

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Congdon Park Elementary School

Principal: Kathi Kusch Marshall

**High Achievement for All - Reading**

2015-2016 SMART Goal	The percentage of all students in grades 3-5 at Congdon Park Elementary School enrolled by October 1, 2015 who are proficient on the reading (all accountability tests) will increase from 85.4 % in 2015 to increase by 3% to 88.4 in 2016. In addition, the percentage of students receiving free or reduced price lunch in grades 3-5 who are proficient in reading (all accountability tests) will increase from 63.0% in 2015 to 68.0% in 2016 to increase by 5%. The percentage of special education students in grades 3-5 at Congdon Park School enrolled by October 1, 2015 who are proficient on the reading (all accountability tests) will increase from 38.5% in 2015 to 47.5% in 2016 to increase by 9%.	
2015-2016 SMART Goal Results	In moving toward closing the achievement gap, Congdon Park did not meet their SMART Goal in all three areas.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students in grades 3-5 at Congdon Park Elementary School enrolled by October 1, 2016 who are proficient on the reading (all accountability tests) will increase from 81.9 % in 2016 to increase by 7% to 88.4 in 2017. In addition, the percentage of students receiving free or reduced price lunch in grades 3-5 who are proficient in reading (all accountability tests) will increase from 51.8.% in 2016 to 68.0% in 2017 to increase by 17%. The percentage of special education students in grades 3-5 at Congdon Park School enrolled by October 1, 2016 who are proficient on the reading (all accountability tests) will increase from 38.5% in 2016 to 47.5% in 2017 to increase by 9%.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Professional Learning Communities K-5</li> <li>• All staff will work towards a MTSS model</li> <li>• Reading Comprehension: Building Comprehension of Textbook reading through SQ3R strategies.</li> <li>• Increase vocabulary and staff will administer and monitor common formative assessments i.e. guided reading groups, literacy centers, oral reading fluency, reading corps support, and implementation of a balanced literacy intervention program.</li> </ul>	

**High Achievement for All - Math**

2015-2016 SMART Goal	The percentage of all students in grades 3-5 at Congdon Park School enrolled by October 1, 2015 who are proficient on the math (all accountability tests) will increase from 85.8% in 2015 to 87.8% with an increase of 2%. In addition, the percentage of students receiving free and reduced price lunch in grades 3-5 who are proficient in math (all accountability tests) will increase from 59.3 % to 64.3% with an increase of 5% in 2016. The percentage of special education students in grades 3-5 who are proficient in math (all accountability tests) will increase from 38.5% in 2015 to 46.5% in 2016 with an increase of 7%.	
2015-2016 SMART Goal Results	In reviewing the 2015-2016 SMART goals two out of three goals were not met however the Sped goal met and exceeded.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students in grades 3-5 at Congdon Park School enrolled by October 1, 2015 who are proficient on the math (all accountability tests) will increase from 83.8% in 2016 to 87.8% with an increase of 4%. In addition, the percentage of students receiving free and reduced price lunch in grades 3-5 who are proficient in math (all accountability tests) will increase from 55.4 % to 65.3% with an increase of 10% in 2017. The percentage of special education students in grades 3-5 who are proficient in math (all accountability tests) will increase from 53.8% in 2016 to 60.5% in 2017 with an increase of 7%.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• Common Formative assessments developed by teams</li> <li>• Math curriculum mapping alignment</li> <li>• Math problem of the day</li> <li>• Fact fluency monitored bi-weekly</li> <li>• Math Vocabulary throughout school</li> <li>• Small guided math intervention/enrichment groups</li> </ul>	

**Safe and Welcoming Environment**

2015-2016 SMART Goal	By Spring of 2016 The percentage of Congdon Park staff who reported bullying behaviors is not a problem will increase from 37% to 50%. By Spring 2016 Congdon Park students will increase the number of students reporting they have never been bullied with in the last 30 days from 61% to 80%. <input type="checkbox"/> Reduce the use and disproportionality in the use of Out-of-School suspension (OSS) as a discipline consequence. (Less than 1%) <input type="checkbox"/> Reduce the use and disproportionality in the use of Out-of-School suspension (OSS) as a discipline consequence. (Less than 1%) <input type="checkbox"/> Increase family and community involvement, engagement and satisfaction, and deepen our community partnerships.	
2015-2016 SMART Goal Results	Goals were met	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	By Spring of 2017 The percentage of Congdon Park staff who reported bullying behaviors is not a problem will increase from 47% to 60%. By Spring 2017 Congdon Park students will increase the number of students reporting they have never been bullied with in the last 30 days from 71% to 90%. <input type="checkbox"/> Reduce the use and disproportionality in the use of Out-of-School suspension (OSS) as a discipline consequence. (Less than 1%) <input type="checkbox"/> To Increase family and community involvement, engagement and satisfaction, and deepen our community partnerships.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Implement common consistent proactive language to be used cross settings to facilitate a safe and welcoming environment using the Power of Words, Responsive Classroom</li> <li>• Monthly All School Morning Meetings</li> <li>• Increase Staff Development on Cultural Awareness</li> <li>• Continue to work towards a PBIS system</li> <li>• Implement a school wide pro-social instructional module to be aligned with Teaching Tolerance Anti-Bias Framework.</li> </ul>	

**Effective and Efficient Systems**

2015-2016 SMART Goal	To increase communications and understanding with families and staff from 85% to 100% by providing information about school programming, parents and staff will be better informed and able to support students which will help them be more successful	
2015-2016 SMART Goal Results	Goals increased from 85% to 92%,	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	To increase communications and understanding with families and staff from 92% to 100% by providing information about school programming, parents and staff will be better informed and able to support students which will help them be more successful for the 2016-2017 school year.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Monthly "Coffee with Kathi"</li> <li>• Provide ongoing family nights at least three times per year.</li> <li>• Provide ways to support all children in the digital age in regards to digital citizenship and technology (see technology plan)</li> <li>• Meet with CIT team to review student data and school goals working on alignment</li> <li>• Evaluation support systems currently in place and review plan moving forward.</li> <li>• Increase the after school clubs and activates offered at Congdon Park</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Homecroft Elementary School

Principal: Amy Worden

**High Achievement for All - Reading**

**2015-2016 SMART Goal** The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 64.6% in 2015 to 68.6% in 2016. In addition, the percentage of white students in grades 3-5 who are proficient in reading (all accountability tests) will increase from 63.2 % in 2015 to 67.2% in 2016 and the percentage of students receiving special education services in 3-5 who are proficient in reading (all accountability tests) will increase from 25.0 % in 2015 to 36.0% in 2016.

