



Duluth I.S.D. 709

Office of Education Equity

Comprehensive Equity & Inclusion Plan

2013 – 2015

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I. Introduction

Every parent has a dream that their children will be happy, prosperous, and successful. Our communities and schools, diverse in thought and heritage, should equally share in that dream and have a plan for making that dream a reality. Preparing students for success in the next level of learning or the workforce is secondary to preparing them to be developmentally adaptable in life.

The emerging core outcome of schools is to provide engaging and appropriate experiences for students so that they learn and are able to apply their knowledge in ways that will enrich their lives and ensure their wellbeing.

The vast majority of metropolitan school districts throughout the country reflect this reality: They employ a multicultural staff to educate a multicultural student body for a multicultural world. Duluth Independent School District (I.S.D.) 709 is no different. Our staff reality, our student reality, and our contextual reality vary only slightly from any other metropolitan school district. Statistical and financial variances aside, our common goal is to educate our students for “the real world.”

Today's and more importantly, **Tomorrow's** “real world” is more diverse and global than ever before. Demands that are the result of technological advances, communication needs, environmental considerations, resource allocations, and effective conflict resolutions challenge education/educators and others daily.

While desegregation is mandated we cannot ignore other critical issues as the District moves in that direction. We know our best adaptive approaches are through intercultural proficiency. **Intercultural proficiency is the ability to achieve intercultural goals in an intercultural setting.** Intercultural proficiency is not the end result of a set of exercises. It is the ongoing developmental process of improving our ***Cultural Competence, Cultural Climate, and Cultural Structures.***

- ***Cultural Competence*** may be considered the skills and abilities of education administrators and teachers to teach a multicultural student body effectively.
- ***Cultural Climate*** is the physical environment, philosophical framework, and beliefs of the key stakeholders in the community's educational process.
- ***Cultural Structures*** are the policies, procedures and practices, programs, and curriculum design of the school district that pursues intercultural proficiency.

The following is submitted for review. This plan continues the initial major paradigm shift for I.S.D. 709. The shift has been both philosophic and programmatic.

A. Description of Duluth I.S.D. 709

The Duluth School District covers 337 square miles along the Lake Superior Shoreline, operates more than 20 facilities and serves approximately 9,000 students (*appendix #1, pg. 56*) in grades pre-Kindergarten through 12. The district's staff includes approximately 1,800 full and part-time employees. Over 1,000 community volunteers donate their time to Duluth schools every year.

All of our schools aim to help every student succeed. In Duluth, our students outperform state averages in reading and math, and our high school students outperform state and national averages in the ACT college entrance exams. Many of the positives can be directly attributed to the efforts of the Office of Education Equity with the support of the Education Equity Advisory Committee. Attached as *appendix # 2 (pgs. 57-80)*, please find a recent study of the demographic and achievement data for our district. The improvements are made possible by the financial support of Minnesota Rule 3535 as administered by the Minnesota Department of Education.

We work to provide an environment where all children and adults involved in our schools feel safe and welcome. Our responsive classroom program helps elementary students develop the social skills they need to be successful academically and socially.

Because every child has a different learning style, we offer many ways for students to succeed, from a traditional classroom setting to developmentally appropriate academic interventions. We also work to create efficient and effective systems to maximize our human and financial resources, and to keep the majority of those resources focused on the classroom. Community partnerships, local donations, grants and the support of over one thousand volunteers help keep our programs strong.

Duluth Public Schools Quality Initiative - The Quality Initiative is a cooperative endeavor between the Duluth Federation of Teachers, Duluth School Board, Duluth Principal's Association, and District Administration. The Quality Leadership Team provides leadership of the Quality Initiative. Quality is a constant focus of Duluth Public Schools.

Mission Statement

The Mission of the Duluth Public Schools is preparing all students for successful lives in the twenty-first century...Success in the workplace, success in the home, and success in the community.

To that end we are happy to share the following information provided to the public by the Minnesota Department of Education.

New State Standards Focus Efforts on Closing Achievement Gap

The Minnesota Department of Education will provide additional support to three Duluth Schools.

The Minnesota Department of Education released its Multiple Measurement Rating (M.M.R.) for schools across the state Tuesday, May 22, 2012. The new accountability system replaces the controversial rating system used under No Child Left Behind.

The new system focuses primarily on school efforts to close the achievement gap sometimes experienced by students of color, students from low income households, students with limited English proficiency or students receiving special education services. Specific designations are applied to schools receiving federal Title I funds, which are provided to schools based on their level of poverty.

M.M.R. is calculated by looking at proficiency, student growth, achievement gap reduction and graduation rates, giving schools points in each category. The Department calculated M.M.R. using data from the 2009-10 and 2010-11 school years.

M.M.R. for the most recent 2011-12 school year will be available later this summer.

The new system allows school districts to see where they're already making progress. In I.S.D. 709, six schools were in the top 1% statewide in Proficiency, both high schools were in the top 1% for graduation. Four schools were in the top 25% in terms of exceeding predicted growth. Nettleton and Homecroft Elementary Schools exceeded growth in terms of reducing the achievement gap.

2009/10 to 2010/11	Top 25%	Top 10%	Top 5%	Top 1%
Proficiency				Congdon Park* Lakewood* Lowell* Lester Park Woodland* East*
Growth	Nettleton* Lester Park*	Homecroft*	Congdon Park*	
Achievement Gap Reduction	Nettleton*	Homecroft*		
Graduation				Central/Denfeld East

The state identifies a set percentage of Title I schools as Priority or Focus Schools. Focus schools reflect the ten percent of Title I schools showing the largest achievement gaps for one or more groups of students. Priority schools are those Title I schools experiencing the greatest challenges in proficiency and closing the achievement gap. These schools are entitled to receive additional state support through grants or through access to best educational practices from across the state.

Among schools receiving Title I funds, Morgan Park Middle School and Piedmont Elementary were identified as Focus schools and Laura MacArthur Elementary was identified as a Priority school. All three will receive additional support from the state as they develop their locally-driven school improvement plans.

“Our schools have taken the first steps toward major changes in the way we approach the achievement gap and recent data from the 2011-12 school year shows the beginnings of promising growth at these three schools,” said Superintendent Bill Gronseth. “We will continue to study the data, look at best practices and plan for the next school year. I appreciate the willingness of our school leaders and teachers to continue to embrace change and do what’s necessary for the good of all of our students. I also appreciate M.D.E.’s support and the flexibility to address our school needs in a way that makes sense for our community and fits the needs of our students and families.”

The Office of Education Equity funds the Parents and Students Succeeding Program which includes Integration Specialists, who primarily function as student and family mentors. The Integration Specialist approach is a longitudinal sustained intervention strategy that empathically responds to families cultural differences and helps them to address student needs.

B. History of Desegregation/Integration Efforts in Duluth I.S.D. 709

The Desegregation effort for Independent School District (I.S.D.) 709 began in 1978. This District convened a community task force. This task force evolved to the present Education Equity Advisory Committee (E.E.A.C.). This advisory committee (E.E.A.C.) is comprised primarily of community members and is a primary resource for the Office of Education Equity (O.E.E.) and district administration. The E.E.A.C. meets monthly and meetings are open to the public.

“Diversity is not a choice, but our responses to it certainly are.....” (M.L.K., Jr.) What is evident is that we have not yet solved the problems of racism and inequality in our schools and society. E.E.A.C. and the Administration of I.S.D. 709 are committed to providing a fair and inclusive education for all students.

Nationally, disproportionate academic outcomes for different racial groups, increasing incidents of racially motivated conflict and inadequate preparation of educational staff to deal effectively with increasing diversity continues to persist. As the demographic makeup of our country changes, it becomes increasingly vital that we become aware of cultural influences that may complicate, injure, or facilitate our effectiveness while interacting with students regardless of their cultural background. Yet our unwillingness/inability to understand our limited experiences across cultural situations tends to dilute the effectiveness of outcomes. Our emphasis on Staff Development includes a longitudinal District-wide commitment to intercultural proficiency.

The Duluth Public Schools (D. P. S.) Comprehensive Equity Inclusion Plan (C.E.I.P.) attempts to address issues associated of a racially identified site through a variety of program methods. This plan focuses on the prevention/intervention regarding cross-cultural conflict

and interracial learning experiences. The Nettleton-Congdon Interactive Program allows students and staff the opportunity to become involved with people from diverse cultural, racial, and socioeconomic backgrounds. Developing opportunities for interracial contact within and beyond the classroom through events, activities, and programming provides experiences that may otherwise never occur.

The O.E.E. staff can access resources for the primary purpose of achieving closure to the identified social problems. Staffs, students, parents, and the service community are essential in designing solutions. D.P.S. honors its obligation and commitment to continue to provide inclusive and transparent planning processes for citizens.

The Equity and Inclusion programs within the D.P.S. strive to help all students' access opportunities for interracial learning experiences and to gain competencies related to living effectively in an ever-increasing multicultural society. Equally important is optimizing the academic learning environment. This past year the District provided I-Pad training and equipment to elementary staff in anticipation of the broader interactive approaches being implemented. Incorporating these essential aspects of the integration plan, while focusing on the needs of students most affected by segregation, has required the D.P.S. and the E.E.A.C. to monitor, modify, and adopt innovative programming to ensure interracial learning opportunities. No other Class A city in Minnesota that receives Integration Funding has been as successful in reducing "racially identified" school site statistics.

II. Duration of Plan

The duration of this plan is three years. The plan, if accepted, will commence on July 1, 2012 and be completed on June 30, 2015. This is consistent with Duluth's legislative mandates. Any changes to the plan prior to the completion date will require review by the Education Equity Review Committee, a collaborating community advisory group, Duluth Public School Board approval, and approval by the Minnesota Department of Education as proscribed by law.

III. Racially Identifiable School Sites

Nettleton Elementary School

The Minnesota Department of Education (M.D.E.) recently called attention to the fact that Nettleton Elementary School remains a racially identified school site (*appendix #3, pg. 81*). The Integration Rule 3535 recognizes that certain circumstances may exist in a community that causes a school to be racially identifiable. Such circumstances exist in the case of Nettleton Elementary. These circumstances were identified in a *Response of Non-Intent* submitted by Duluth Public Schools to the Minnesota Department of Education recently.

