

2020 RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE WITH INTERNAL NEXT STEPS

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE
KINDERGARTEN READINESS	Increase the number of American Indian students/families in Early Childhood programs to be prepared and ready for Kindergarten. Increase knowledge of cultural differences/similarities of staff to have a safe beginning place for American Indian Students within DPS.	Lack of American Indian teachers/staff in Early childhood level -to provide ongoing culturally relevant support to families and students.(Approximately 2 known teachers of color.) Lack of culturally relevant curriculum.	Planning meetings have been had with Sherry W. and Brenda G. to develop a bilingual preschool program, housed at Lowell Elementary. Focus will be on English and Ojibwa language/culture	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing culturally relevant programming. Look at hiring practices in Human Resources. Look at recruitment and retention among American Indian/and or POC staff within Duluth Public Schools.	One of the goals of the Duluth preschool program is to increase the comfort level of parents so they feel welcome, belong and matter. By offering programming designed with Ojibwe cultrre and language integrated into the curriculum, Duluth preschool hopes to increase the enrollment of American Indian students. As equity and access are the banners of Headstart, the program is designed to break the cycle of poverty through promoting school readiness from low income families.
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade. Increase culturally appropriate resources/references into curriculum so our students see themselves in school/curriculum.	American Indian students still continue to score low on reading even though they utilize the same reading core support provided in the MTSS model.Average reading proficiency from 2015/16-2018/19 is 40.49% reading proficiency. Less than 50% of our American Indian Students are proficient in reading.		Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of Indian Students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.	Interventions and assessments have been selected based on best practice and research. ELA content under the guidance of the Curriculum Office has *made purposeful purchases of a variety of children's book published by grassroots Indigenous publishers for all classroom teachers K-5 *The Wonders committee has identified a list of current American Indian texts for the Wonders units *Examination of resources to address possible cultural objections and misconceptions *collaboration between staff in curriculum and the Misaabekong immersion program o increase cultural awareness and literacy skills learning for all students.
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	Average for AI students 2015/16-2018/19 is 33.97% Math Proficiency	No progress	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or culturally needs of American Indian students. Provide training of culturally inclusive strategies to staff district wide.	August 2020 professional development focused on anti-bias training for all staff. The board, cabinet, and principal leadership are engaging in equity classroom work designed by William Howes. A Northland Foundation grant has been awarded for Equity training to be completed with site CITs.
	Increase American Indian Student Achievement	Average for American Indian students from 2015-15 - 2018-19 is 40.49% reading proficiency	Slow progress: Reading proficiency has fluctuated over the years 2015/16 40.36% proficiency 2018/19 39.74% proficiency. Unacceptable to have less than 50% of our American Indian students proficient in reading.	Identify and begin implementation of specific culturally responsive-strategies and instruction focusing on meeting the unique educational or culturally needs of American Indian students. Provide training on inclusive strategs to staff district wide.	The curriculum department has beenn focused on providing culturally responsive materials. Jim Rock, Director of Indigineous Programming at UMD, provided professional development for impacted teachers. Additionally, the ELA specialist is collaborating with the American Indian Education Coordinator and the Office of Educational Equity to identify titles by local American Indian authors to recommend for classroom libraries. Resources that are in place through district unit guides to support instruction of standards specifically include contributions of American Indian Tribes and Communities. Resources range from considerations on the use of animals in science labs to a video on the 7 OjibweTeachings. They have been developed and/or identified in collaboration with American Indian staff. These unit resources are accessible to any ISD709 staff through the curriculum staff resources page. We work hard to provide only appropriate resources. When an inappropriate resource comes to light, it is removed and a replacement is made.

	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	Information was shared with Content Specialists a couple of years ago but has not been a continued agenda item.	Continue the work of American Indian State Standards implementation that began in 2018. The is to ensure that Content Specialists know what the standards are and can work with the AIE Coordinator work on implementation	The American Indian State Standards are embedded within the office state documents. The content curriculum specialists reviewed these standards during the 2019-20 school year. The American Indian Education coordinator has been asked to review materials when making curriculum purchases. All teachers K-12 have been communicated through emails, updates, and discussions with content specialists about American Indian state standards and possible resources for classroom instruction. The ELA specialist and the Social Studies specialist have worked closely to encourage the use of resources designed to support our American Indian Standards.
GRADUATION	Raise Graduation rates for American Indian students	2014-15 Graduation rate was 28.57 and in 4 years went to 45.71. Slowly increasing but American Indian students will not meet the district goal of no groups lower than 85% graduation rate of 85% by 2020.	Slow increase over the years	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or culturally needs of American Indian Students. Utilize the four components of CARE, Culture, Achievement, Resilience, Engagement. Focus on the culture of the school.	Current graduation rates for American Indian Students in the state of Minnesota is 51%, where Duluth is slightly higher by 55%. Our administrative team is deeply dedicated to the academic success of our students. Failure rates are not where they should be. We need to review our internal structures and provide support to our most at risk students.
COLLEGE AND CAREER READINESS	Increase the number of American Indian students who are college or career ready				The pandemic has shifted focus away from the acceleration of programming for students. Opportunity gaps have been exposed and the lack of American Indian students taking College in the Schools (CITS) courses is an area of concern. The district has partnered with local colleges to provide pre college outreach programs (TRIO at CSS and Upward Bound Vision Quest at UMD). To help close the gap of Teachers of Color, DPS in collaboration of CSS implemented the Pathways2Teaching Course. This course seeks to recruit student or color in hope that they would pursue education careers.
OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history on local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.		Provide an American Indian Curriculum Specialist or Instructional Coach.	Additional training and opportunities for staff to learn more would be welcomed. During staff development opportunities for the 2020-21 school year, the
	Prioritize General Fund Spending to Instruction and Support of Students in regards to American Indian education	Funding dropped from the district to help with American Indian student success from 50k to 10k	Some funds are delegated for American Indian Education	Increase current funding from \$10,000 back to \$50,000 to help cover costs of Coordinator due to department budget cuts and to increase amount of AIHSL and programming for AI students	We continue to examine our budgeting processes to ensure that resources are aligned with strategic priorities. This is an area in which the district had previously shifted \$40,000 to be used out of programatic budgets rather than the general budget. We will reexamine this in the coming budget cycle.