**2015-2016 Results** 66.3% of students in grades 3-5 enrolled by October 1 at Homecroft were proficient in reading as measured by all accountability tests. White students were 65.4 % proficient, and students receiving special education services remained at 25% proficient.

Met  
 Not Met

**2016-2017 SMART Goal** The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 66.3% in 2016 to 70.3% in 2017. In addition, the percentage of students receiving free and reduced lunch in grades 3-5 who are proficient in reading (all accountability tests) will increase from 54.9 % in 2016 to 61.9% in 2017 and the percentage of students receiving special education services in 3-5 who are proficient in reading (all accountability tests) will increase from 25.0 % in 2016 to 36.0% in 2017.

**2016-2017 Key Strategies**

- Continue implementation of Guided Reading strategies.
- Utilize FAST benchmark data to identify appropriate interventions and monitor progress.
- Incorporate strategy lessons to enhance critical thinking about fiction and non-fiction text.

**High Achievement for All - Math**

**2015-2016 SMART Goal** The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 78.4% in 2015 to 80.4% in 2016.

**2015-2016 Results** 73.3% of students in grades 3-5 enrolled by October 1 at Homecroft were proficient in math (all accountability tests).

Met  
 Not Met

**2016-2017 SMART Goal** The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 73.3% in 2016 to 77.3% in 2017. In addition, the percentage of students receiving free and reduced lunch in grades 3-5 who are proficient in math (all accountability tests) will increase from 62.7 % in 2016 to 69.7% in 2017 and the percentage of students receiving special education services in 3-5 who are proficient in math (all accountability tests) will increase from 25.0 % in 2016 to 36.0% in 2017.

**2016-2017 Key Strategies**

- Enhance strategies to promote mathematical understanding and development of number sense.
- Examine new summative assessments and align instructional practices.
- Explore Cognitively Guided Instruction practices.

**Safe and Welcoming Environment**

**2015-2016 SMART Goal** Develop and implement plans, training for SECL.

**2015-2016 Results** Anti-bullying strategies have been implemented. Responsive Classroom protocol to develop and enhance school culture exists in classrooms at each grade level.

Met  
 Not Met

**2016-2017 SMART Goal** Introduce PBIS systems throughout the school to create consistent expectations, promote positive behavior, and provide a tiered response to support more intensive behaviors.

**2016-2017 Key Strategies**

- Create consistent expectations in each space of the building.
- Teach expectations so all students can be successful and re-teach students who need more assistance.
- Implement data system for measuring effectiveness.

**Effective and Efficient Systems**

**2015-2016 SMART Goal** Implement use of Chrome Book technology.

**2015-2016 Results** Every grade level has a chromebook cart. Staff have access to ongoing training to promote use of technology to enhance and individualize instruction.

Met  
 Not Met

**2016-2017 SMART Goal** Develop MTSS framework for Homecroft Elementary School.

**2016-2017 Key Strategies**

- Introduce tiered system of response for academic and behavioral needs.
- Collect building wide data to inform practices and area for improvement.
- Secure resources (human and material) to conduct a variety of SRBIs.

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Lakewood Elementary School

Principal: Darren Sheldon

**High Achievement for All - Reading**

2015-2016 SMART Goal **Grades 3-5 will increase their percentage of proficient students from 62.2% in 2014-15 to at least 66.2% in 2015-16 on MCA Reading.**

2015-2016 SMART Goal Results Grades 3-5 increased from 62.2% proficiency in 2014-15 to 64.5% proficiency in 2015-16.  Met  
 Not Met (but close)

2016-2017 SMART Goal Each grade level is developing a goal regarding FAST (aReading & composite reading assessment) data to determine proficiency from fall to spring. In the fall our proficiency rate was 52.6%. Our goal is to increase this proficiency to an overall performance rate of 70% on FAST (aReading & composite).

- 2016-2017 Key Strategies
- FAST will inform us of our percentage of proficient students K-5. This data will be discussed in PLC to determine Tier 1-2 Interventions. Tier 1 Interventions done by classroom teachers and Tier 2 Interventions done by Classroom Teachers and All Americorp (Reading Corp and True North).
  - All Americorp (Reading Corp and True North) will work with those students just under proficiency. Reading Corp will work in the area of Reading K-3. True North will work in the area of Reading 4-5 and Math K-3. Americorp will work with classroom teachers to ensure a flexible schedule so that specific academic gains can be met.
  - The principal will also use this data to determine school professional development (Guided Reading, Daily 5, etc) and curricular needs.
  - PD Days, Grade Level Meetings, and School PLC meetings will be utilized to look at student data, common assessments, possible interventions & student groupings, and professional development.
  - Staff will continue to look at essential benchmarks during the PLC process.

**High Achievement for All - Math**

2015-2016 SMART Goal We did not have a SMART goal for math as we focused on just reading so our second goal was: The number of students receiving free or reduced price lunch in grades 3-5 who are proficient on the reading (all accountability tests) will increase from 44% in 2014-15 to 56.2% in 2015-16.

2015-2016 SMART Goal Results The percentage of free/reduced lunch students increased from 44% in 2014-15 to 44.7% in 2015-16. This increase did not meet our target of 56.2%.  Met  
 Not Met

2016-2017 SMART Goal Our students will increase from 71.1% in 2015-16 to 74.9% (target set to reduce gap).

- 2016-2017 Key Strategies
- Continue to use Math Expressions to teach the standards.
  - Utilize True North to help with some math interventions.
  - Teachers continue to discuss data during the PLC process.

**Safe and Welcoming Environment**

2015-2016 SMART Goal Parent satisfaction with the office will increase throughout the 2015-2016 School Year

2015-2016 SMART Goal Results Initial results are that this has improved slightly; however, this will be an on-going goal.  Met  
 Not Met  
 Partially Met

2016-2017 SMART Goal Parent satisfaction with the office will increase throughout the 2016-2017 School Year.

- 2016-2017 Key Strategies
- Principal will talk with office staff once a month.
  - Principal will report any dissonance from parents to the office staff to be taken as a learning opportunity.
  - Parents will re-take this portion of the survey this year.
  - PBIS Team will also help through that process.