The Duluth Public Schools recognizes that Nettleton Elementary School qualifies as a racially identified school site. I.S.D. 709 will support the provision of education services to Nettleton Elementary and Congdon Park Elementary which promotes integration through interactive learning experiences with students and staff. Nettleton has a free and reduced lunch count of 82% and 54.32% students of color. Congdon Park Elementary was chosen as the partner school because school attendance boundaries are adjacent to each other. Congdon Park's free and reduced lunch percentage is at 24% and their percentage of students of color is 20.8%.

Nettleton Desegregation Program Goals:

For descriptive purposes we have identified the Integration/Desegregation Goals for Nettleton into two broad areas. The first area is Academic and the second area is Interactive. Four of Nettleton's five goals are focused on the interactive dynamic that will be used to bring a greater level of interracial and intercultural contact for students. Each numbered goal is preceded by either the letter A, or the letter I to designate whether the goal has an interactive or an academic focus. This plan identifies the goal, the State Standard, strategic event or process used to achieve the goal and the related cost of that particular strategy.

- A-1. After each science lesson, Nettleton students will show a 30% or better increase in score from the science pre-test administration to the post-test administration.
- I-1. Each year, 90% of Nettleton classrooms in grades K-2 will have one or more integration experience per month with students from Congdon Park Elementary School.
- I-2. Each year, 90% of Nettleton classrooms in grades 3-5 will have two or more integration experiences per month with students from Congdon Park Elementary School.
- I-3. Each quarter, three hundred or more Nettleton and Congdon Park parents, community members, and students will participate in evening activities together.
- I-4. At least forty students from each school (Nettleton and Congdon Park) will participate five times a month together on average in afterschool activities that focus on enrichment through the arts, math and science.
- I-5. At least ten staff from each school (Nettleton and Congdon Park) will participate together in two book study groups that will focus on educating students in poverty and multi-cultural understanding. Included during one of the meetings will be a tour of area agencies working with families in poverty.

Science will be the curriculum focus point for the interactive events between Nettleton and Congdon elementary schools. We are excited as we develop the schedule of exchange and contact interactive learning opportunities.

<i>Goal</i>	<i>Unit and Activities</i>	<i>Specific Funding Needs</i>	<i>Budget</i>
<p>Increase academic achievement in science, technology, and/or engineering (A)</p> <p>Provide interracial contact for kindergarten students (I)</p>	<p>K- Weather Unit (MN state science standards - Structure and function in living systems 0.4.1.1.1 - 0.4.2.1.1)</p>	<p>Professional Development time for the teachers from the two buildings to work together on curriculum development and strategies for embedding the American Indian standards.</p> <p>Students going together to Hartley Nature Center fall, winter, and spring to study the weather and its impact on plants, animals, and people.</p> <p>Students visit each other's school to work on science projects.</p>	<p><u>Stipend for all Science integration and I-Pad Training:</u> 35 teachers x 21 hours x \$25 = \$18,375 <u>Science books:</u> \$1,102 <u>Science materials:</u> \$2,000</p> <p><u>Admissions:</u> 8 classes x \$200 x 3 trips each class = \$4,800 <u>Transportation:</u> 4 busses x \$100 per bus x 3 trips = \$1,200</p> <p><u>Transportation:</u> 2 bus trips to partner school = \$400 (2 busses x 2 trips x \$100)</p>
<p>Provide interracial contact for first grade students (I)</p>	<p>Grade 1-Insects Unit (MN state standards - Nature of Science and Engineering 1.1.1.1.1, 1.1.3.1.1, Life science 1.4.1.1.1 - 1.4.3.1.2)</p>	<p>Field trips together to Hartley for a bug hunt and the zoo to learn about insects around the world and their importance.</p> <p>Students visit each other's school to work on science projects.</p>	<p><u>Admissions:</u> 8 classes x \$200 x 2 trips per class = \$3,200 <u>Transportation:</u> 4 busses x \$100 per bus x 2 trips = \$800</p> <p><u>Transportation:</u> 2 bus trips to partner school = \$400 (2 busses x 2 trips x \$100)</p>
<p>Provide interracial contact for second grade students (I)</p>	<p>Grade 2 Plant Unit (MN state standards-Life science - 2.4.1.1.1 - 2.4.3.1.1)</p>	<p>Students work together on a service learning activity centered on a tomato growing project.</p> <p>Joint visit to area greenhouses.</p> <p>Visit each other's school for community presentations on</p>	<p><u>Transportation:</u> 1 trip x 4 busses x \$100 per bus = \$400 <u>Transportation:</u> 1 trip x 4 busses x \$100 per bus= \$400</p>

		<p>gardening.</p> <p>Visit an area farm in the fall to begin the study of foods grown in Minnesota.</p> <p>Materials to support the tomato growing project.</p>	<p><u>Transportation:</u> 1 trip x 4 busses x \$100 per = \$400</p> <p><u>Science Materials:</u> \$1,955</p>
Provide interracial contact for third grade students (I)	Grade 3 Bat Unit (MN state standards-Life science 3.4.1.1.1-3.4.3.2.2)	<p>Additional resource books for the classrooms on bats.</p> <p>Visit the Lake Superior Zoo together to learn about the types and importance of bats.</p> <p>Students visit each other's school to work on science projects.</p> <p>Sharing of bat projects using face time on the I-Pads.</p>	<p><u>Science Materials and Books:</u> \$1,000</p> <p><u>Admissions:</u> 180 students x \$6 per = \$1,080</p> <p><u>Transportation:</u> 1 trip x 3 busses x \$100 per bus = \$300</p> <p><u>Transportation:</u> 2 bus trips to partner school = \$400 (2 busses x 2 trips x \$100)</p>
Provide interracial contact for fourth grade students (I)	Grade 4 Rock Study Unit (Earth and Space Science 4.3.1.3.1-4.3.4.1.1)	<p>Field trip together studying different geological formation in and around Duluth.</p> <p>Field trip up the shore to compare contrast geological formation with those in Duluth.</p> <p>I-Pads face to face time to discuss scientific questions and writings.</p> <p>Partnership with area college and scientists who will work with the</p>	<p><u>Transportation:</u> 2 trips x 6 busses x \$100 per bus = \$1,200</p> <p><u>Transportation:</u> 1 trip x 3 busses x \$200 per bus = \$600</p> <p><u>Transportation:</u> 3 trips x 4 busses x \$100 per bus = \$1,200</p>

		students together at each other's school. Transportation will be needed.	
Provide interracial contact for fifth grade students (I)	Grade 5 Water Unit (Earth and Space Science 5.3.4.1.1, 5.3.4.1.3, Life Science 5.4.1.1.1, 5.4.2.1.1, 5.4.4.1.1)	<p>Work jointly on a service learning activity to make the community aware of the importance of taking care of our waters.</p> <p>Partnership with the aquarium where students visit the aquarium together and work with aquarium staff at each other's school and using face time on the I-Pads.</p> <p>Joint family night at the aquarium where students share their joint projects with the community and families of the two schools.</p> <p>Field trip/scientific study of various parts of Lake Superior within a 60 mile radius.</p>	<p><u>Admissions</u>: 2 trips x 180 students x \$6 per student = \$2,160 <u>Transportation</u>: 2 trips x 3 busses x \$100 per bus = \$600</p> <p><u>Materials</u>: \$300 <u>Food</u>: \$500 <u>Transportation</u>: 1 trip x 3 busses x \$100 per bus = \$300</p> <p><u>Transportation</u>: 1 trip x 3 busses x \$300 per bus = \$900</p>
Interracial contact (I)	Cultural centers	<p>2 evening family nights developed by the cultural centers for the families of the two schools-One at Nettleton and one at the partner school focusing on different activities. Transportation will be provided.</p> <p>Cultural centers provide grade level curriculum related units where classes from each school come together at least twice a year for grades 3-5 and one time for grades K-2. Transportation will be provided.</p>	<p><u>Transportation</u>: \$400 (2 evenings x 2 busses x \$100) <u>Materials</u>: \$1,000 <u>Food</u>: \$1,000</p> <p><u>Transportation</u>: 1 trip x 20 busses x \$100 per bus = \$2,000 <u>Materials</u>: \$500 <u>Classroom books</u>: \$2,000 (to support lessons)</p>

Interracial contact- Multi grades community activities (I)	Train and run community races together such as the Fitgers 5K	Students from both schools will participate together in community events such as the Fitgers 5K, Congdon Cougar Run, and other activities as determined by the teachers and students.	<u>Materials:</u> \$2,000 <u>Transportation:</u> 3 trips x 3 busses x \$100 = \$900
Interracial contact-Increase academic achievement during after school academic programming (I)		<p>The Grant Collaborative will provide after school programming for 60 students, 30 from Nettleton and 30 from our partner school, with a focus on increasing academic achievement. Transportation to the partner school from Nettleton and home will be needed.</p> <p>AmeriCorps staff will be hired to work with 90 students from Nettleton and 40 from Congdon who are not making AYP for 20 hours a week during the school day and 20 hours in after school program. They will also work together to organize and implement additional joint activities between Nettleton/Congdon students and families such as inventors fair, family nights, chess/cribbage club tournaments, and a joint student written newspaper. They will also recruit and help to train volunteers to work with the students in reading and math.</p>	<p><u>Staff:</u> \$40,000 <u>Materials:</u> \$3,000 <u>Transportation:</u> \$19,200 (3 trips x 4 busses x \$100 per week x 16 weeks)</p> <p><u>Staff:</u> 2 AmeriCorps for Congdon paid from district/ city funds 6 AmeriCorps for Nettleton paid from district/city funds 1 AmeriCorps staff who will work at Nettleton for 20 hours and Mind to Mind for 20 hours which will service 10 students from Nettleton and 10 students from Congdon paid with this budget- \$10,000</p>
Interracial contact - Increase academic opportunities in the arts (I)	Joint after school theater program, drumming or other musical opportunities for students from Congdon and	Joint theater and drumming programs will be offered for students in grades 3-5 each semester. Transportation to	<u>Materials:</u> \$2,388 <u>Contracted Services:</u> Theater - \$2,000 Drumming - \$2,000

