

Duluth Public Schools Here are some of the things we are most proud of...

WIN, LLI Programming and Materials, Special Education Role in Academics, Teacher Collaboration, Standard Treatment Protocol = Academic Success

Conference Participation, Foundation, PTA, Garden Clubs, ECFE Play Area, Eagle Scouts, Junior League, Keyzone After school Programs, Partnerships with University Faculty & Students(UMD, UWS, St. Scholastica), Early Childhood Programming

### Reading Buddies, Battle of the Books, Bus Buddies, Giving Tree, Food Drive, etc



Duluth Public Schools

<b>CIT Members</b>	
Name- Sue Lehna	Role- Principal
Carrie Tessier	K Teacher
Susan Mikel	1st Gr. Teacher
Sherry Williams	2nd Gr. Teacher
Mary Davidson	3rd Gr. Teacher
Nancy Dallum	4th Gr. Teacher
Erica Wittmers-Graves	5th Gr. Teacher
Julie Davern	Intervention Teacher
Jodi Stacken	SpEd. Teacher



## Data Review

2016-2017 School Goals	Met/Not Met
1. Math https://docs.google.com/document/d/loZqS wlmaYe447CX0p3giK7Aj_NuOoca4n3S6gk rGmc0/edit	All student groups increased proficiency within the minimum to maximum expected range.
2. Readimg https://docs.google.com/document/d/1LWyO yHegw6HwCx-v8U5Akzf4zmTSUag5uN3_Y Ysv5ks/edit	Some student groups increased proficiency within the minimum to maximum expected range.
	Duluti Public School

Enrollment / Demographics						
	2013-2014	2014-2015	2015-2016	2016-2017		
All Students	546	515	496	490		
American Indian	6	8	6	6		
Asian	10	4	6	8		
Hispanic	9	11	9	9		
Black	6	4	6	4		
White	493	468	440	435		
More than one race	22	20	29	28		
English Learner	3	4	2	3		
Special Education	57	50	48	47		
Free or Reduced Lunch	146	117	101	75		

Data Review

Data Review Academic							
Reading Proficiency By Student Group							
	2013-2014	2014-2015	2015-2016	2016-2017			
All Students	71.9	69.0	80.3	80.9			
American Indian							
Asian							
Hispanic							
Black							
White	74.3	70.5	80.1	82.6			
「wo or more races							
Special Education	42.1	23.3	51.6	40.0			
Free or Reduced	56.0	54.2	61.7	71.8			

# Data Review

Academic

Math Proficiency By Student Group							
	2013-2014	2014-2015	2015-2016	2016-2017			
All Students	72.5	74.9	78.3	83.1			
American Indian							
Asian							
Hispanic							
Black							
White	68.2	76.3	80.2	84.2			
Two or more races							
Special Education	54.1	39.3	45.2	73.3			
Free or Reduced Lunch	52.0	53.4	56.5	70.3			

Reading Proficiency By Grade								
	2013-2014 2014-2015 2015-2016 2016-2017							
3	64.0	62.7	74.4	78.8				
4	56.5	72.9	80.8	77.9				
5	92.7	71.4	85.5	86.3				
Math Proficiency By Grade								
Grade	2013-2014	2014-2015	2015-2016	2016-2017				
3	70.5	75.6	81.6	81.3				
4	68.2	77.4	83.3	83.7				
5	78.1	71.4	70.4	84.4				

		Type of Data Collected					
Initiative	Academic	Student Non-Acade mic	Fidelity of Implementat ion	Program	Perception	Reflections / Observations	Next Steps
Win	X					MCA/Fast	
Guided Reading			Х		Х	Staff Training	Implementing practice profile.
LLI	Х		Х				
Behavioral referral forms		х					
CST data	Х	Х					
Moby Max	х					Data Review	Continue to examine use.
Outdoor Education				Х		Garden/Forest	
Reading Series							
Social Skills Group		Х				Does our behavior data indicate need.	Examine further
Recycling							
PLC's							
Peer Review							Need to implement a process.
Classroom Instructional Practices				х			
Department- alization						709	implement offic School review process

### **Data Review**

Academic

Reading Growth 2016-2017	Low	Medium	High
Proficient	21.9%	36.8%	21.9%
	34 students were proficient	57 students continued to	34 students made
	but made low growth	grow	exceptional growth
Not Proficient	5.8%	7.1%	6.5%
	9 students were not	11 students were not	10 students were not
	proficient and made low	proficient but made some	proficient but made
	growth	growth	exceptional growth
Math Growth 2016-2017	Low	Medium	High
Proficient	10.7%	36.0%	38.0%
	16 students were proficient	54 students continued to	57 students made
	but made low growth	grow	exceptional growth
	2.0% 3 students were not	8.0% 12 students were not proficient but made some	5.3% 8 students were not proficient but made

## Summary of CNA

#### Successes: MTSS Implementation:

WIN, LLI Programming and Materials, Special Education Role in Academics, Teacher Collaboration, Standard Treatment Protocol = Academic Success

#### Parent/Community Involvement:

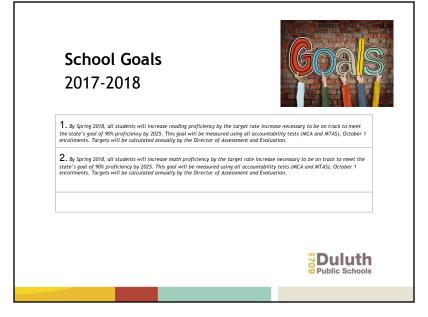
Conference Participation, Foundation, PTA, Garden Clubs, ECFE Play Area, Eagle Scouts, Junior League, Keyzone After school Programs, Partnerships with University Faculty & Students(UMD, UWS, St. Scholastica), Early Childhood Programming

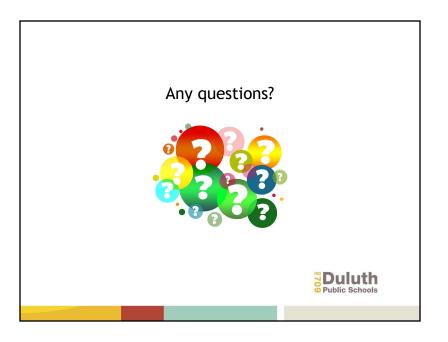
Multiple Others: Reading Buddies, Battle of the Books, Bus Buddies, Giving Tree, Food Drive, etc

#### Prioritized Concerns: Social/Emotional/Climate/Cultural:

Conflict Resolutions, Making friends in a positive way, how to control anger, I messages Lack of curriculum and time for teaching Social/Emotional/Climate/Cultural skills that influence the building climate.







## School Action Plan

### Initiatives

MTSS

Data Review Process, Intervention Protocol, WIN, PLC's - ongoing implementation.

Implementation of Social Emotional Groups

Working with SW intern to incorporate SEL for groups of students.

### **Instructional Practices (Practice Profile Focus)**

### • Guided Reading and Close Reading

Working with Stacy Gilpen to further implement our Guided Reading Practice as well as look deeper at Close Reading and other impactful reading strategies.