**Effective and Efficient Systems**

2015-2016 SMART Goal	Bullying among students and staff at the school will decrease.	
2015-2016 SMART Goal Results	We will be looking at data with our PBIS team.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Don't know at this time.
2016-2017 SMART Goal	Positive Behavior Interventions and Supports (PBIS) Implementation	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• This process will help us align a system of supports regarding student behavior across the building.</li> <li>• Team will attend three trainings throughout the year and bring back strategies for the entire school.</li> <li>• Develop positive strategies to use for students and staff.</li> <li>• Develop and implement a behavior matrix regarding behavior expectations throughout the building.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Laura MacArthur Elementary School

Principal: Nathan K. Glöckle

**High Achievement for All - Reading**

2015-2016 SMART Goal	By Spring 2016, all student groups will increase reading proficiency within minimum to maximum proficiency rate gain expectations, as measured by all accountability tests (October 1).
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2015-2016 SMART Goal Results	Laura MacArthur did not meet proficiency rate gain expectations.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
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2016-2017 SMART Goal	By Spring 2017, all student groups will increase reading proficiency within minimum to maximum proficiency rate gain expectations, as measured by all accountability tests (October 1).
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2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Implement to fidelity the 7 main comprehension strategies</li> <li>• Develop practice profiles of each chosen instructional strategy</li> <li>• Develop and start to build a Laura MacArthur cannon</li> <li>• Develop a process to provide students increased opportunities to respond directly in writing to selected readings.</li> <li>• Monitor and adjust based off of data collection in our PDSA cycles of continuous improvement</li> </ul>
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**High Achievement for All - Math**

2015-2016 SMART Goal	By Spring 2016, all student groups will increase math proficiency within minimum to maximum proficiency rate gain expectations, as measured by all accountability tests (October 1).
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2015-2016 SMART Goal Results	Laura MacArthur did not meet proficiency rate gain expectations.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
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2016-2017 SMART Goal	By Spring 2017, all student groups will increase math proficiency within minimum to maximum proficiency rate gain expectations, as measured by all accountability tests (October 1).
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2015-2016 Key Strategies	<ul style="list-style-type: none"> <li>• Implement to fidelity the 5 core structures of math expressions</li> <li>• Develop practice profiles of each chosen instructional strategy</li> <li>• Monitor and adjust based off of data collection in our PDSA cycles of continuous improvement</li> </ul>
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**Safe and Welcoming Environment**

2015-2016 SMART Goal	Laura MacArthur will implement the first 20 days of behavior workshop, (as outlined by the practice profile) to help align staff in common behavioral and measured by walk-through data for the 2015-16 school year.	
2015-2016 SMART Goal Results	Laura MacArthur implemented the first 20 days of behavior workshop as outlined by the practice profile.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	Laura MacArthur will implement a Peacemaker Series, (as outlined by the yet to be developed practice profile) to help align students and staff in common understanding of Peacemaker qualities and characteristics.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Provide opportunities for staff to participate in Restorative Learning</li> <li>• Develop definitions of our Peacemaker framework</li> <li>• Implement common school wide language, developed through the implementation of practice profiles</li> </ul>	

**Effective and Efficient Systems**

2015-2016 SMART Goal	Increase teamwork, cooperation, and communication across bargaining units for the 2015-16 school year as measured by 12 Question Gallup Poll survey of employee engagement and the district survey in the Spring of 2016.	
2015-20156 SMART Goal Results	Laura MacArthur met their goal. The district survey was not administered this past spring.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	Increase teamwork, cooperation, and communication across bargaining units for the 2016-17 school year as measured by 12 Question Gallup Poll survey of employee engagement and the district survey in the Spring of 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Provide opportunities to participate in Restorative Learning workshops</li> <li>• Conversations throughout the school year with staff</li> <li>• Implement Restorative Learning inspired language of Focused, Appropriate, Cooperative language throughout the building.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Lester Park

Principal: Sue Lehna

**High Achievement for All - Reading**

2015-2016 SMART Goal	<b>Current MMR Data 67.82% FR 74.97%</b> SMART Goal: The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 69.0% in 2015 to 74.0 % in 2016. In addition, the percentage of students receiving free or reduced price lunch in grades 3-5 who are proficient in reading (all accountability tests) will increase from 54.2 % in 2015 to 62.2% in 2016 and the percentage of students receiving special education services in grades 3-5 who are proficient in reading (all accountability tests) will increase from 23.3% in 2015to 38.0 % in 2016.	
2015-2016 SMART Goal Results	LP demonstrated growth in all area with an MMR of 90.89% from 67.82% and a FR of 92.16% from 74.97%. LP increased our scores on reading (all accountability tests) for all students in grades 3-5 by meeting our goal of 74% with a score of 80.3% LP did not meet the goal of 62.2% (our score was 61.2) for our Free/Reduced students but demonstrated a significant gain from 54.2% in 14-15. LP met the goal of 38.% for our student receiving special services with 51.6% of our students scoring proficient. This is a significant increase from 23.3% in 2015. <b>**All scores did meet the minimum to maximum expected range of increase in proficiency.</b>	Met Not Met X Partially Met
2016-2017 SMART Goal	<b>SMART Goal: The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 80.3% in 2016 to 82.3% in 2017.</b>	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● PLC work with a focus on standards and formative assessments</li> <li>● Implementation of LLI for our most at risk students.</li> <li>● Continued implementation of MTSS and increase staff development in the area of progress monitoring and guided reading.</li> </ul>	

**High Achievement for All - Math**

2015-2016 SMART Goal	<b>SMART Goal: The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 74.9% in 2015 to 76.9% in 2016. In addition, the percentage of students receiving free and reduced price lunch in grades 3-5 who are proficient in math (all accountability tests) will increase from 53.40%in 2015 to 59.4% in 2016and the percentage of students receiving special education services in grades 3-5 who are proficient in math (all accountability tests) will increase from 39.1% in 2015 to 47.1% in 2016.</b>	
2015-2016 SMART Goal Results	LP increased our scores in math (all accountability tests) for all students in grades 3-5 by meeting our goal of 76.9% with a score of 78.3% LP did not meet the goal of 59.4% (our score was 56.5%) for our Free/Reduced students but demonstrated a gain from 53.4% in 14-15. LP did not meet the goal of 47.1% for our students receiving special services. We did demonstrate an increase from 39.1% to 45.2% which is a significant increase. <b>**All scores did meet the minimum to maximum expected range of increase in proficiency.</b>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Partially Met
2016-2017 SMART Goal	<b>SMART Goal: The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 78.3 % in 2016 to 81.3% in 2017.</b>	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● PLC work with a focus on standards and formative assessments</li> <li>● Identification of math strategies and a standard treatment protocol for our most at risk students.</li> </ul>	