	Nettleton	the partnering school and home will be provided. Drumming and theater directors will be hired.	<u>Transportation</u> : Accounted for in previous goal.
	Joint partnership with the symphony both in school and at the symphony	Transportation from both schools will be provided when attending events at the symphony.	<u>Transportation</u> : Accounted for in previous goal.
Interracial contact - Increase opportunities for the families of the two schools to do events together that promote cultural understanding (I)	Community steps to the Future Pow Wow. Estimated attendance at 500 Quarterly family activities	Funding will come from the schools, the Collaborative, grants/ donations, and integration funding.	<u>Supplies</u> : \$200 <u>Books</u> : \$500 <u>Food</u> : \$1,000 <u>Contracted Services</u> : \$500
Teacher training to promote cultural understanding (I)	Book study: Teaching with Poverty in Mind Courageous Conversations Staff training- American Indian standards imbedded in science units	Funding will be needed for trainers as well as stipends for the staff that are in the training. Staff will use the I-Pads to communicate with each other during the study groups. Staff will spend a half day visiting area agencies that support our families in poverty such as CHUM, the Domiano center, teen drop in center and area food shelf. The staff from both schools will partner with MN Department of Education, Duluth American Indian Education Office, Minnesota Humanities Commission, and the American Indian Cultural Center.	<u>Books for Trainers</u> : \$1,250 <u>Stipends</u> : 20 staff x 6 hours x \$25 per hour = \$3,000 <u>Stipends</u> : 8 staff x 8 hours x \$25.00 = \$1,600 <u>Contracted Services</u> : \$2,000
Increase academic achievement in reading (A)	Jr. Great Books Book discussion groups	Funds will be needed to purchase additional Jr. Great Books and pay for the training for parent leaders for Jr. Great Books. I-Pads will be used for face to face time during discussions of the stories.	<u>Books</u> : \$500 <u>Parent Leader Training</u> : \$400
To effectively and efficiently		Hiring of a part time staff person	<u>Staff</u> : .4 FTE = \$36,800.00

implement the goals of the integration plan (I)		who has had experience teaching and implementing programming through interracial interactive learning experiences.	
Total			\$182,110

Support Costs for the I-Pad project for Nettleton/Congdon 2012-13

Training	Amount	Unit cost	Total
Contracted Services for training- TIES and Tech specialists from other schools (A,I)	20 staff participating in additional training	\$50 each	\$1,000
Substitutes for joint planning during the school year (A,I)	40 teachers participating	\$120 per sub	\$4,800
Equipment			
I-Pad Wi-Fi (A,I)	10 I-Pads	\$379 each	\$3,790
Maintenance/Start-up/Academic Support (A,I)			
2 staff (1 Nettleton, 1 Congdon) to configure and prepare I-Pads (A,I)	2 staff at 50 hours each	\$25 per hour	\$2,500
Educational apps that support joint activities between Nettleton and Congdon teachers and students in the areas of science, reading and language arts (A,I)			\$4,000
Stipend for technology team reviewing all apps before purchased (A,I)	6 teachers at 12 hours	\$25 per hour	\$1,800
Total			\$17,890

IV. Community Collaborative Council

A. The Education Equity Advisory Committee (E.E.A.C.)

The E.E.A.C. is a product of the combining of the Long-Range Desegregation Planning Committee and the Desegregation Steering Committee and Desegregation Integration Council that were originally approved by the School Board.

The E.E.A.C. is comprised of non-voting district staff, parents, and community members, especially those members from communities of color. Involvement from communities of color has been an important part of this committee as it provides an important communication

link between those communities most affected by desegregation and the school district (*appendix #4, pg. 82*). E.E.A.C. Bylaws are attached as *appendix #5, pgs 83-88*.

The E.E.A.C. meets once a month (*schedule: appendix #6, pg. 89*) and works in an advisory capacity to the Equity Office, Superintendent, and the School Board on desegregation/integration issues of the district.

Significant to the design of the E.E.A.C. is the District's belief that parental involvement at all levels of education improves student achievement. An underlying belief of the D.P.S. is "we need to act as partners with parents, teachers, community members, and students." The formulation of the "original 52-member desegregation committee" provided the opportunity for all sectors to become involved and participate in the development of the original desegregation plan.

The D.P.S. has experienced complex and sometimes controversial problems that are not related to desegregation but more involved in "how well" integration works... These examples are problems that emerge from schools once they are desegregated and require actions beyond the mechanical aspects of desegregation. *The E.E.A.C. recognizes the need to provide opportunities for interracial contact and has incorporated program features within the C.E.I.P. that are intended to deal with these issues.*

In solving these problems the D.P.S. along with the E.E.A.C. understand that it requires strong collaborate networks of schools, teachers, and communities. Parental involvement, especially from parents of color, is integral to school improvement. This involvement of parents of color needs to reach beyond the request to advisory volunteers and extend into the decision making arena. In so doing, oversight will remain a critical factor to insure the advisory role is not exceeded, yet allows for empowerment.

The D.P.S. believes it has an obligation to open their decision making process to the people most affected by those decisions. Without exception, desegregation/integration inevitably impacts protected students, low-income students, both in ways that can best be understood by people who live in the reality of those conditions. Maximum input by the communities of color/low-income communities should then be designed into any structure that oversees desegregation/integration. The E.E.A.C. is an excellent example of this community input and involvement as well as the Parents and Students Succeeding Program (PASS).

B. Community Collaboration and Input

This plan was developed with input from many resources. We consider this a living draft of recommendations to close the achievement gap and to increase the overall academic achievement of I.S.D. 709 students. The Community Group to Close the Achievement Gap has premised these recommendations on the belief that it "Takes a Village to Raise a Child." The Education Equity Advisory Committee (E.E.A.C.) and the District supports that premise and commits to continue to value community and family partnerships in future planning exercises.

These recommendations were submitted by E.E.A.C. to the D.P.S. Board for consideration and continued implementation. Since this project started with E.E.A.C. and the Community Group in December 2009 a number of the recommendations have been discussed, reviewed, and selected for implementation by I.S.D. 709 Administration. Also, the group has expressed a commitment to continue to provide input into this effort in an ongoing spirit of openness and commitment to all students and families served by the District.

The Community Group for Closing the Achievement Gap began meeting in December 2009 at the initiation of the E.E.A.C... At that time E.E.A.C. was considering submitting a proposal to the Duluth School Board to redirect a portion of the 2011 budget specifically to efforts to close the achievement gap between students of color and white students throughout the district. E.E.A.C. members and Office of Education Equity staff extended invitations to individuals who have expressed an interest and a concern regarding the achievement gap to participate in this effort. Many of those individuals, in turn, invited and informed other community members of the planning process. The process took on a life of its own and soon community agencies; parents, teachers, school administrators, students, university faculty, as well as concerned citizens were attending and participating in the weekly meetings.

Community Group for Closing the Achievement Gap Participants

Aaron Gelineau, Integration Specialist-I.S.D. 709	Jay Cole, Vocational Television
Alanna Oswald, Community Member	Jay Newcomb, College of St. Scholastica
Allegra Henderson, Bridge to Employment-C.A.D.	Jeanne Nelson, University of MN
Andrew Knox, American Lung Association	Jebbeh Edmunds, African American Cultural Center-I.S.D. 709
Angie Miller, Community Action Duluth-C.A.D.	Jennifer Miller, Exclusively 4 women
Barbara Farrell, Head Start-I.S.D. 709	Jnoki Kamau, University of MN Duluth
Bernie Burnham, Grant School-I.S.D. 709	Joan Sargent, I.S.D. 709
Betsy Sislo, I.S.D. 709	Jodi Korzenowski, Safe Schools Healthy Students-I.S.D. 709
Bill Crandall, Administration-I.S.D. 709	Jody LeBlanc, Administration-I.S.D. 709
Bill Howes, College of St. Scholastica	Joe Hill, Administration-I.S.D. 709
Bob Grytdahl, Human Rights Office-City of Duluth	John Bushey, Grant-I.S.D. 709
Bob Kaner, Human Rights Commissioner	Kathy Bartsias, Service Learning-I.S.D. 709
Boissey Johnson	Keith Dixon, Superintendent-I.S.D. 709
Brenda Butterfield, UMD	Kelly Looby, Neighborhood Youth Services
Carl Crawford, Lake Superior College	Kim Crawford, Life House
Carol O'Sullivan, PATCH	Kim Riordan, University of MN
Catherine Nachbar, Clayton, Jackson, McGhie-I.S.D. 709	Laura Fredrickson, I.S.D. 709
Chris LeBlanc, College of St. Scholastica	Laurie Knapp, Administration-I.S.D. 709

Claudie Washington, Education Equity Committee	Liang-pi Yang, Education Equity Committee
Constance Eckwood	Lisa Mitchell -Krocak, Administration-I.S.D. 709
Cruz Mendoza, I.S.D. 709	Lorraine Mitchel, College of St. Scholastica
David Legarde, I.S.D. 709	Luisa Pierce, Adelante Cultural Center
Diann Lowinski, Lake Superior High School	Lyn Fena, I.S.D. 709
Donavon Strong, Juvenile Detention Alternative Initiative	Lynn Goerdt, Clayton, Jackson, McGhie
Ed Crawford, Administration-I.S.D. 709	Maggie Kazel, Lutheran Social Services
Emily Johnson, College of St. Scholastica	Marcia Hoff, Administration-I.S.D. 709
Gail Schoenfelder, Clayton, Jackson, McGhie	Marilyn Larson, Administration-I.S.D. 709
Harrison Dudley, Administration-I.S.D. 709	Mary Cameron, Education Equity Committee
Jackie Onchwari, University of MN Duluth	Maryann Rotondi, Administration-I.S.D. 709
Janet Haynes, University of MN Duluth	Meg Little, University of MN
Ray Tollers, Education Equity Committee	Nancy Anderson, I.S.D. 709
Raydean Yahoo	Nancy Shega, I.S.D. 709
Rex Hein, Community Member	Nathan Glockle, Administration-I.S.D. 709
Ricky Defoe, Education Equity Committee	Sebastian Witherspoon, Education Equity Committee
Ronald Hagland, Administration-I.S.D. 709	Sharon Witherspoon, Education Equity Committee
Sandra Coyle, I.S.D. 709	Sheila Nyback, I.S.D. 709
Scott Pilate, I.S.D. 709	Stephanie Heilig, Administration-I.S.D. 709
Scott Yeagle, Twin Ports Action Coalition	Patricia Bambenek, I.S.D. 709
Tanya Jackson, I.S.D. 709	Tom Albright, Futures Program Life House
Tawnyea Bolme-Lake, Administration-I.S.D. 709	Tonya Sconiers, Administration-I.S.D. 709
Teresa Dawson, Education Equity Committee	Vance Hopkins, Administration-I.S.D. 709
Terri Huttel, Administration-I.S.D. 709	Veronica Smith, Fond Du Lac
Terry Smith, Administration-I.S.D. 709	Will Cameron, Renaissance Lutheran Social Services
Therese Bobula, Program of Promise	Xavier Bell, Community Action Duluth
Therese Scherrer, United Way	

Inclusion

At the time there were six key groups involved with developing a comprehensive plan to address the achievement gap. The groups in random order are E.E.A.C., Community Closing the Achievement Gap Group ('The Group'), D.P.S. Learning Services Lead Team (L.S.L.T.), Duluth Human Rights Department, I.S.D. 709 School Board, administration, principals, and United Way of Greater Duluth. Many

members of these various groups may serve on several of the groups involved. However, it is most important to note that the groups are concerned community members and representative of a broad spectrum of interests, organizations, and factions from within the Duluth community. These groups as a whole are highly diverse, multiracial, and reflect a gender balance.

