



Duluth Public Schools are working to inspire every student to achieve their potential and preparing students to lead productive, fulfilling lives as citizens of Duluth and the wider world.

100 Day Entry Plan Update

John Magas
November 4, 2020

Three Critical Areas

- Alignment of district actions and resources to support and empower students, staff, and community
- Advancement of equity practices to ensure student success, safety and well-being
- Maximize learning for each student, every day



Three Phases

- **Phase 1:** Initial relationship building, listening, and learning.
- **Phase 2:** Strategic actions to support academic excellence, equity, cohesive leadership teams, and systems of continuous improvement for greater student success.
- **Phase 3:** Collective review of data from first two phases and additional sources. Begin developing a five-year strategic plan in collaboration with the board and community stakeholders, defining collective goals for the District.



PHASE 1 ACTIVITIES **COMPLETED**



Transition focused on relationship building and learning through:

- One-on-one meetings with central office administrators, principals, all school board members and student representatives
- Meetings with various stakeholders such as the Duluth Federation of Teachers president and other bargaining group members, community partners, officials of cities within our district, and a wide variety of other community members, staff, and higher education partners
- Engagement in an initial analysis of student achievement and climate data
- Review of financial data including an overview of the district budget, and attendance in a class on Minnesota finance and levies
- Facilitation of a needs analysis and hiring processes for key leadership positions
- Leadership of the development of our fall Return to Learning plans

PHASE 2 ACTIVITIES



Academic Excellence

Maximize learning for each student. With the recent Covid closures never has this purpose been more clear.

- **Develop cross-functional planning teams** to develop feasible and engaging learning plans to safely reopen schools in the fall of 2020 for in-person, hybrid, and enhanced distance learning models



- *Structured Cabinet, District Continuous Improvement, COVID Lead and other teams*
- *District plan on website*
- *Initial School board presentation and frequent updates*

- **Create a plan for professional learning** for the upcoming year that aligns with the delivery models



- *Documented professional learning plans*
- *Agenda for professional development days*
- *Professional development day evaluation results*
- *Professional learning is based on PD survey information, tailored to educators specific needs as they emerge. Landing page: www.ISD709.org/digital-learning-2*

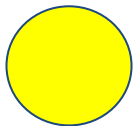
PHASE 2 ACTIVITIES



Academic Excellence

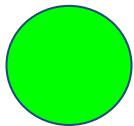
Setting a high bar of achievement, removing barriers to success, and modeling that we are all life-long learners are critical to creating a culture of academic excellence.

- **Support Implementation and Monitoring Team and Curriculum and Instruction Team** in the development of recommendations for a guaranteed and viable curriculum



- *Restructured Implementation and Monitoring as District Continuous Improvement*
- *Met to review World's Best Workforce plan with small steering committee*
- *Reviewed WBW plans with principals*
- *Produced next steps, person responsible, due dates*
- *Short term curricular focuses as opposed to long term due to COVID Return needs*

- **Begin development of a long-term professional development plan** that prioritizes student learning and student well-being, including a system for support and accountability



- [9.10.20 Staff Development Meeting](#)
- [10.7.20 Staff Development Meeting](#)
- *Met to reframe the staff development committee*
- *Director of Curriculum & Instruction is working to create a framework and has begun a [long-term staff development planning process](#)*

PHASE 2 ACTIVITIES



Equity

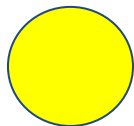
Increasing capacity to meet each students' learning and social emotional needs and courageously challenging and changing structures that do not is vital to the success of the district and community.

- **Review the Implementation and Accountability Plan** for the existing Education Equity Framework and consider next steps for revision and implementation



- *Formed a team to complete review process*
- *Met with the team to produce next steps, person responsible, and due dates*
- [Report on Review](#)

- **Complete an analysis of district policies, procedures and practices** and use the results to create a prioritized revision plan utilizing the Equity Framework and resources such as the Tool for Equity Accountability



- *Formed a team to complete review process*
- *Met with the team to produce next steps, person responsible, and due dates*
- *Documented plan to review new policies and procedures, but did not complete review of existing policies*
- *Considering MSBA support for this effort*
- [Report on Review](#)

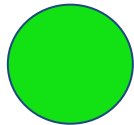
PHASE 2 ACTIVITIES



Equity

Increasing capacity to meet each students' learning and social emotional needs and courageously challenging and changing structures that do not is vital to the success of the district and community.