Safe and Welcoming Environment		
2015-2016 SMART Goal	<b>Element 5: Teamwork and Cooperation</b> To Increase school district atmosphere of trust and respect among all employee groups from 40% of all surveyed believe this to be true to 50% of those surveyed believe this to be true by spring 2016 as measured by staff survey	
2015-2016 SMART Goal Results	<b>Key Strategies:</b> <ul style="list-style-type: none"> <li>Cultural Sharing -In 15-16, 83.3 % of all surveyed reported an increased atmosphere of trust and respect among all employee groups from 40% in the spring of 2015.</li> <li>Introduce the Anti-bias Framework &amp;/or Teaching Tolerance to staff .</li> </ul>	X Met - Cultural Sharing X Not Met- Anti-bias Framework & Teaching Tolerance.
2016-2017 SMART Goal	To increase the recognition of staff from 75% of staff believe they were recognized in spring of 2015 to 85 % of staff will believe they have been recognized for their work in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>Develop varied strategies for providing feedback to staff following informal observations and walkthroughs by any observer.</li> <li>Develop opportunities &amp; procedures for teachers to participate in peer observations and classroom visits.</li> </ul>	
Effective and Efficient Systems		
2015-2016 SMART Goal	<b>Element 6: Professional Responsibilities and Values</b> Increase the percentage of teachers receiving professional growth support from 64% to a minimum of 75% by spring 2016 as measured by school district staff survey.	
2015-2016 SMART Goal Results	<b>Key Strategies:</b> <ul style="list-style-type: none"> <li>Implementation of TD&amp;E</li> <li>Implementation of Teachscape</li> <li>Classroom Walkthroughs - Focus on Engagement and Reading</li> </ul> Results In 15-16,: 85.7 % of certified staff report they received professional growth support in one or more of the key strategies. This is an increase from 64% in spring of 2015.	X Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	<b>Element 6: Professional Responsibilities and Values</b> Increase the percentage of teachers receiving professional growth support from 85.7% in 2016 to a minimum of 90% by spring 2017 as measured by school district staff survey.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>Continued Implementation and understanding of TD&amp;E</li> <li>Continued Implementation and understanding of My Learning Plan (previously Teachscape)</li> <li>Classroom Walkthroughs - Focus on Engagement and Guided Reading</li> <li>Ongoing professional development with focus on Guided Reading.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Lowell Elementary School

Principal: Jen Larva

**High Achievement for All - Reading**

2015-16 SMART Goal In the spring of 2016, the percentage of 3-5 grade students meeting or exceeding Minnesota Reading performance standards will increase from 56.0 % to 65 % as measured by the Reading MCA.

2015-16 SMART Goal Results 65.8% of Lowell 3-5 graders met proficiency targets on the 2016 Reading MCA.  Met  
 Not Met

2016-17 SMART Goal In the spring of 2017, the percentage of 3-5 grade students meeting or exceeding Minnesota Reading performance standards will increase from 65.8 % to 78.4 % as measured by the Reading MCA by focusing on collaboration between general education and special education supports.

2016-17 Key Strategies

- Continuous Improvement team process with guidance by MDE RCE advocate
- Guided Reading Practice Profile
- MTSS process

**High Achievement for All - Math**

2015-2016 SMART Goal In the spring of 2016, the percentage of 3-5 grade students meeting or exceeding Minnesota mathematics performance standards will increase from 72.0 % to 75 % as measured by the Mathematics MCA.

2015-2016 SMART Goal Results 74.0% of students in grades 3-5 met proficiency targets on the 2016 Mathematics MCA.  Met  
 Not Met

2016-2017 SMART Goal In the spring of 2017, the percentage of 3-5 grade students meeting or exceeding Minnesota mathematics performance standards will increase from 74.0 % to 78.7 % as measured by the Mathematics MCA by focusing on collaboration between general education and special education supports.

2016-2017 Key Strategies

- Continuous Improvement team process with guidance by MDE RCE advocate
- "Math Talk" Practice Profile
- MTSS process

**Safe and Welcoming Environment**

2015-2016 SMART Goal During the 2015-16 school year, Lowell ES will decrease bullying among students through the annual student staff survey as we increase awareness about bullying and prepare to provide behavior interventions through PBIS.

2015-2016 SMART Goal Results Bully survey data was changed during the school year. According to Infinite Campus data, there was a decrease from 19 bullying reports in 2014-15 to 6 during the 2015-16 school year.  Met  
 Not Met

2016-2017 SMART Goal During the 2016-2017 school year, staff will implement Positive Behavior Interventions and Supports (PBIS) structures and develop procedures for core (Tier I) implementation.

2016-2017 Key Strategies

- PBIS model implementation
- Develop behavior matrix
- Develop plan and implement teaching behavior expectations

**Effective and Efficient Systems**

2015-2016 SMART Goal Teachers will participate in the Professional Learning Community (PLC) model in efforts to support Multiple Tiered Systems of Support (MTSS) as Lowell implements a pilot program during the 2015-2016 school year.

2015-2016 SMART Goal Results 100% of classroom teachers participated in grade-level PLC teams during the 2015-16 school year.  Met  
 Not Met

2016-2017 SMART Goal 100% of teachers will participate in the PLC model and strengthen the connection between PLCs and MTSS through data-review meetings with intervention support personnel.

2016-2017 Key Strategies

- Continue to work through the PLC process in grade-level teams
- Develop common formative assessments and use data to inform instruction
- Participate in all MTSS Cohort II activities as directed by DW-MTSS Leadership

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Myers-Wilkins Elementary

Principal: Elisa Maldonado

**High Achievement for All - Reading**

<p>2015-2016 SMART GOAL</p>	<p>The proficiency of the students in sub groups listed below enrolled the full academic year of 2015-2016 for all grades tested within Myer-Wilkins Elementary School on all state Reading accountability tests (MCA) will increase by moving up at least one achievement level to show proficiency as follow by the end of the school year.</p> <p>All students: 60.1% to 72.9%          American Indian: 39.0% to 59.6%          Hispanic: 50.1% to 69.6%          Black: 28.3% to 54.2%          White: 64.8% to 75.4%          Non-FRP: 73.7% to 81.8%          FRP: 42.9% to 61.5%</p>	
<p>2015-2016 SMART Goal Results</p>	<p>All students from 60.1% to 63.1% so our goal of 72.9% was not met.          American Indian went from 39.0% to 44.8% so our goal of 59.6% was not met.          Hispanic went from 50.1% to 55.3% so our goal of 69.6% was not met.          Black went from 28.3% to 35.3% so our goal of 54.2% was not met.          White went from 64.8% to 67.8% so our goal of 75.4% was met.          Non-FRP went from 73.7% to 75.8% so our goal of 81.8% was not met.          FRP went from 42.9% to 45.8% so our goal of 61.5% was not met.</p>	<p style="text-align: center;"><input type="checkbox"/> Met  <input checked="" type="checkbox"/> Not Met</p>
<p>2016-2017 SMART Goal</p>	<p>The proficiency of the students in sub groups listed below enrolled the full academic year of 2016-2017 for all grades tested within Myer-Wilkins Elementary School on all state Reading accountability tests (MCA) will increase by moving up at least one achievement level to show proficiency as follow by the end of the school year.</p> <p>All students: 63.1% to 78.25%          American Indian: 44.8% to 67.7%          Hispanic: 55.3% to 75.7%          Black: 35.3% to 63.4%          White: 67.8% to 80.3%          Non-FRP: 75.8% to 85.4%          FRP: 45.8% to 69.2%</p>	
<p>2016-2017 Key Strategies</p>	<ul style="list-style-type: none"> <li>● Stay on target with curriculum map</li> <li>● PLC focus - WIN time, formative common assessments, and training on guided reading</li> <li>● Using assessments to drive instruction:: FAST, running records, benchmarks, fluency, formative common assessments</li> <li>● Minimum of 1 reading family night with feedback from parents</li> <li>● Review assessment data regularly through learning teams and data days</li> <li>● Determine students for after school and identify specific goals for those students</li> <li>● Weekly PLC notes using a data form on google docs to Principal, interventionists, SPED and teacher</li> <li>● Practices that promote student engagement</li> </ul>	