Developmental

The number of groups and high diversity involved has provided an energetic and constructive dialogue. Some of the members of the groups have not been involved with these discussions as long as others. This has not seriously hindered the discussion but has added valuable input from everyone who is involved. There's a strong commitment to develop specific and strategic programming that effectively closes the achievement gap. At the same time, there is a realization that we cannot wait for a "perfect" end product to be developed. There are students who need immediate interventions, support, and assistance to achieve academically. So at the same time we are building a paradigm for the future, we are living the beginning of that paradigm today.

Design

The following list of design assumption has had its origin in discussions with members of the following groups: E.E.A.C. members, L.S.L.T. members, Community Education Improvement Group, administration, and Cultural Center Parent Advisory Committees. To the greatest degree possible the rudimentary design offered at this time is founded on evidence-based practices.

Assumption 1: Students are individuals – Each student learns at a different rate, may learn through a different style, and is a unique listener and communicator. Certain students may need individualized strategic assistance and that help should be available on an ongoing basis.

Assumption 2: Early Childhood Education (birth to age five) is the *foundation* of K-12 learning. A strong, supportive, and comprehensive start in our educational system can lead to closing the achievement gap and increasing graduation rates for all children but **most importantly for children considered at risk.**

Assumption 3: An individualized assessment may provide the means to develop a **Personal Learning Plan (P.L.P.)** for each student. Central to the plan are the academic needs and the goals of the student. However, acknowledging students as whole persons requires the planning process to attend to other needs of the student as well.

Assumption 4: We believe that the Duluth community and I.S.D. 709 have an array of resources to assist students in academic, personal growth. The assessment of the students' needs should not stop at the academic realities of the students, but should include an overview of the students' realities. We view the student and the student's family as the two greatest single resources for the students' success. For this reason, the students' academic plan is a crucial portion of the students' Graduation Plan.

Assumption 5: Duluth is rich with individuals, organizations, resources, and partnerships in the nonprofit, business, philanthropic, and government sectors which are committed to fostering the success of children and youth. It is imperative that the focus of resources on school readiness, academic proficiency, closing achievement gaps, and increasing on-time four-year graduation rates be pursued with the ultimate goal of preparing youth for success in college, work, and life.

Assumption 6: It is not enough to have knowledge of a student's needs and resources to address those needs in the community. It is critical to develop, coordinate, track, evaluate, communicate, occasionally mediate, and modify Graduation Plans on behalf of the student. This will require dedicated staff positions that will focus on those students with the greatest immediate need.

Assumption 7: Students and families have varied responses to their school experiences. Some of those experiences may be considered positive while others may be considered negative. We will identify and remedy the negative school experiences of students and families and will support, encourage, and replicate the positive school experiences.

Assumption 8: Curriculum design, content and delivery are central to quality instruction. I.S.D. 709 curriculums will be inclusive, accurate, and aligned for all grade levels.

Assumption 9: Quality education and decreasing the achievement gap requires intercultural proficiency and culturally responsive staff at all levels.

Many of the participants of the Community Group to close the Achievement Gap have participated in the Education Delegation Community Group sponsored by the United Way of Greater Duluth. This group was focused on community partnerships with education (*appendix #7, pgs. 90-93*).

V. Intra-District Integration Issues

Key Education Equity Advisory Committee (E.E.A.C.) and District Concerns –

Given the recent sweeping changes and commitment to quality instruction and positive student outcomes we often like to think of I.S.D. 709 is a “Constellation of Excellence in the Northern Sky”. However, we remain committed to the pursuit of excellence for our students and community. E.E.A.C. which is our community advisory committee for Integration Programming has shared ongoing concern and advocacy to address the following:

- Achievement Gap
- Integration of the Work Force
- Disparate Impact of Operations
- Teacher Intercultural Competence.

Programming supported by Integration Funds is directed toward strategies that support success in the areas listed above. The following section will describe the goals selected by the Education Equity Advisory Committee which have been presented and approved by the Duluth School Board. The Duluth School Board is committed to closing the achievement gap, supporting district families and ensuring that the student body of I.S.D. 709 receives quality instruction from a well-trained staff through accurate and aligned curriculum.

VI. Statement of Integration Goals

Note the following program goals for the Office of Education Equity (O.E.E.) Comprehensive Equity and Inclusion Plan (C.I.E.P.) 2013–2015:

- **Goal 1 - The O.E.E. recognizes Nettleton Elementary School qualifies as a “racially identified school” site. Independent School District (I.S.D.) 709 will support the provision of educational services to Nettleton and Congdon Elementary Schools which promote integration through interracial interactive learning experiences.**

Measureable Objectives:

- A-1. After each science lesson, Nettleton students will show a 30% or better increase in score from the science pre-test administration to the post-test administration.
- I-1. Each year, 90% of Nettleton classrooms in grades K-2 will have one or more integration experience per month with students from Congdon Park Elementary School.
- I-2. Each year, 90% of Nettleton classrooms in grades 3-5 will have two or more integration experiences per month with students from Congdon Park Elementary School.
- I-3. Each quarter, three hundred or more Nettleton and Congdon Park parents, community members, and students will participate in evening activities together.

- I-4. At least forty students from each school (Nettleton and Congdon Park) will participate five times a month together on average in after school activities that focus on enrichment through the arts, math and science.
- I-5. At least ten staff from each school (Nettleton and Congdon Park) will participate together in two book study groups that will focus on educating students in poverty and multi-cultural understanding. Included during one of the meetings will be a tour of area agencies working with families in poverty.

- **Goal 2 - The O.E.E. will promote family engagement and will provide training programs for students' families.**

Measurable Objective:

- O.E.E. Staff had 91 parents participating in the PASS program in 2010-2011, 66 parents participating in 2011-2012. Target is to have 70 parents participating in the PASS program in 2012-2013.

- **Goal 3 - The O.E.E. will provide individual learning experiences and support for students at risk in order to close the achievement gap.**

Measurable Objectives:

- Students engaged in learning experiences provided by the Cultural Centers will demonstrate 80% mastery of concepts, as measured by quizzes administered by Cultural Center staff after lesson completion.
- Students receiving support from Integration Specialists will demonstrate an increase attendance rate of 5% by spring of 2013.

- **Goal 4 - The O.E.E. will provide staff development for I.S.D. 709 employees that address topics and issues and the development of skill sets in the areas of integration, desegregation, reduction of racism, and the strategies to close the achievement gap.**

Measurable Objectives:

- The Office of Education Equity will provide staff of I.S.D. 709 with professional development opportunities in the area of intercultural proficiency. During the first year of the C.E.I.P., training will be developed and delivered to classroom staff of two elementary schools. The first elementary school will have 100% of classroom staff attend the training. The second elementary school will have 50% of the classroom staff attend training.
- Also during year one of the C.E.I.P., staff development experiences will begin to be provided to 10% of classroom staff at one middle school.
- The Intercultural Development Inventory instrument will be used as the measurement strategy for trained classroom staff and staff will experience a 10% improvement the first year as a result of training participation.

Administrative area-- The O.E.E. will provide quality oversight, implementation, and evaluation of all O.E.E. programming and related functions and the costs are not to exceed ten percent of the total grant amount.

VII. Strategies for Meeting Goals

The above goal statements and their respective measurements are the results of multiple strategies. We have learned that not one single strategy will necessarily accomplish all that we hope to target. Only with a concerted and coordinated effort can we hope to target those that are most beneficial to our students, their parents and our community.

With the exception of Nettleton Elementary School, our racially identifiable school site, whose program we have described in an earlier section, our cost centers and their respective strategies for accomplishing their goals are identified in the following pages. The cost centers themselves are subordinated to a single goal area within the budget. However, we recognize that there may be multiple impacts within several C.E.I.P. Integration Goals. Since this document serves a number of purposes, once accepted by our School Board and the Minnesota Department of Education, we have structured each cost center an outline that will beneficially serve their staff outline as a review program direction. Some of the detail included may be more relevant to that group than to the plan reviewers. Again the addition of such detail ultimately helps our staff and improves the efficiency of our district's systems.

A. Cultural Centers

The Duluth Public School District's Office of Education Equity supports cultural specific resource centers. These include the Adelante Cultural Center, African American Cultural Center, American Indian Cultural Center, and Asian-Pacific Cultural Center.

The underlying beliefs that support the development and continuance of the centers' are: 1) our society reflects cultural diversity and our schools should develop the intercultural proficiency of our students; 2) an education that recognizes the diversity within the world and goes beyond the Western European traditions and attitudes will better prepare students by developing positive self images and personal strengths, and 3) that all the components within the Duluth Public Schools Comprehensive Equity and Inclusion Plan will encourage the achievement of the goals of Minnesota Desegregation Rule 3535.

Periodically, districts and the Minnesota Department of Education take statistical snapshots of a district's performance. While many data sources are available, those sources that address a) Academic Achievement and b) Drop out/Retention are universally considered critical to measuring the students' and the districts' success. The first issue focuses on instructional methods, curriculum and teacher

skills. The second issue is largely dependent on the systemic supports, family system supports and the students' strengths and motivation.

One clue to the question regarding minority student performances lies in the tendency of some schools to downplay the role of culture in promoting self-worth. This, combined with the hesitancy on the part of some teachers to provide interracial opportunities for contact because of the lack of confidence in providing such organized opportunities, adds to the difficulties. As a result, students suffer a deep sense of being less than the best, they feel culturally isolated and performance is negatively impacted. Schools can play a significant role in the remedies necessary to eliminate some of these ills that cause diminished self-worth beginning with providing opportunities for interracial contact within and beyond the classroom.

