Minnesota DEED based employment agency, and social media platforms. We continue to partner with CareerForce in the Drive for 5 grant. Drive for 5 prioritizes training for populations that face the largest disparities in employment: people of color, people with disabilities, people who lack stable housing, and other people who face barriers

to family-sustaining employment. We have also continued to partner with DOLI, UofM and Brightworks to support the NXT GEN Teach Apprenticeship which aims to get people and current teachers licensing in the Special Education field.

Strategy #3: Recruitment & Retention

How well are you implementing your strategies? H*ow do you know whether it is or is not helping you make progress toward your goal?*
We meet monthly with our NXT GEN partners to discuss barriers and find solutions. We attend monthly career and job fairs at CareerForce. We are starting a partnership with Goodwill Industries to recruit for paraprofessionals and other vital school positions. We meet weekly with our Equity Director to look for opportunities or openings to partner with our community to get the word out that we are hiring.

Achievement and Integration Goal 5

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
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.	Check one of the following: __ Achievement Goal ___ Integration Goal _x__ Teacher Equity	None	Provide the result for the 2025–26 SY that directly ties back to the established goal.	**Check one of the following:** _X__ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area?
The CARE Academy was abandoned after the 2022/2023 school year in favor of *Cultural Competency: Navigating Duluth's Cultural Landscape.* The goal was 132 ISD709 Certified Staff were trained in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias and/or Strategies to Close Achievement Gaps through quality on-going Professional Development. This goal was achieved across three Professional Development Days: Secondary Certified Staff received two ½ day training on November 3, 2025 and December 8, 2025. Elementary Certified Staff received a full day of training on March 2, 2026.

Based on attendance reports and staff reports from ISD709 Human Resources, an average of 248 Certified Secondary Staff attended the November and December Professional Development Days (the average taken from 261 attending on November 2, 2025 and 235 attending on December 8, 2025). 303 Elementary Certified Staff attended the March 2, 2026 Professional Development Day. The total ISD709 Certified Staff receiving the Cultural Competency Training was 551

What strategies are in place to support this goal area?
Strategy #5: Professional Development Program (Key indicators are based on *CARE Academy*, which was abandoned after the 2022/2023 school year) so use the information about the PD focus on culturally responsive practices

How well are you implementing your strategies and how do you know whether it is or is not helping you make progress toward your goal?
By pivoting from the *CARE Academy* model to *Cultural Competency: Navigating Duluth's Cultural Landscape*, the strategy was implemented with extreme efficiency and far exceeded expectations. Implementing these trainings on Professional Development Days significantly broadened staff access, enabling ISD709 to train 551 certified staff- achieving 417% of the target to train at least 132 certified staff well ahead of the June 2026 goal.

Integration

Narrative is required. 200-word limit.

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.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.);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.

Year 3- Racially Identifiable Schools

School Name: Myers-Wilkins Elementary School

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2025- 26 SY)	On Track?
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.	Check one of the following: __x_ Achievement Goal ___ Integration Goal ___ Teacher Equity	13.7% (2021-22 Baseline Data)	Overall for 2025/2026, there were 99 enrolled students identified as Black, Native American, or 2 or More Races in Myers-Wilkins English programming. **24/99 (24.2%)** Black, American Indian, and Two or More Races students scored in the Meets or Advanced proficiency range on 2026 Reading MCA IV Breakdown of student groups: Black: 9/39 (23.1%) American Indian: 12/47 (25.5%) Two or More Races: 3/13 (23.1%)	Check **one** of the following: __X_ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

We know we met the goal from an analysis of 2026 MCA data

What strategies are in place to support this goal area? How well are you implementing your strategies and how do you know whether it is or is not helping you make progress toward your goal?

Reading Interventionists RIS Strategy #1:

Myers-Wilkins deployed two full-time, specialized Reading Interventionists to deliver targeted Tier 2 (Strategic) and Tier 3 (Intensive) literacy interventions to K–5 students identified through FastBridge screening. Interventionists integrated culturally responsive teaching practices alongside evidence-based literacy methods to validate the cultural and racial identities of participating students. Regular data-based decision-making cycles were maintained between interventionists, classroom teachers, and building leadership. Implementation fidelity was formally monitored using a literacy walk-through tool.

Intervention Materials RIS Strategy #9

Myers-Wilkins expanded classroom and resource room libraries with high-interest, leveled texts and manipulative materials designed to accelerate reading growth. Text acquisition was guided by the MTSS Curriculum and Instruction Coordinator in consultation with certified teachers and Office of Equity Director. This ensured selected reading intervention materials reflected diverse racial perspectives and served as both mirrors and windows for historically underserved student populations. An annual inventory and evaluation report detailing the acquisition and instructional application of these supplemental reading intervention materials is maintained at and by Myers-Wilkins reading

intervention teachers.