**High Achievement for All - Math**

<p>2015-2016 SMART Goal</p>	<p>The proficiency GAP between the students in subgroups listed below enrolled the full academic year for all grades (3rd - 5th) within Myers-Wilkins Elementary on all state math accountability tests (MCA) will decrease within our school, by increasing the proficiency of the students in sub-groups listed below as follows within our school.</p> <p>All students: 58.3% to 70.1%          Hispanic: 39.5% to 58.0%          American Indian: 45.3% to 66.2%          Black: 25.0% to 57.4%          White: 62.8% to 72.5%          Non-FRP: 71.3% to 78.2%          FRP: 41.4% to 60.6%</p>	
<p>2015-2016 SMART Goal Results</p>	<p>All students from 58.3% to 59.1% so our goal of 70.1% was not met.          American Indian went from 39.5% to 35.9% so our goal of 58.0% was not met.          Hispanic went from 45.3% to 37.2% so our goal of 66.2% was not met.          Black went from 25.0% to 30.5% so our goal of 57.4% was not met.          White went from 62.8% to 34.4% so our goal of 72.5% was met.          Non-FRP went from 71.3% to 72.1% so our goal of 78.2% was not met.          FRP went from 41.1 % to 41.3% so our goal of 60.6% was not met.</p>	<p align="center"> <input type="checkbox"/> Met  <input checked="" type="checkbox"/> Not Met         </p>
<p>2016-2017 SMART Goal</p>	<p>The proficiency GAP between the students in subgroups listed below enrolled the full academic year for all grades (3rd - 5th) within Myers-Wilkins Elementary on all state math accountability tests (MCA) will decrease within our school, by increasing the proficiency of the students in sub-groups listed below as follows within our school.</p> <p>All students: 59.1% to 74.9%          Hispanic: 35.9% to 64.0%          American Indian: 37.2% to 81.8%          Black: 30.5% to 63.5%          White: 64.4% to 76.4%          Non-FRP: 72.1% to 81.3%          FRP: 41.3% to 66.2%</p>	
<p>2016-2017 Key Strategies</p>	<ul style="list-style-type: none"> <li>● Stay on target with curriculum map</li> <li>● PLC focus - WIN time and formative common assessments</li> <li>● Develop common formative assessments that will be used on a regular basis to give more data on student academic achievement</li> <li>● Consistent use of quick quizzes, unit tests, FAST to determine growth</li> <li>● A minimum of 1 family math night with parent feedback</li> <li>● Review assessment data regularly through learning teams and data days</li> <li>● Determine students for after school and identify specific goals for those students</li> <li>● Weekly PLC notes using a data form on google docs to Principal, interventionists, SPED and teacher</li> <li>● Practices that promote student engagement</li> </ul>	

**Safe and Welcoming Environment**

2015-2016 SMART Goal	The percentage of 5th grade students who will be surveyed in the spring of 2016 who feel safe on the playground will increase from 2014-2015 survey report of 82% feeling safe to 85% feeling safe as reported from the 2016 survey.	
2015-2016 SMART Goal Results	The spring of 2016 was not administered.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met *Results were not able to be determined.
2016-2017 SMART Goal	To reduce the number of office discipline referrals in the 2016-2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● To develop and implement a constant reporting system to document student behavior by June 2017. This will help us establish a baseline data.</li> <li>● Establish a climate committee to research evidence based practices such as PBIS and responsive classroom.</li> <li>● Monthly training for playground staff</li> <li>● Applying to be accepted as a PBIS cohort through the state of Minnesota.</li> <li>● Creating a PBIS behavior matrix and reward system.</li> </ul>	

**Effective and Efficient Systems**

2015-2016 SMART Goal	The percentage of 5th grade students who score proficient on the science MCA assessment will increase from 43.3% proficient in 2015 to 50% on the 2015-2016 science MCA assessment.	
2015-2016 SMART Goal Results	5th graders science MCA results was 63.5% meeting our goal of 50%.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	To implement MTSS (Multi-tiered System of Supports) to create a predictable system of academic support as well as strength core instruction in the classroom.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● Conduct an MTSS needs assessment</li> <li>● Create a MTSS plan of implementation</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Stowe Elementary School

Principal: Cynthia Maldonado

**High Achievement for All - Reading**

2014-2015 SMART Goal The percentage of all students in the grades 3-5 at Stowe Elementary School enrolled October 1 and test day who are proficient in reading (all accountability tests) will increase from 47.9% to 54.9% on the 2015.

2014-2015 SMART Goal Results	Students who demonstrated proficiency on the 2015 MCA reading test (all accountability tests) increased from, 47.9% to 53.5%	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
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2015-2016 SMART Goal The percentage of students in grades 3-5 at Stowe Elementary School enrolled October 1 and test day who are proficient in reading (all accountability tests) will increase from 53.5% to 58.5% on the 2014-2015 MCAs.

2016-2017 SMART Goal By the spring of 2017, the percentage of students that score in the at-risk category on the reading FAST test would decrease by 17.5% (by moving these students into the proficient category).

- 2016-2017 Key Strategies
- Teachers will use district pacing guide to implement Harcourt Storytown to deliver instruction aligned with the MN state ELA standards.
  - Teachers will meet in PLC's to review formative assessments in order to design differentiated instruction to best meet the needs of each student.
  - Intervention resources will be utilized to meet the needs of each student. They could include: Harcourt leveled readers, Harcourt Strategic Intervention Kits, Harcourt Intensive Intervention Kits, Differentiated Instructional Strategies listed in Storytown, and utilizing Title 1 and Reading Corp.

**High Achievement for All - Math**

2014-2015 SMART Goal The percentage of all students in grades 3-5 at Stowe Elementary School enrolled October 1 and test day who are proficient in math (all accountability tests) will increase from 59.4% to 64.4% on the 2014-2015 MCA's.