Ultimately, the culturally specific resource centers seek to impact these features of student learning and achievement. Self-worth and a strong sense of identity are closely associated with how well students perform. When students see their culture reflected in a positive manner they feel and do better. The centers, through a systematic approach of involving teachers, students and parents, provide culturally credible and relevant resources. This effort is structured as culturally specific learning opportunities within a classroom or within organized activities beyond the classroom. For all students, both efforts deliver a content that allow participants an accurate view of cultural diversity. Developing a positive framework by which to view cultural diversity promotes increased possibilities for respectful understanding of each other's culture and enhances the chances for successful interracial interaction. Improved self-image for students of color and positive cross-cultural experiences for all students are products of this process.

Adelante Cultural Center

Spanish speaking people of North and South America are the second fastest growing population in the world. In the continental United States the Hispanic population is the fastest-growing subpopulation according to the last census. Among languages; Spanish is one of the most popularly spoken languages throughout the world. It is only appropriate that the preparation of students to a multicultural world should include an ever-growing perspective of Hispanic cultures.

The Adelante Cultural Center of I.S.D. 709, like the other cultural centers within our school district, serves all students within our schools. The primary emphasis of the Cultural Centers as indicated before is on elementary school student populations. This is where most of the Cultural Centers' classroom presentations occur. The cultural staff of the Adelante Center also develops partnerships within the local Hispanic community developing resources for use with D.P.S. students. Although small at this time, the Hispanic population within Duluth continues to grow parallel to that of the rest of Minnesota.

African American Cultural Center

The African-American population of Duluth, Minnesota represents the largest single recognized and protected racial minority in the city. The population of African-American students has grown over the last five years in terms of I.S.D. 709 enrollment. The African-American Cultural Center (A.A.C.C.) provides educational and consulting services throughout the district, again with an emphasis on elementary school student population presentations. The A.A.C.C. is located in Nettleton Elementary School. The A.A.C.C. works closely with the Grant Community Collaborative, a private nonprofit organization dedicated to serving the Central and East Hillside neighborhoods and their families. The A.A.C.C. develops programs and uses community resources to enhance the interracial education of students throughout the district. But, perhaps one of the best examples of interracial learning experiences within the district is the African-American Drum Group of Nettleton Elementary School. This group has performed throughout the state of Minnesota since 2004 including the 2009 Minnesota Department of Education Diversity Conference in St. Paul, Minnesota.

The I.S.D. 709 A.A.C.C. is able to use the expertise of the E.E.A.C. and community participation with the N.A.A.C.P. in the sponsorship of such events as the Martin Luther King Jr. and Juneteenth Celebrations.

American Indian Cultural Center

The American Indian Cultural Center supported by the Office of Education Equity of Duluth Public Schools endeavors to serve students throughout the district. Recognizing the limited resources of the district, the staff will make every effort to serve elementary schools, middle schools, and high schools in that priority order. While the general strategies for accomplishing O.E.E. goals are the same as other cultural centers the American Indian Cultural Center continues to take an approach uniquely complementary to the American Indian cultures it serves to convey to students.

There are over 250 federally recognized American Indian tribes in the United States. The American Indian Cultural Center makes every effort to ensure that the curriculum and curriculum material, the artifact inventory of the district, and classroom presentations reflect the uniqueness of the indigenous people of the United States. Obviously, in discussing the nation heritage of native people within this country, a perspective of a South and Central America, along with Canada must be shared with students.

In the 2009 school year a spring pow-wow was jointly sponsored by the Cultural Center of I.S.D. 709, University of Minnesota-Duluth, College of St. Scholastica, and Lakewood College. This is the first time such an event has occurred in the city of Duluth. The event was a resounding success. Preservation as well as sharing Native American culture occurs through such events. This type of joint effort through community partnerships will be expanded in the future.

Asian Pacific Cultural Center

The Asian Pacific Cultural Center represents the cultures within an extremely large area from Northern and Central Asia throughout the South Pacific. Included in this area are China, Japan, the Philippines, Southeast Asia, and Polynesia. It is an extremely large task to prepare presentations on complex issues and matters for classroom settings throughout the district. Fortunately we have a highly competent dedicated staff at all of the Cultural Centers and they rise to meet the challenge of each demand upon them.

Over the years the Culture Centers have provided a quality service to the community as well as ISD 709 staff. All of their efforts have been directed toward providing accurate reliable information regarding various cultures to ISD 709 students, providing quality opportunities through displays and events and sharing of community resources to the students of ISD 709.

Generally speaking each Cultural Center develops strategies that are spinoffs of general approaches that are common to each of the respective Cultural Centers. For example, each Cultural Center may coordinate a cultural fair adding a host school that includes an invitation to the parents in the general community. Specifically, for the American Indian Cultural Center, that may mean bringing in a dance troupe and a drum group to present traditional dance. For the Asian/Pacific Cultural Center, it may be a food tasting event entitled *A Taste of Asia*.

1) Cultural Center Strategies

Strategies were developed, with the belief that they would lead to the diminishing of the inequities of student performance and to the improvement of interracial interaction. These strategies are primary considerations of the cultural-specific resource centers:

1. The Cultural Centers programs/staff will play a role in providing teacher training within the District schools regarding culturally appropriate teaching practices and culturally specific teaching materials.
 - a. Work with building administrators, teachers and staff by presenting/providing culturally appropriate materials.
 - b. Provide workshop/in-service trainings outlining the use of multicultural resources.
 - c. Provide a multicultural perspective by working with various district wide curriculum committees, i.e.: science, social studies, reading, etc.
 - d. The Cultural Center personnel will attend the appropriate education conferences to keep abreast of current trends and/or best practices, i.e.: Undoing Racism and Johnson O'Malley, etc...
 - e. The Cultural Centers work collaboratively to provide opportunities for interracial contact and experiences for all students.
2. The Cultural center programs will serve as culturally specific resources for the teachers/students within D.P.S., inclusive of classroom presentations and culturally specific events for the entire student body.

- a. Schedule and present culturally specific educational presentations and activities for all grade levels within the desegregation schools and beyond.
 - b. Provide teachers' resource list and library lending services to district wide staff.
 - c. Sponsor, initiate and be involved with the development of all-school cultural performances and activities across the District.
 - d. Work with schools and community education to help provide after school programming such as computer, language, cultural enrichment, etc...
 - e. Participate in whole school events such as "I Love to Read Month, Cultural Expos, Multi-Cultural Days, and Career Days."
 - f. Sponsor culturally appropriate field trips.
3. Optimize the learning environment with culturally appropriate educational experiences that help the student foster enthusiasm and pride for learning about other cultures. The centers will instill high expectations related to academic performance for students through programs beyond the school experience.
- a. Sponsor summer programs and camps for students representing the cultural diversity within the District (when financially feasible).
 - b. Provide opportunities for students to attend programs that instill pride, enhance interracial understanding and academic potential.
 - c. Encourage parents and community members to act as role models for protected students, as defined by MN Rule 3535.
4. Generate an ongoing process by which parents of students from specific/respective cultures can gain access to and impact the development and maintenance of the Cultural Centers.
- a. Provide resources and make referrals that enable parents to enhance their ability to academically assist their children.
 - b. Bring resource people into the classrooms and the center.
 - c. Will meet at least quarterly with the culturally specific Parent Advisory Committees and provide monthly staffing report to said committees and E.E.A.C.
 - d. Provide information to parents about center activities.
 - e. Invite interracial participation from the District (student/parent/staff) community in multicultural events.

The centers seek to strengthen the scholarship of students most affected by desegregation (protected students as defined by MN Rule 3535), by creating an awareness of and appreciation for their respective cultures and by providing academic skill building while supporting and training teachers. Additionally, the cultural centers strive to develop K-5 presentations/resources which can be utilized by District teachers within each subject, ensuring that the presentations coincide with graduation standards. Therefore, currently many of the curriculum areas have multicultural and/or culturally specific presentations/resources that are available to teachers district-wide.

District-wide multicultural awareness is in fact a goal of the D.P.S. C.E.I.P. and the Cultural Centers are one of the programmatic means by which this effort is delivered.

To that end, Duluth district teachers, parents, administrators, community representatives, and curriculum specialists are assisting the cultural center staff in developing and implementing multicultural curricula, culturally specific presentations and programs to ensure that all district students, kindergarten through grade 12, have the opportunity for multicultural contact. The cultural centers strive to share the cultural richness that exists within our communities with all schools throughout the district. Each cultural center has made available a complete listing of resources, cultural presentations, culturally specific learner outcomes etc., which district staff can utilize.

2) Cultural Center Resources

Resources in each center are multicultural and cultural-specific. Cultural Center staff, teachers and community members assist with identifying resources that support multicultural education and culturally specific experiences. Teachers are able to find a wide range of multicultural resources in the center. For example, reading teachers and English teachers can choose from a variety of literary works by and about American Indian, Asian-Pacific, African American, or Hispanic leaders and cultures. The resource centers have enough copies of these works to provide several classrooms simultaneously with appropriate grade level teaching materials.

Cultural Centers have resources capable of implementing multicultural education available for teachers and students who want more information.

- Art prints that represent many cultural-specific artists and art
- Artifacts from each of the cultures have been chosen with care and provide hands-on cultural experiences for students.
- Posters
- Videos
- Activity books
- Professional kits
- Magazines
- Textbooks

Further, the Cultural Centers utilize the expertise of community members as cultural consultants/presenters in the classrooms. A list of these presenters is available through each Cultural Center.

3) Respective Cultural Center Strategies-to-Goals Alignment

MDE Goal 2 - The O.E.E. will promote family engagement and will provide training programs for students' families.

Adelante Cultural Center

1. Provide resources and make referrals that enable parents to enhance their ability to academically assist their children.
2. Provide information to parents about center activities.
3. Invite interracial participation from the district (student/parent/staff) community in events promoting positive promotion of Hispanic culture as well as multicultural events.
4. Encourage parents and community members to act as role models for protected students, as defined by MN Rule 3535.
5. Meet at least quarterly with the culturally specific Educational Advisory Boards and provide monthly staffing reports to said committees and the Education Equity Advisory Committee (E.E.A.C.).

The Adelante Cultural Center will generate an ongoing process by which parents of students from specific/respective cultures can gain access to and impact the development and maintenance of the cultural centers. The cultural center will also provide opportunities for parents to engage themselves in their child's learning process in a manner that is specifically culturally respectful.