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2025- 26 SY)	On Track?
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.	Check one of the following: _X_ Achievement Goal ___ Integration Goal ___ Teacher Equity	6% (2021-22 Baseline Data)	Overall for 2025/2026, there were 99 enrolled students identified as Black, Native American, or 2 or More Races in Myers-Wilkins English programming. **12/99 (12.1%)** Black, American Indian, and Two or More Races students scored in the Meets or Advanced proficiency range on 2026 Reading MCA IV Breakdown of student groups: Black: 8/39 (20.5%) American Indian: 3/47 (6.4%) Two or More Races: 1/13 (7.7%)	Check **one** of the following: _X__ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

We know we met the goal from an analysis of 2026 MCA data

What strategies are in place to support this goal area? How well are you implementing your strategies and how do you know whether it is or is not helping you make progress toward your goal?

Math Interventionist RIS Strategy #6

Over the past school year, the coordinated implementation of Strategy #6 (Math Interventionist) and Strategy #9 (Intervention Materials) served as the instructional foundation at Myers-Wilkins Elementary to advance protected-class student performance toward the 12% MCA Math proficiency target. By pairing specialized instructional expertise with high-quality, culturally affirming curricular tools, the school addressed foundational skill deficits within a structured MTSS framework. The Math Interventionist delivered focused Tier 2 instruction to K–5 students identified within the "Strategic" and "Intensive" bands on benchmark assessments. Utilizing FastBridge progress monitoring, the specialist collaborated with classroom teachers to analyze student performance and adjust interventions in real time, directly driving toward the annual 2% growth target for Black, American Indian, and Multiracial learners.

Intervention Materials RIS Strategy #9

Supplemental intervention materials were selected and deployed to validate students' racial and cultural identities while teaching essential mathematical concepts. These tools provided differentiated pathways for conceptual understanding and multi-sensory practice, ensuring students received rigorous, standards-aligned remediation without sacrificing cultural relevance. The interventionist documented evidence-based strategies through Practice Profiles shared with district and building leadership. This accountability ensured that intervention materials were implemented with high fidelity, creating seamless alignment between pull-out interventions, small-group work, and general classroom Tier 1

instruction.

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2025- 26 SY)	On Track?
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 2025-26.	Check one of the following: __x_ Achievement Goal ___ Integration Goal ___ Teacher Equity	55.5% (2018-19 Baseline Data)	Overall for 2025/2026, there were 220 enrolled students identified as Black, Native American, or 2 or More Races in Myers-Wilkins as measured by EduClimber, Duluth's data visualization tool. **108/220 (49.1%)** Black, American Indian, and Two or More Races students had Consistent Attendance (90% or more attendance) Breakdown of student groups Consistent Attendance: Black: 40/75 (53.3%) American Indian: 39/102 (38.2%) Two or More Races: 29/43 (67.4%)	Check **one** of the following: ___ Goal Met __X_ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

The 2025/2026 Consistent Attendance rate of 90% or more for Black, American Indian, and Two or More students was extracted from Educlimber.

What strategies are in place to support this goal area? How well are you implementing your strategies and how do you know whether it is or is not helping you make progress toward your goal?

Social Emotional Learning (SEL) Specialist RIS Strategy #7

The SEL Specialist directed multi-tiered social-emotional and behavioral supports across the building. Universal (Tier 1) push-in lessons and restorative conflict resolution practices were delivered in K–5 classrooms to establish safe, welcoming learning environments. Targeted Tier 2 supports included small-group counseling, individual check-in/check-out routines, and sensory/movement break options. Tier 3 crisis intervention and coordination with co-located mental health providers were provided as intensive needs arose. The specialist utilized culturally responsive methods to affirm student racial and cultural identity. At the end of May, annual stakeholder engagement surveys were administered to evaluate lesson and activity relevance across students and staff.

Kindergarten Instructional Assistants RIS Strategy #10

Two full-time Instructional Assistants were embedded across the three kindergarten classrooms to build positive daily attendance routines and bridge gaps in preschool access and kindergarten readiness. Utilizing data-driven decision-making within the MTSS framework, assistants delivered small-group, culturally affirming early literacy and school readiness interventions. Progress was monitored across Fall, Winter, and Spring using FastBridge/CBM benchmarks. Formal Kindergarten Literacy Reports were submitted on schedule to building leadership.

After-School and Summer Programming RIS Strategy #4

Organized in partnership with the Myers-Wilkins Community School Collaborative (MWCSC), extended-day and summer

programming provided culturally responsive, safe, and academically enriching environments. These experiences were intentionally designed to enhance school pride, belonging, and day-school attendance. Protected Class student participation mirrored the overall building demographic profile. To ensure fidelity and evaluate outcomes, semester reports detailing program offerings and disaggregated attendance records were delivered to the principal and the Director of Advancing Equity.

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

The Site Enrichment Coordinator and Young Scholars Facilitator implemented the Young Scholars model to spot, nurture, and affirm academic potential among historically underserved students. By engaging Protected Class learners in rigorous critical thinking, problem-solving, and advanced enrichment cohorts during the school day, the program fostered academic self-confidence and school connectedness—critical drivers of consistent attendance. The facilitator worked alongside classroom teachers to infuse culturally sustaining, high-interest curriculum into classrooms, while providing targeted pull-out and push-in enrichment clusters to ensure students remained motivated and connected to the school community.