2014-2015 SMART Goal Results	Students who demonstrated proficiency on the 2015 MCA reading test (all accountability tests) was 58.2%.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
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2015-2016 SMART Goal The percentage of all students in grades 3-5 at Stowe Elementary School enrolled October 1 and test day who are proficient in math (all accountability tests) will increase from 58.2% to 63.2%.

2016-2017 SMART Goal By the spring of 2017, the percentage of students that score in the at-risk category on the math FAST test would decrease by 16% (by moving these students into the proficient category).

- 2016-2017 Key Strategies
- Teachers will use the district pacing guide to implement Math Expressions, Rational Number Project (grades 3 & 4), and Calendar Math Materials to deliver instruction based on the MN math standards.
  - Teachers will meet in PLC's to review formative assessments in order to design differentiated instruction to best meet the needs of each student.
  - Teachers will utilize the following intervention strategies: differentiated strategies listed in Math Expressions. During PLC meetings, teachers will share strategies on how they are differentiating within their own classrooms. And, strategies from the Guided Math book by Laney Sammons will be tried and shared.

**Safe and Welcoming Environment**

2014-2015 SMART Goal	In order to support the Duluth Public School's aim or a Safe and Welcoming Environment for Everyone In our Schools, the goal that Stowe has chosen to focus on is: To increase family and community involvement, engagement, and satisfaction, and deepen our community partnerships.	
2014-2015 SMART Goal Results	Stowe implemented a plan to address chronic absenteeism, as well as an anti-bullying policy.	X <input type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	In order to support the Duluth Public School's aim or a Safe and Welcoming Environment for Everyone In our Schools, the goal that Stowe has chosen to focus on is: To increase family and community involvement, engagement, and satisfaction, and deepen our community partnerships.	
2016-2017 SMART Goal	To ensure school climate feels safe and welcoming to everyone at Stowe, by May of 2017, Stowe will implement 3 parent and 3 staff suggestions to increase our aim to be safe and welcoming. A survey will be sent to parents and staff in the fall to obtain suggestions.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● Find more resources and activities for teaching kindness, empathy and creating positive learning environments. Taylor Walling will come to classes MindUp. strategies throughout the year to classes and to staff during staff and PLC meetings.</li> <li>● Create a school motto that we repeat daily and is posted all over the school. All staff and students are able to repeat the motto and explain why it is important "Work hard, be kind"</li> <li>● Use a survey in the fall and the spring to see what students, families and staff would like to see and are proud of about Stowe.</li> </ul>	

**Effective and Efficient Systems**

2014-2015 SMART Goal	In order to support the Duluth Public School's aim of Effective and Efficient Systems that Make the Best Use of Resources, the goal that Stowe has chosen to focus on is: expand and improve community use of facilities that support the needs of families and the greater community.	
2014-2015 SMART Goal Results	Stowe planned and executed an MCA Parent Night and a Title 1 Kindergarten Parent Night in order to support the needs of families at Stowe.	X <input type="checkbox"/> Met <input type="checkbox"/> Not Met
2015-2016 SMART Goal	In order to support the Duluth Public School's aim of Effective and Efficient Systems that Make the Best Use of Resources, the goal that Stowe has chosen to focus on is: expand and improve community use of facilities that support the needs of families and the greater community.	
2016-2017 SMART Goal	During 2016/2017 school year, we are beginning to explore PBIS and will hopefully apply to become a PBIS school. This will be decided by a staff opinion survey given in December. Prior to the survey being given, more information about what PBIS is will be provided to the staff.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● Continued work with district leadership to investigate next steps in PBIS.</li> <li>● By December 2016 we will have invited district leadership out to help with our application to becoming a PBIS school.</li> <li>● Building leadership will bring PBIS strategies to Staff Meetings to help staff understand what PBIS is and how it would benefit Stowe.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Lincoln Park Middle School

Principal: Brenda Vathauer

**High Achievement for All - Reading**

2014-2015 SMART Goal	The percentage of students in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School enrolled by October 1 who earned achievement levels of Meets or Exceeds the Standards in <b>reading</b> on the MCA will increase from 45.2% in 2014 to 57.7% in 2015.	
2014-2015 SMART Goal Results	45.2% Proficient on MCA 2015 test	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of students in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School enrolled by October 1 who earned achievement levels of Meets or Exceeds the Standards in <b>reading</b> on the MCA will increase from 45.2% in 2015 to 50.2% in 2016.	
2015-16 SMART Goal Results	48.3 Proficient on MCA 2015 test	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students enrolled October 1 in grades 6-8 at Lincoln Park Middle School who are proficient on all reading state accountability tests (MCA-III, MTAS) will increase from 48.3% in 2016 to <u>55%</u> in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>-Close reading notations (3-4) to be identified and taught building wide by interventionists during inservice; walk through tool developed to collect data on reading.</li> <li>-In PLC's view close reading video's and discuss application along with other reading strategies to add to their toolbox.</li> <li>-Teachers will submit lesson plans, evidence of work samples where students have used close reading in their content area</li> <li>-Curriculum work in PLC groups to embed reading benchmarks in all content areas.</li> </ul>	

**High Achievement for All - Math**

2014-2015 SMART Goal	The percentage of students in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School enrolled by October 1 who earned achievement levels of Meets or Exceeds the Standards in <b>math</b> on the MCA will increase from 37.9% in 2014 to 50% in 2015.	
2014-2015 SMART Goal Results	37.9% Proficient on MCA 2015 test	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of students in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School enrolled by October 1 who earned achievement levels of Meets or Exceeds the Standards in <b>math</b> on the MCA will increase from <b>37.9%</b> in 2015 to <b>45%</b> in 2016.	
2015-2016 SMART Goal Results	45.1% Proficient on MCA 2015 test	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students enrolled October 1 in grades 6-8 at Lincoln Park Middle School who are proficient on all <b>math</b> state accountability tests (MCA-III, MTAS) will increase from 45.1% in 2016 to 52% in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>- Formative Assessments aligned to priority benchmarks embedded into math lesson units.</li> <li>-Flex days strategically planned and carried out from PLC work.</li> <li>-PLC meetings focus around data; PLC's identify what interventions to provide students who are not proficient in unit concepts/skills; flex time allowed with data monitoring.</li> </ul>	