African American Cultural Center

1. The African American Educational Advisory Committee meetings take place monthly. This committee strives to encourage and promote community participation in the Cultural Center Program. The committee meets once a month all year long.

American Indian Cultural Center

1. The American Indian Culture Center, under the direction of the D.P.S. American Indian Education Department, will participate, support and assist in the facilitation of scheduled student family activities, such as American Indian Family Nights.

Asian Pacific Cultural Center

1. Increase and promote parental/family/community involvement in cultural learning opportunities.
2. Assist with parental and community involvement through classroom presentations, cultural events, after-school programming, and Parents/Community Advisory Board.
3. Provide resources such as books to parents to assist their children academically. Include community resource people into the classrooms and Asian/Pacific Cultural Center as presenters.
4. Monthly Asian/Pacific Advisory committee meetings held to encourage participation and assist with program development and planning, as well as implementation of activities.

5. Increase interracial participation from the district/community for cultural events such as Multicultural Family Night and Celebrate Asia!
6. Advisory/Planning/Cultural Centers Meetings - Advisory meetings will involve parents and community members who meet monthly to advise and make program recommendations to the A.P.C.C. /O.E.E. /I.S.D. 709. Members also assist in planning and organizing cultural events as planned.

MDE Goal 3 - The O.E.E. will provide individual learning experiences and support for students at risk in order to close the achievement gap.

Adelante Cultural Center

1. Present culturally specific educational presentations and activities for all grade levels in the Duluth Public Schools and within the community.
2. Bring resource people from the Hispanic community into the classrooms and the center.
3. Provide educational programs for students to practice academic standards through focus on Hispanic culture.
4. Provide opportunities for students to attend programs that instill pride, enhance interracial understanding, and academic potential.
5. Sponsor summer programs, camps, and after school programs such as language or cultural enrichment.
6. Sponsor and participate in all school events such as "I Love to Read Month" and assemblies.
7. Sponsor culturally appropriate field trips.

The Adelante Cultural Center will optimize the learning environment with culturally appropriate educational experiences that help the student foster enthusiasm and pride for learning about their own and other cultures. The cultural center will instill high expectations related to academic performance for students through programs beyond the school experience. The cultural center will use the richness of the Hispanic culture to attract students to success in achieving the academic standards set by the state.

African American Cultural Center

1. Invite guest speakers from our community, as well as statewide, to come and visit with our students. Musical acts, educational forums, and performers will be included. Provide field trips to the events in town to promote integration in our district, for example: An African Art Exhibit at the Tweed Museum.
2. Provide cultural presentations to all of our schools grades K-12 and provide the supplies needed to support these presentations. 'Travel only' artifacts will be utilized to allow classroom displays to stay intact (in the process - Denfeld and East High School presentations)

3. Increase the number of secondary education classes currently being offered.
4. Increase student and staff assemblies to additional schools in our district. The assemblies would include language arts, musical performances, and dances from both African and African American influences.

American Indian Cultural Center

1. Language and cultural classes offered District wide with an emphasis on Elementary Schools - Evaluation will be end of the year exam on knowledge of both the language and the Ojibway culture.
2. Cultural Fairs in American Indian cultures from various areas - Evaluation will be a final presentation to the student's schools in which students will be able to present information and knowledge of one of seven American Indian cultural areas (Northeast, Southeast, Midwest, Southwest, Northwest, or Alaska). Students will prepare individual models and maps of their respective areas and be able to identify the different tribal groups as well as life styles.
3. Classroom presentations for grades K-12 - Evaluation will be by sheet filled out by the teacher based on how the presentation fits their classroom and the subject being studied. Presentations will be in storytelling, Ojibway history and culture, modern history of the American Indian, artifacts and their uses, and the American Fur Trade.
4. Fur sewing and beading classes offered to students at all three High Schools (Denfeld, East, Unity) - Evaluation will be based on the students finishing their projects and students will only be admitted to the class if their grade point average is 2.0 and above.

Asian Pacific Cultural Center

1. Continue to develop presentation lessons and activities including cultural resources such as books, videos, artifacts, and websites.
2. Provide experiential, educational, and cultural learning opportunities through presentations, activities, cultural events, field trips, and performances.
3. Offer summer collaborative multicultural immersion program with all four cultural centers for K-5 students to include language arts, arts and crafts, music and dance, games, and food.
4. Classroom presentations held district-wide.
5. Arrange field trips to the Asian/Pacific Cultural Center for all elementary schools. One field trip also includes Chinese New Year lunch at a Chinese restaurant.
6. Offer a collaborative summer program for elementary students at Nettleton with cultural activities to include language, folktales, arts and crafts, food, and games.
7. Classroom Presentations – District wide (elementary focus and beyond)
8. Schedule cultural presentations for all elementary schools K-5, including middle and high schools per request. Presentations are also extended to other programs within I.S.D. 709 to include ALC, Merritt Creek and Chester Creek Academy, and others. A.P.C.C. coordinator will visit classrooms in schools as scheduled, and classrooms/schools will visit the A.P.C.C.

9. Cultural Performances/Assemblies - An out-of-town performing group will perform at three-four schools. The performance will include a short presentation to provide the audience some educational and cultural information/background of the dance/performance.
10. After-School Programs - Mandarin class: Two sessions of beginning Mandarin (Mandarin 1 and Mandarin 2) will be offered to grades K-2 students district-wide for the school year. Each session has eight classes. Costs include instructors' fees, classroom supplies, and food.

MDE Goal 4 - The O.E.E. will provide staff development for I.S.D. 709 employees that address topics and issues and the development of skill sets in the areas of integration, desegregation, reduction of racism, and the strategies to close the achievement gap.

Adelante Cultural Center

1. Work with building administrators, teachers and staff by presenting/providing culturally appropriate materials.
2. Provide teachers a resource list and library lending service.
3. Provide resources and curriculum for teachers to practice academic standards through focus on Hispanic culture.
4. Provide culturally appropriate curriculum to support service learning projects focused on promoting Hispanic culture.
5. Provide a multicultural perspective by working with various district wide curriculum committees.
6. The cultural center personnel will attend appropriate education conferences to keep abreast of current trends or best practices.

The Adelante Cultural Center will play a role in providing teacher training within the district schools regarding culturally appropriate teaching practices and culturally specific teaching materials. The Adelante Cultural Center will serve as a culturally specific resource for the teachers and staff by providing presentations and culturally specific events for the entire student and staff body.

African American Cultural Center

1. The Duluth Public Schools recognizes the importance of community events that nurture positive self-concept for students. The Office of Education Equity will, through the African American Cultural Center, provide support to the N.A.A.C.P., the Community Coordinator for such events as the "Martin Luther King Jr." holiday and "Juneteenth."
2. "Celebrate Africa" is a cultural night that showcases the diverse African population that we have in Duluth. International students and families all come together to showcase traditional music, dance, storytelling, and food!
3. Staff development for Cultural Center staff regarding strategies for promoting integration in our schools.

Asian/Pacific Cultural Center

1. Increase cultural awareness and understanding through interracial contact and opportunities.
2. Increase intercultural competencies for all teachers/staff through staff development.
3. Increase cultural perspective on various district-wide curriculum committees, etc.
4. Increase Asian/Pacific Cultural Center staff professional development in multicultural education to enhance cultural presentations and learning.
5. Enhance teacher training through classroom presentations, cultural events, and in-service opportunities.
6. Provide lending services of resources such as books, videos, and artifacts to teachers/staff.
7. Celebrate Asia! - This is an annual district and community-wide event celebrating Asian/Pacific cultures to be held at Lowell Elementary School. This free event is open to the public with more than 350 attendees last year. Activities for the event include cultural table exhibits/demonstrations with hands-on activities such as origami, Chinese calligraphy, etc., cultural performances, and food sampling of Asian cuisine. Teacher training opportunities are also offered to all district-wide teachers who attend through an in-service credit.
8. Hmong New Year Celebration in December - The A.P.C.C. will continue to sponsor this annual district and community-wide event in celebrating and appreciating the Hmong culture and the community in the Twin Ports. The event program includes storytelling of the Hmong immigration to the U.S., cultural exhibits, folk dance and musical performances, ball tossing game, and food sampling. This free event is also open to the general public. Teacher training opportunities are available through an in-service credit.
9. Multicultural Family Night "Everyone Eats Rice" Celebration - All four Cultural Centers collaborate to organize this district-wide multicultural event to include students, families, teachers/staff and community members. The program includes storytelling, musical and dance performances, hands-on multicultural activities, and a multicultural feast.
10. Teacher In-Service - Three teacher workshops will be offered for the school year: In-service credits will be available for teachers. Costs are for presenters' fees, supplies/materials, food, and printing.

B. Parents and Students Succeeding (PASS) Integration Specialists

The O.E.E. provides funding for twelve Integration Specialist positions, which promote the District 709 vision and strategic plan through integrating relevant multicultural learning experiences in K-12 classrooms.

Integration Specialists advocate for the successful achievement and development of protected students throughout the District by primarily focusing their energies as mentors/advocates to these students and their families. They keep parents informed about resources available in the community to empower them and give them the knowledge it takes to have a home environment that promotes student success.

Integration Specialists provide training for the staff, community, and students, including cultural curriculum, peer mediation, and specific integration experiences that benefit instruction and learning. They are the facilitators of the Parents and Students Succeeding (PASS)

Program, which was implemented by the Duluth Public Schools with the objective of enabling students to achieve their highest potential. The PASS Program is a seven week workshop bringing schools, parents, and the community together for the benefit of students. The aim is to create educational environments at home and school while enabling students to achieve their highest academic potential. See *(appendix #8, pg. 94)*

Students become eligible for Integration Specialist support primarily through the MCA and Benchmark testing, but can also be referred by teachers and administrators as needed for behavior, attendance, or academic concerns.

Integration Specialists strive to have a positive impact on the Achievement Gap by targeting students with behavior, attendance, and academic issues, and by encouraging and increasing parent involvement in their student's education. They encourage and motivate students in the area of behavior in the school environment, work ethic in academics, and respecting adults, students, and peers. They offer incentives when students show progress and success.

Integration Specialists communicate and develop partnerships with school staff to stay informed about the behavior, academics, and attendance of students who are on their caseload. They use this information to act as a liaison between the family and school and to keep parents informed of student progress and what is happening in their child's school life.