Achievement and Integration RIS Goal 4

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025- 26 SY)**	**On Track?**
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.	Check one of the following: ___ Achievement Goal _x__ Integration Goal ___ Teacher Equity	58.7% in 2021-22	Overall for 2025/2026, there were 453 enrolled students at Myers-Wilkins Elementary, which is the RIS, as measured by EduClimber, Duluth's data visualization tool. **247/453 (54.5%) were Protected Class students (**Black, American Indian, Two or More Races, Hispanic) Breakdown of student groups by enrollment: Black: 16.6% American Indian:22.5% Two or More Races: 9.5% Hispanic: 6%	Check **one** of the following: ___ Goal Met __X_ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

We know this was not met due to an analysis of the 2025/2026 demographic data extracted from Educlimber.

What strategies are in place to support this goal area? How well are you implementing your strategies? How do you know whether it is or is not helping you make progress toward your goal?

Ojibwe Immersion Classroom Assistants RIS Strategy #2

Immersion Classroom Assistants provided essential instructional and cultural support within the *Misaabekong* Ojibwe Language Immersion classrooms at Lowell Elementary. This strategy honored community demand from American Indian families in Duluth—particularly those in the Myers-Wilkins attendance boundary, which has the district's highest

concentration of American Indian students.

In-school Learning Opportunities and Field Trips RIS Strategy #3
Myers-Wilkins expanded hands-on, community-connected experiences to build cultural identity, racial pride, and school engagement. Students participated in experiential trips to regional nature and science learning centers, while community partners and cultural knowledge keepers were brought directly into K–5 classrooms. Evening Family Nights were hosted to connect classroom content with home learning. To eliminate participation barriers for protected-class and low-income families, all events were free of charge with district-provided transportation. The Site Enrichment Coordinator submitted an annual comprehensive summary report of all field trips, guest learning centers, and Family Nights to the Office of Educational Equity (OEE).

Equitable Enrollment Option Transportation RIS Strategy #8
Dedicated bus transportation routes were maintained between the Myers-Wilkins and Lowell attendance areas for the first couple years of this 3 year plan. Priority transfer status was granted to Protected Class students in the Myers-Wilkins boundary choosing to attend Lowell, while also providing transportation for White, Non-FRP families residing in the Lowell boundary who elected to attend Myers-Wilkins. However, this strategy has been grandfathered due to actual participation causing the exact opposite impact with more White students moving from Myers-Wilkins to Lowell and more Protected Class students moving from Lowell to Myers-Wilkins. This was actually causing more concentration and segregation.

Achievement and Integration RIS Goal 5

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025- 26 SY)**	**On Track?**
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.	Check one of the following: ___ Achievement Goal ___ Integration Goal _x__ Teacher Equity		Provide the result for the 2025-26 SY that directly ties back to the established goal.	Check **one** of the following: __X_ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Based on attendance reports and staff reports from ISD709 Human Resources, of the 56 Certified Myers-Wilkins Elementary Staff, 54 were in attendance on the March 2, 2026 Professional Development Day. During the March 2, 2026 Professional Development Day the Certified Elementary Staff received a full day training in Cultural Competency. That is a 96% attendance rate. We did achieve this goal.

What strategies are in place to support this goal area? How well are you implementing your strategies? How do you know whether it is or is not helping you make progress toward your goal?

RIS Professional Development RIS Strategy #5
By providing targeted workshops focused on Culturally Responsive Practices, Culturally Responsive Instruction, and Racial Identity Development, the initiative equipped educators to better recognize implicit bias, adjust grading practices, and transform day-to-day curriculum. Accountability and actionable follow-through served as core strengths of this strategy. This intentional focus on adult learning strengthened cultural fluency and competency across the building, increased student access to culturally responsive instruction, and established the instructional conditions necessary to close racial and economic achievement disparities for protected-class learners.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with your partnering RIS site(s) and non-RIS site(s) during the 2025–26 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*
Type response here

During the 2025–26 school year, Myers-Wilkins Elementary targeted RIS Goals by coordinating multi-tiered academic interventions, social-emotional learning, and culturally responsive family partnerships to accelerate achievement for protected-class students: Black, American Indian, and Two or More Races learners.

To drive reading and math proficiency (Goals 1 & 2), dedicated Interventionists delivered focused Tier 2 and 3 instruction to K–5 students identified within strategic and intensive MTSS bands. Utilizing culturally affirming intervention materials and FastBridge progress monitoring, specialists targeted annual gains, bridging foundational skill gaps while aligning pull-out interventions with classroom instruction.

Simultaneously, Integration Specialists, SEL Specialists, and the Family Engagement program targeted holistic student stability, attendance, and long-term graduation pathways (Goals 3 & 4). Specialists facilitated weekly Tier 3 check-ins and identity affirmation sessions, while implementing *Second Step* and restorative conflict resolution to foster belonging and reduce discipline disparities. Extending this network, the Office of Education Equity provided barrier-free family sessions with meals, childcare, and transportation, directly addressing chronic absenteeism.