**Safe and Welcoming Environment**

2014-2015 SMART Goal	The percentage of behavior referrals in the <b>All Group</b> in grades 6-8 at Lincoln Park Middle School will decrease by at least 50% in 2014-15 (from 1235 to 618) as measured by SWIS data reporting.	
2014-2015 SMART Goal Results	1573 Referrals for 2015	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2015-2016 SMART Goal	The percentage of students with referrals in the <b>Tier 3 Behavior</b> group in grades 6-8 at Lincoln Park Middle School enrolled by October 1 will decrease from 13.45% in 2015 to 8.07%; <b>Tier 1 Behavior</b> group will increase from 73.83% to 80%) in 2016 according to SWIS data tracking. (This is a 40% decrease in Tier 3 and an increase of 6.17% in Tier 1)	
2015-2016 SMART Goal Results	Tier 3 increased to 21%; Tier 1 decreased to 65%	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students enrolled October 1 in grades 6-8 at Lincoln Park Middle School who are <b>truant</b> will decrease from <b>29%</b> in 2016 to <b>19%</b> in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>- PBIS staff inservice and handout on expectations during inservice in the fall.</li> <li>- Staff carryout teaching of expectations during WIN for the first two weeks of school.</li> <li>- Grade level student meetings in the Auditorium; pawsitive perks program.</li> <li>- Weekly attendance meetings to view data and determine further needs.</li> <li>- Check and Connect with truant students; small groups during WIN created.</li> <li>- Home visits.</li> <li>- Close the loop for both behavioral and academic concerns/referrals.</li> </ul>	
2016-17 Focus Areas:	<p><b><u>COMMUNICATION Focus:</u></b></p> <p>Staff at Lincoln Park Middle School will increase communication with parents and peers during the 2016-17 school year, as measured by staff and parent surveys.</p>	
2016-17 Focus Areas:	<p><b><u>FAMILY PARTNERSHIP Focus:</u></b></p> <p>The percentage of families with students at Lincoln Park Middle School will increase their engage in their child's education during the 2016-17 school year, as measured by parent participation at events and parent surveys.</p>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Ordean East Middle School

Principal: Gina Kleive

**High Achievement for All - Reading**

2015-2016 SMART Goal      The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Reading** (all accountability tests) will increase from 70.7% in 2015 to 73.7%-76.7% in 2016 on MCA.

2015-2016 SMART Goal Results	71.4% of all students in grades 6-8 at OEMS, enrolled by October 1, were proficient in <b>Reading</b> (all accountability tests)	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
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2016-2017 SMART Goal      The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Reading** (all accountability tests) will increase from 71.4% in 2016 to 74.4%-77.4% in 2017, on MCA.

- 2016-2017 Key Strategies
- Reading Interventionist supporting all students reading to learn in Social Studies classes. Targeted interventions based on Social St PLC discussions.
  - Initiate PDIs for students in Tier III/Trans Reading, if they are not receiving special services
  - Support job embedded PLCs for teachers- ensure access to guaranteed and viable curriculum, collaboration on best practice in teaching, review formative assessment data, administer SRI school wide for baseline
  - Provide PD to all teacher- Reading Across the Content Areas & follow up with Close Reading strategies training from 2015-16

**High Achievement for All - Math**

2015-2016 SMART Goal      The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Math** (all accountability tests) will increase from 61% in 2015 to 64-66% in 2016 on MCA.

2015-2016 SMART Goal Results	66.2% of all students in grades 6-8 at OEMS, enrolled by October 1, were proficient in <b>Math</b> (all accountability tests)	<input checked="" type="checkbox"/> Met (Exceeded) <input type="checkbox"/> Not Met
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2016-2017 SMART Goal      The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are proficient in **Math** (all accountability tests) will increase from 66.2% in 2016 to 69.2-71.2% in 2017, on MCA.

- 2016-2017 Key Strategies
- Math Interventionist supporting all students as a guest teacher in Math classes, during WIN and after school. Targeted interventions based on Math PLC discussions.
  - Initiate PDIs for students in Tier III/Trans Math, if they are not receiving special services. Pilot ALEKS Math as a 7 & 8 grade intervention.
  - Support job embedded PLCs for teachers- ensure access to guaranteed and viable curriculum, collaboration on best practice in teaching, review formative assessment data, organize and distribute teacher specific MCA data

**Safe and Welcoming Environment**

2015-2016 SMART Goal	The number of days all students in grades 6-8 at OEMS, enrolled by October 1, who are assigned OSS as a disciplinary consequence will decrease from 77 days in 2015 to 69 days or less in 2016 according to DIRS documentation.	
2015-2016 SMART Goal Results	The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who are assigned OSS as a disciplinary consequence was 133 days.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students in grades 6-8 at OEMS, enrolled by October 1, who state they feel connected to their school will increase from 61% in 2015 student survey to 71% or greater in 2016-17 survey..	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● Implementation of WIN, during the school day</li> <li>● Display student work</li> <li>● Student voice in planning and facilitating quarterly whole school assemblies</li> <li>● Student generated video announcements</li> <li>● Student recognition in monthly grade level student meetings</li> <li>● Teacher driven strategies developed through PLC/Collaborative Team discussions</li> </ul>	

**Effective and Efficient Systems**

2015-2016 SMART Goal	Reduce class size from an average of 34.5 in 2014-15, while prioritizing general fund spending to instruction and support of students.	
2015-2016 SMART Goal Results	2015-16 average class size was 34.1	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2016-2017 SMART Goal	Reduce class size from an average of 34.1 in 2015-16, while prioritizing general fund spending to instruction and support of students.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>● Balance class size across subjects and grade levels, taking into consideration intervention and Special Education ratio differences. Use registration information and historical data to hire staff and plan for reduction in class size</li> <li>● Support the social emotional and academic needs of our students through our general fund allocation</li> <li>● Align support staff with specific students through Monday afternoon leadership team meeting. Continue to monitor general education caseloads for social worker and Dean of Students</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Duluth East High School

Principal: Danette Seboe

**High Achievement for All - Reading**

2015-2016 SMART Goal	The percentage of all students enrolled October 1, 2015 in 10 <sup>th</sup> grade at East High School who are proficient on all reading state accountability tests (MCA, MTAS) will increase from 66.2% to 71.2% in 2016.	
2015-2016 SMART Goal Results	The Reading Proficiency for all students in 2015 was 66.9%. In 2016 it fell to 64.5%.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students enrolled October 1 in grade 10 at Duluth East High School who are proficient on all reading state accountability tests (MCA, MTAS) will increase from 64.5% in 2016 to 69.0% in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• In PLCs, teachers will use formative assessment data to implement interventions for students not making adequate progress in reading standards.</li> <li>• Teachers will work to implement MN standards and benchmarks to align reading theme curriculum, lessons, and pacing guides in high reading content courses.</li> <li>• Identify best practice strategies and implement in classroom teaching and WIN interventions.</li> </ul>	