- **Conduct a review of district behavioral practices and plans** to ensure the ongoing implementation of current best practices in all Duluth Public Schools



- *Replaced climate coordinator to support district climate, culture and behavioral efforts*
- *Met with behavior team to conduct a review of district behavioral practices and plans*
- *Established steering team to consider next steps in improvement*

- **Launch dialog sessions with high school student groups** to discuss issues of equity, race, and power



- *Formed initial planning group to consider initial steps*
- *Launched initial dialog sessions with more to come*
- *Considering possible additional facilitation or support needs*

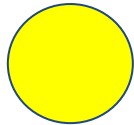
PHASE 2 ACTIVITIES



Cohesive Leadership Teams

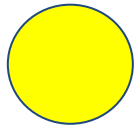
Cohesive, aligned leadership teams are essential to district success. A great board provides support, focused feedback and clarity of direction through proper governance for great district leaders. Great district leaders support and improve great principals. Great principals support and improve great teachers. Great teachers support and improve the efforts of our outstanding students.

- **Improve practices of hiring and consider next steps for improving onboarding** of new leaders at all levels



- *Hired key initial leadership positions of Assistant Superintendent and Director of Curriculum and Instruction using behavior based questioning and performance task*
- *Restructured and hiring Director of Human Resources position to focus on key priorities*
- *Director of Human Resources will focus on systemic improvements, including onboarding and talent development*

- **Propose, plan and participate in a board retreat** focused on governance, process/communication protocols, superintendent goal setting and evaluation, as well as planning for ongoing next steps



- *Collaborated with Board Chair to survey board members on needs*
- *Interviewed multiple retreat facilitators*
- *Governance and communication retreat set for Friday, November 13th*

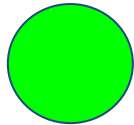
PHASE 2 ACTIVITIES



Cohesive Leadership Teams

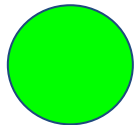
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- **Conduct a district self assessment of supports for instructional leadership** and prioritize steps to implement a principal support framework



- *Summary of self-assessment results*
- *List of next steps, person responsible, due dates*
- *Principal Support Framework*

- **Align district leadership entry plan efforts through a cabinet professional book study** on 100 Day Leadership by Reeves and Eaker



- *Cabinet professional learning focused on reflection on and application of readings*
- *Provided structure for additional continuous improvement efforts*

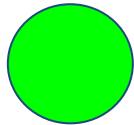
PHASE 2 ACTIVITIES



Continuous Improvement

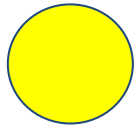
The constant drive to do better or create better outcomes impacts nearly every decision that we make as humans. Use of tools for root cause analysis, plan/do/study/act cycles of inquiry, and best practices of implementation and monitoring, all of which increase our understanding and ability to adapt.

- **Review current student achievement and behavior data** as well as previous continuous improvement plans to identify interim measures of success for our schools and district for the 2020-21 school year



- *Met with our climate and culture committee leadership to review past efforts, degree of implementation and next steps*
- *Reinstated the district climate and culture steering team to continue with these efforts*

- **Conduct an initiative audit** as well as begin exploration of improvement science based processes for implementation and monitoring



- *Reviewed all major district plans and participated in an initiative inventory to determine what is most important to our work at this time, as well as what initiatives we want to include in our next strategic planning process*
- *Began using various tools of improvement science as we continue our district continuous improvement efforts and strategic planning*

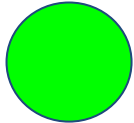
PHASE 2 ACTIVITIES



Continuous Improvement

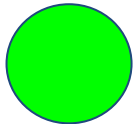
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- **Investigate initial steps for strategic, fiscally responsible allocation of limited resources** within the budgeting process



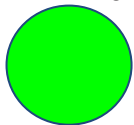
- *Reviewed processes used for budgeting*
- *Prioritized resources based on current needs as well as future planning*

- **Re-examine previous boundaries and study efforts** with the board and discuss potential next steps



- *School Board meeting topic on November 4th*
- *Next steps to be considered this evening*

- **Explore options for strategic planning** to begin in late fall or winter of the 2020-21 school year that include broad stakeholder input



- *Met with district leadership team to produce recommendations for strategic planning*
- *List of next steps, person responsible, due dates*

PHASE 3 ACTIVITIES



Planning for our ongoing work.

We have created a study and steering team, including school and central office leaders and other stakeholders to analyze lessons learned and data collected in Phase 2 and to inform next steps as we:

- Engage the district this winter in the development of a five-year strategic plan to begin in 2021-22
- Align organizational structures and resources to strategic priorities identified within the strategic plan through the clarification of structure, roles, and responsibilities

PHASE 3 ACTIVITIES



Conclusion

Thank you for your commitment and flexibility as we engaged in this plan for our District. In normal transition circumstances, this would have been an ambitious plan. Given the current realities with COVID-19 and the health and financial implications of this crisis, we did need to make minor adjustments as we prioritized student and staff safety and learning needs.

I believe it is vital that we are clear and transparent about our plans. I also believe deeply in community feedback and collective responsibility. As we engage in the strategic planning process, it is vital that we continue to move forward - our students, families, staff, and community are depending on us!

I am excited to continue our journey together!