MDE Goal 2 - The Office of Education Equity (O.E.E.) will promote family engagement and will provide training programs for students' families.

1. Youth Leadership Trainings---Youth leadership trainings will be designed to help students learn skills necessary to be successful in and out of school. A variety of trainings will be offered to help students acquire a variety of skills that can be applied to everyday living.
2. Cultural Presentations---Students will be given the opportunity to participate in cultural presentations. The presentations will be designed to provide information on different cultures and ethnicities so students can gain different perspectives of other cultures. By providing cultural presentations students have an opportunity to integrate amongst each other and learn from those experiences.
3. Schools Assemblies---The Diversity/Integration Specialist will assist in the coordination and facilitation of four assemblies throughout the year (black history month, etc.).
4. University Partnerships--- Integration Specialists will encourage high school students to think about their future and higher education. College students will benefit through this opportunity to mentor high school students during many activities and exciting projects that will help prepare students for college. Promote communication between home, school and support agencies. Promote student enrollment in advanced courses for college credit.

5. Develop reoccurring Staff/Parent Meeting opportunities.
6. Establish contacts with external support agencies - referral to community services for student's families.
7. Training opportunities for parents and staff.
8. Training regarding cross cultural problem-solving for school staff.

MDE Goal 3 - The O.E.E. will provide individual learning experiences and support for students at risk in order to close the achievement gap.

1. Schools Groups---Multicultural school groups are held in the middle schools comprising of roughly 15 students. One school has all boys in one group and other school is coed. The groups meet every other Friday with food being provided occasionally. Within these groups students have an honest opportunity to have genuine integrated conversations that will help them communicate across cultural lines.
2. School Partnerships---School partnerships are designed to give students from the Duluth area an opportunity for cross cultural integration while gaining perspective of what life is like outside of Duluth. Three times a year students will meet to create a collaboration that will be useful as they continue their educational journey.
3. Student workshops in leadership/life skills/problem solving/coping skills, etc.
4. Work with "Attendance Review Teams."
5. Integration events to enhance interracial contact beyond the classroom - cultural events and activities for students.
6. Provide resource speakers for classroom and entire student population of identified schools.
7. Workshops for staffing culturally specific learner outcomes, etc.
8. Train students Re: problem solving/conflict resolution.
9. Act as the Integration Liaison/Mediator to help resolve cross culture/integration problems, provide Academic/social support services to students.
10. Connect students with academic tutoring.
11. Provide positive role modeling by enlisting community leaders, etc.

C. Literacy Coaches

The Office of Education Equity provides funding for four K-2 Literacy Coach positions (0.5 FTE's each) to be used at our four elementary schools with the highest concentration of children of color. Literacy Coaches provide additional focused reading intervention to students whose reading achievement scores fall within the "strategic" or "intensive" ranges, as measured by the benchmark assessments that are administered three times per year. These services are provided in addition to the instruction that students receive in the general education

classroom. Students in grades K-2 are targeted to provide intervention to help close the gap in skills early in the students' schooling. A copy of the Duluth Public Schools (D.P.S.) Tiered Intervention Model can be found in (*appendix #9, pg. 95*).

This position is further strengthened by coupling it with a .5 Instructional Data Coach position funded by Title I. This allows the employee to be employed full-time in the school, with half of their day providing focused direct services to at-risk students (K-2 Literacy Coach, described above) and the other half of the day providing job-embedded staff development on using data to drive effective instructional practices (Instructional Data Coach). The Instructional Data Coach model is a part of a larger district effort to close the achievement gap. The D.P.S. Instructional Data Coach Model can be found in (*appendix #10, pgs. 96-100*).

D. Recruitment and Retention

Increasing recruitment, hiring, and retention of staff that can serve as role models for protected students through the development and implementation of a district plan endorsed by the various bargaining units continues as an ongoing district wide challenge. The available revenue continues to decrease each year resulting in downsizing staff.

- Insure the 'Diversity Recruitment Plan' is implemented and funded.
- Develop a procedure to improve, achieve, and exceed the minimum standard of a proportionally balanced workforce.
- Work with bargaining units and create contractual language to retain staff needed for proportional racial balance.
- Create and maintain a pool of trained representatives of communities of color to act as members of the district human resource screening and hiring committee.
- Monitor the hiring/screening process of the Duluth Public Schools (D.P.S.) Human Resources Department.
 - Hire Human Resource staff to help monitor our success in hiring staff of color (i.e.) part of the job, i.e. recommend to Superintendent's Office with non-tenured teachers to retain.
 - Write a specific hiring preference statement that is included on hiring packet and read to interview committee before interviews.
- Develop a pool of potential candidates of color within non-certified units of work by cultivating interest in teaching.
- Develop collaboration between D.P.S. and the regional colleges and universities.
 - Help initiate a 'Fast Track' program within area post-secondary institutes that allow students to obtain a teaching license.
- Work with D.P.S. students to encourage their interest in teaching careers.
 - Seek funding opportunities for student scholarships.

- Recognize leadership has the prerogative to, and will as needed retain non-tenured staff of color to establish a more proportionally balanced work force.

E. Schools – Elementary

Nettleton Elementary*

Again, as stated early in this C.E.I.P., the Minnesota Department of Education (M.D.E.) recently called attention to the fact that Nettleton Elementary School remains a racially identified school site (*appendix #3, pg. 80*). * This year we are taking a very strategic and focused approach on increasing interracial interaction between Nettleton and Congdon Elementary Schools. This approach is a combination of both physical and technological interaction scheduling. Additionally, the Office of Education Equity invests substantial Integration Specialist time and resources as a result of the number of assigned children within Nettleton Elementary School who are identified as eligible for Integration Specialist services.

According to the Minnesota Department of Education’s new assessment system, M.M.A., Nettleton Elementary School has made substantial progress both academically and in its effort to close its achievement gap.

*See Racially Identified section on page **9** of this Comprehensive Equity and Inclusion Plan.

Piedmont Elementary School

MDE Goal 2 - The Office of Education Equity (O.E.E.) will promote family engagement and will provide training programs for students’ families.

Program Goals:

1. Sixty percent of at risk students’ parents/guardians will participate in parent/guardian school visits by the end of each school year.
2. Sixty percent of at risk students’ parents/guardians will receive individualized Community Liaison communication by the end of each school year.
3. The Community Liaison will be involved in coordinating at least four school-wide family activities by the end of each school year. Piedmont Elementary School recently combined two distinct school populations, that of Lincoln Park Elementary School (40% Students of Color and 88% Free and Reduced Lunch) and Piedmont Elementary School (12% Students of Color and 33% Free and Reduced Lunch). Our combined populations have resulted in a school community that is 32% Students of Color and 65% Free and Reduced Lunch. One of the unique issues our school deals with is the need for students and parents to travel from the Lincoln Park

community up to where our school is located. Although the school is within a mile of Lincoln Park, it is located up a very steep hill, across a main roadway, and families without a vehicle often find it difficult to access.

Through the help of O.E.E. funding, Piedmont is able to provide families the services of a Community Liaison. This position offers a variety of critical services to parents.

Year One - Piedmont Community Liaison:

- The Community Liaison will contact parents/guardians and provide transportation to and from school so families can meet with school staff.
- The Community Liaison will contact parents/guardians of students who are experiencing behavior and/or attendance concerns.
- The Community Liaison will be involved in coordinating a variety of school-wide family activities, including Literacy/Bingo Nights, Make & Take Night, MCA Madness, The Extravaganza in the Park (picnic), Student of the Month Awards, and School-Wide and Individual (as needed) Teacher/Parent Conferences.
- The Community Liaison will help parents/guardians connect with community resources as needed, such as Kids' Closet Clothing and the Food Shelf.
- The Community Liaison will be a resource for parents to call if they have questions or concerns about anything that relates to their child and the school.

Years Two and Three

The same as Year One.

Lowell Elementary School

MDE Goal 2 – The O.E.E. will promote family engagement and will provide training programs for students' families.

- Intra-District Initiative: Promote instructions about different cultures.
- Increased and sustained interracial contacts.

Program Goals:

1. One hundred percent of students participating in Global Music Programs/Residencies during school year.

2. One hundred percent of families invited for Community involvement to tie-into residencies with either school day and/or after school programs/residencies.
3. One hundred percent of summer school students experiencing global music programming during summer school program.

*Integrated lessons tied-into music residencies that bring world-wide cultural experiences

Lowell Elementary was classified as a music magnet school up until just this past year. We have been working hard to embed cultural experiences that bring in persons representing music from around the world. For the first time in Lowell's history, we had residencies pull in two grade levels at a time just this year, and they provided a week of hands-on experiences for students. We will continue to do this for all students K-five for this upcoming year, and throughout the 2013-2015 programming years. As an example, the week starts with a presentation by the presenters and the week ends with the two grade levels presenting to the rest of the school. We are going to carry this to summer school, and provide experiences for families after school and/or during the day where they can experience what's been learned by the students first hand. Lessons will be embedded within the curriculum of the participating grade levels/classrooms. Students will prepare and study prior to the residency, during the residency and again as a reflection after the residency. State standards will be aligned and we are working toward cultural awareness, experiences along with community involvement and participation of our families.

Through the help of the O.E.E. funding Lowell is able to combine funding with our Legato foundation, which supports music endeavors at Lowell. This way, we are looking to the future to help sustain and even build upon world-wide cultural music experiences.

Year One

- Programs will be set up with dual grade levels participating several times during their designated week having all grade levels involved in paired residencies.
- Parents and extended families will be invited to share in the end of the week presentation by the group experiencing the residency.
- Lessons will be aligned with curriculum and standards.
- World-wide cultural based learning taking place with dual grade participants and the rest of the school. Participants for their week's residency, rest of school through initial presentation by presenters and end of the week presentation by their classmates. Follow up reflection sheets in their classrooms.
- Alignment and set up is done through Legato, with cultural value as utmost priority.
- Example of Residencies: Japanese Taiko Drumming Residency, West African Dance, Drumming and Storytelling Residency.
- Lowell's drumming group will expand and include mentoring of younger students by our older students at Lowell. We have a variety of drums that are used by the fifth grade. One of our teachers is mentoring other teachers, including Head Start and second grade. They do morning meetings, and circles of power and respect. They are researching drumming and conflict resolution strategies from around the world.