**High Achievement for All - Math**

2015-2016 SMART Goal	The percentage of all students enrolled October 1, 2015 in 11 <sup>th</sup> grade at East High School who are proficient on all mathematics state accountability tests (MCA, MTAS) will increase from 56.5% to 61.5% in 2015-2016 school year. The proficiency of Special Education students and F/RL students will increase by 5%.	
2015-2016 SMART Goal Results	The math proficiency for all students in 2015 was 56.8%. In 2016 it fell to 48.9%. The 2015 proficiency for Special Education Students fell by 4.3%. F/RL proficiency rate fell by 5.9%.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	The percentage of all students enrolled October 1 in grade 11 at Duluth East High School who are proficient on all math state accountability tests (MCA, MTAS) will increase from 48.9% in 2016 to 53.8% in 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• In PLCs, teachers will use formative assessment data to implement interventions for students not making adequate progress in math standards.</li> <li>• Teachers will work to implement MN standards and benchmarks to align math curriculum, lessons, and pacing guides.</li> <li>• Math teachers will participate in math meetings to identify and implement best practice strategies in classroom teaching and WIN interventions.</li> </ul>	

**High Achievement for All - Graduation**

2015-2016 SMART Goal	By June 2016, East High Schools' Graduate Rate, using District prescribed interventions, increased attendance monitoring, and improved student/parent communication, will increase from 91.5% to 96.5% for reporting year 2015.	
2015-2016 SMART Goal Results	The 2015 graduation rate rose to 94.47%.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
2016-2017 SMART Goal	By June 2017, East High Schools' Graduate Rate, using District prescribed interventions, increased attendance monitoring, and improved student/parent communication, will increase from 94.47% to 96.8% for reporting year 2016.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Identification of "at risk" students and implementation of District prescribed interventions with fidelity. Prescription for Success, WIN, 9<sup>th</sup> grade C.O.R.E., academic interventions, and PLCs.</li> <li>• Development of 4 year education plans for all 9<sup>th</sup> graders. Career unit in 10<sup>th</sup> grade. MCIS training for teachers, counselors, and students.</li> <li>• Increased attendance monitoring and reporting. Attendance contracts for students who are chronically absent or truant.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY (Continued)**

**Safe and Welcoming Environment**

2015-2016 SMART Goal	By May 2016, student leadership teams at East will continue to put into place the East PRIDE (Peace, Respect, Integrity, Diversity, Enthusiasm) initiative to educate students, staff, and parents on what it means to be a caring community of learners. The initiative will look to help combat bullying, name calling, and intolerance, as well as create an atmosphere of civility, respect, equity, empathy, and caring so everyone at East can feel safe and welcome in our school as reported by the staff and student survey results. Implement an education component as to how to access mental health services and counseling for students.	
2015-2016 SMART Goal Results	The Spring 2016 Student Survey was not available. The strategies listed above were fully implemented.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <i>Unable to determine.</i>
2016-2017 SMART Goal	By May 2017, student leadership teams at East will continue to put into place the East PRIDE (Peace, Respect, Integrity, Diversity, Enthusiasm) initiative to educate students, staff, and parents on what it means to be a caring community of learners. The initiative will look to help combat bullying, name calling, and intolerance, as well as create an atmosphere of civility, respect, equity, empathy, and caring so everyone at East can feel safe and welcome in our school as reported by staff and student survey results. Staff and student organizations will also implement an education component as to how to access mental health services and counseling for students.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• Continue with the P.R.I.D.E. Initiative.</li> <li>• Re-engage TXT 4-Life</li> <li>• Educate students on how to access mental health supports within the school and community.</li> </ul>	

**Effective and Efficient Systems**

2015-2016 SMART Goal	By August 2016, we will increase communication between parents and East High School through the website, Infinite Campus use, registration practices, and online access to forms and information as reported by student, parent, and staff year end surveys.	
2015-2016 SMART Goal Results	Spring 2-16 Surveys were not available.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <i>Unable to determine</i>
2016-2017 SMART Goal	By June 2017, we will increase the quality of communication between parents, students, community members, and East High school by developing and and by increasing the visibility and use our our newsletter, the Greyhound Reader. We will limit use of the Infinite Campus calling system for non-emergency announcements to one time per week. Perception of increased communication will be measured by a survey given in the spring of 2017.	
2016-2017 Key Strategies	<ul style="list-style-type: none"> <li>• A Duluth East High School Facebook page will be created and administered with cooperation from administration, advisors, and the PTSA president.</li> <li>• The Greyhound Reader parent newsletter will become more fully used and more prominent on our website and will include answers to frequently asked questions by parents and families.</li> <li>• Jump Start and Open House will be evaluated and adjusted. Staff will work with district technology to work towards creating a truly "green" system of paperwork allowing forms to be filled out online rather than printed.</li> </ul>	

**DULUTH PUBLIC SCHOOLS  
ANNUAL SCHOOL IMPROVEMENT SUMMARY**

School: Area Learning Center

Principal: Adrian Norman

**High Achievement for All - Graduation**

2015-2016  
SMART Goal

Increase graduation 10% from 78 students to 86 students

2015-2016  
SMART Goal  
Results

97 graduates 2016

X Met  
Not Met

2016-2017  
SMART Goal

Increase graduation rates at the ALC by 10% to a total of 107 + graduates

2016-2017  
Key Strategies

- Moving graduation to June 8th to maximize graduates
- Allow Independent Study students to attend from 8-5pm M-Th vs. just before and after school
- Make all Independent Study courses eligible for "digital check-ins"
- Embedding WIN into 2nd hour and students work digitally to reclaim credits
- all course work embed in Canvas digital platform goal 2017-18

**Safe and Welcoming Environment**

2015-2016  
SMART Goal

Decrease bullying among students, reduce the use and disproportionality in the use of OSS, increase safety and decrease injuries of students and staff

2015-2016  
SMART Goal  
Results

2012-13 **58** days OSS, 2013-14 **11** days OSS, 2014-15 **2** days OSS  
2015-16 2 students excluded/expelled

x Met  
Not Met

2016-2017  
SMART Goal

By Spring of 2017, students at the Area Learning Center will consistently demonstrate behaviors that reflect a Respectful, Appropriate, and Safe SCHOOL CLIMATE as assessed by a variety of measurement tools such as discipline and attendance records, and staff, student, and parent surveys. The desired outcome is maintaining single digit student suspensions, decrease in student bullying behaviors, and an increase in student attendance and school connectedness.

2016-2017  
Key Strategies

- Monthly staff one-on-one meetings
- PLC's
- Continuous Improvement Team weekly meetings
- Continue monthly Restorative Learning meetings - climate
- Weekly phone tree
- WIN during 2nd hour
- Embedding breakfast into first hour - homebase model
- Adding Check -n- connect training for Special Education staff