Years Two and Three

The same as year one except that we will expound upon what we're doing. We will tighten our alliance with our Legato foundation. We will grow even further with our own drumming group. The curriculum will be embedded further each year also. In conjunction to this, our connection to the world music opportunities at our local universities will also grow, to blend with our residencies.

MDE Goal 3 - The O.E.E. will provide individual learning experiences and supports for students at risk in order to close the achievement gap.

Program Goals:

1. One hundred percent of students participating in summer school will be offered transportation opportunities.
2. Excel Students – Selected through R.T.I. process. (Summer School Participants) – Aligned with Excel program/expectations. (Participants)
3. Excel Students – Selected through R.T.I. process. (After School Participants) – Aligned with Excel program/expectations. (Participants)
4. Students will work on skills/development associated with school year C.L.P.'s – (Continued Learning Plans).
5. Ongoing – Taking needs and goals and expanding to curriculum.
6. Benchmarks at the beginning and end of June. Also, at the beginning and end of August, to show growth. Ex: Fact and reading fluency.
7. Student self-monitoring and record keeping skills enhanced during summer and school year.
8. Journaling done by all students.
9. Study Island's Web Based computer program used during the After School and Summer School programming. Parents' tied-into progress monitoring and reporting as part of the student's monthly and weekly benchmarking.

In connection with our PTA, we will provide transportation to students for our after school Excel classes and our Summer School Excel classes. Excel is offered during the week, right after school and then again during the summer. Summer school is during June and August. We are located on a highway that does not allow for students to walk to school (safety).

MDE Goal 3 - The O.E.E. will provide individual learning experiences and supports for students at risk in order to close the achievement gap.

Program Goals:

1. Integration Classroom Assistants – Specifically assigned to student achievement in support of students at risk.
2. Making connections with our Student Support Team (S.S.T.) in regards to student needs. Doing this on a monthly basis.
3. At every other S.S.T. meeting, making connections with our Integration Specialists to provide needed information on a bi-monthly basis to further enhance student support.

4. Working with students at risk. Identified students through R.T.I. model, MCA's, and district benchmarks, to close the achievement gap in reading and math.
5. Small group reading/vocabulary practice.
6. Working with groups on basic facts/to allow for fluency in doing math problems/concepts, as identified in bench mark testing.
7. As identified; working with students who have been absent, to make the connection and get acclimated for success in their school day.

Lowell Elementary School has approximately 20% students of color and 47.3% students on Free/Reduced Lunches. Students are in need of support from our integration classroom assistants. This allows for that additional support that research shows is needed to reach those that are "falling behind" or not at grade level. The integration classroom assistants will be taking online surveys monthly, where questions of support needs, student approaches, successes, etc., will be asked. Then, a follow up meeting will take place right after the survey, to provide support to our integration classroom assistants, and to see where/what is needed for the targeted students in need on a regular basis.

F. Schools - Middle

Lincoln Park Middle School

Morgan Park Middle School, soon to be Lincoln Park Middle School includes grades six, seven, and eight. The new school will be located on the west side of town. Lincoln Park Middle School promotes the growth of young adolescents as scholars, democratic citizens, and increasingly competent, self-sufficient young people who are optimistic about their future. At Lincoln Park Middle School, students will be divided up into small teams which will allow them to really get to know their teachers. Teachers are in teams and have planning time to help organize and help their students. Students have a home base class each day. They develop an advisor/advisee relationship with their home base teacher in a small 18 – 21 child setting. In home base, students work on academics and social issues, along with other various activities. Lincoln Park Middle School also has a strong intramural and after school program for all students. We welcome all students and parents to join our team.

Lincoln Park Middle School nurtures the development of responsible, thoughtful students. Middle School students are emerging adolescents experiencing profound changes intellectually, physically, socially, and emotionally. These changes require unique learning environments and approaches to help students achieve success. The students are constantly challenged and mature at their own development rate.

Our school provides a transitional environment for students as they move from elementary into high school years. Learning experiences build upon and strengthen basic skills, and provide exploration of new areas of interest giving direction for future choices. Students will be challenged to explore, to create, to make decisions, and to actively participate in and be accountable for their learning.

The Community Liaison Program functions as an integral part of Morgan Park/Lincoln Park Middle School. The goals and objectives of the Community Liaison Program to follow:

Programming Year 1 Morgan Park/Lincoln Park Middle School	Year 2	Year 3
1. Increase membership in student based leadership program by 3 to 5 students yearly.	√	√
2. Assist the site staff in planning, developing and implementing a tutoring program that involves up to 30 students. Students will increase their NWEA scores by 5 points from fall to spring in the areas of math and reading.	√	√
3. Increase parent involvement through scheduled monthly activities that encourage parents to become more involved in their student’s educational process. Activities may include: monthly coffee and chats, academic events, after school activities, parent portal training, etc.	√	√
4. Schedule and coordinate student incentive program and events.	√	√

Program Goal 1: Assist the staff in planning, developing and implementing a student based Leadership Program.

Will Cameron, Community Liaison, fully developed and implemented a leadership program the first year. Will meets daily with the leadership group during home base time 7:55 to 8:10. The first year, ten students were in the leadership group, the next year twelve students, and this year seventeen students. During the morning home base time students plan for the end of the year talent show, all school and community barbeque, spirit week in collaboration with student council, fund raisers, and community service learning projects. Each year the number of parents, students, and community members attending the talent show and barbeque has increased. Students individually develop personal academic goals, research future higher education opportunities, and discuss service occupations. Students also tutor each other and younger students.

Program Goal 2: Assist the site staff in planning, developing and implementing a program that delivers opportunities for post secondary options for protected students.

1. Campus Visits - The first year all eighth grade students visited the College of St. Scholastica for half a day. This allowed all students to get a feel for what colleges offer and to see a short view of what college life is all about.

2. Talent Search - Students have the option of participating in the Talent Search Program grades six-eight yearly. This year 180 students are enrolled in the program. Last year 194 students were enrolled in the program and the year before 178 students. Students receive classroom instruction weekly and are also given opportunities to tour different colleges or higher education programs. This program is in collaboration with the College of St. Scholastica.
3. Upward Bound - Yearly eighth grade students are given the opportunity to participate in the Upward Bound Programs.
4. Metamorphosis - New this year is an after school tutoring program called Metamorphosis. This was developed by several district Integration Specialists and about 30 students are enrolled.
5. Integration Specialists - Students that require extra support have the option of being assigned an Integration Specialist. This is a district employee that helps students/families with attendance, homework, or other identified needs. This year 54 students are working with an Integration Specialist. Last year 48 students worked with an Integration Specialist.
6. Field Trips - American Indian students, through Tammi Walker and the Dept of Indian Education, have for the past three years been able to tour different colleges and higher educational programs. Students go on two to three field trips a year. These activities are open to all American Indian students and 15 to 30 students attend each activity.

Program Goal 3: Assist site staff in planning and developing effective practices within the building that will encourage parents/extended family members of protected students to feel part of the student's educational process.

All teams of teachers have developed a communication plan that they have been using for the past three years to communicate with parents. Open Houses are set up for each fall and spring. These Open houses are well attended by families. In the fall, the P.T.S.A. sponsors a supper for all families as part of the Open House. Newsletters are sent to all families quarterly. Our automated all call system is used frequently to notify parents of different activities happening in the school. Weekly announcements are posted on Infinite Campus. Parents are encouraged to sign up for parent portal to monitor student's attendance and grades. Read 180 teachers and students for the past two years have sponsored an evening event for parents to review program and observe student lead activities. This year, math teachers and students also sponsored a math evening of activities. Each year parental attendance has increased at these events.

Program Goal 4: Participate in establishing contact and maintaining cooperation with groups associated with the school i.e.: African American Education Advisory committee, American Indian Parent Committee, Adelante Education Committee, Asian/Pacific Education Committee, E.E.A.C., etc.

1. Cultural Centers - We are fortunate to have the Cultural Center Specialists in our district. We work cooperatively with each center to provide a variety of opportunities for families and students.
2. Cultural Events - Yearly, we celebrate Our History Month. Guest speakers and assembly opportunities have been provided by the African American Cultural Center and Mr. Cameron. These activities are open to all students in our building. All of the Cultural Center

Specialists have been guest speakers in selected classrooms. The American Indian Cultural Center Specialist has had a display case of artifacts set up, for the past two years that he changes quarterly. The American Indian Cultural Center Specialist coordinates a yearly Mid Winter Feast. This evening event brings together the community as well as families. Great food and entertainment is provided. This event has occurred for the past three years. Each year the number of participants increases.

3. Cultural Fair - The American Indian Cultural Center Specialist also worked collaboratively with the sixth grade social studies teacher. They developed a cultural fair that was an extension of the American Indian unit in Minnesota history. Students presented their research projects and many artifacts were displayed.

All of the cultural specialists alert the school to any community events as they occur and then we post these events for parent information.

Program Goal 5: Schedule and coordinate incentive programs and events.

1. Incentive Programs - Every Friday, for the past three years, nine students have received recognition for their part in participating in random acts of kindness. Students are nominated by staff members. Quarterly, students are honored for academic success. All students on the honor or merit roll are given certificates and recognized during home base. Students that participate in the Our History essay contest or who are speakers are recognized. Student's progress in attendance and academic improvement are also given certificates, quarterly. Students that have received no discipline referrals, quarterly or by semesters, receive certificates and a reward. At the end of every school year we have an Honor's Assembly. All students receiving honor or merit status for the year are honored.
2. Parent Involvement - Parent and family members are invited to the Honor's Assembly.

Ordean East Middle School

Ordean East (formerly Woodland) Middle School will be located in a residential neighborhood, in the east central section of Duluth, near the University of Minnesota Duluth and the College of St. Scholastica. We serve a diverse student population (approximately 950 students) from the neighborhoods surrounding the school, west to 6th Avenue East and north eastern Duluth, both in and out of the city limits. Currently 27.4% of the students qualify for educational benefits (free or reduced lunch). The staff and students will be transferring to a different building for the 2012-13 school year. We will continue to value diversity.

The teachers and staff members provide learning opportunities that address the unique intellectual, physical, social and emotional needs of early adolescent students. We provide a safe and secure environment where students are engaged in mastering necessary skills for the full development of self and participation in society. Our curriculum includes, but is not limited to civility, math, science, social studies, language arts, music, art, physical education, life skills, computer technology, health education, and world languages.

During the 2010-11 school year, our Site Council worked through a process with the school community, families, and staff to develop our school beliefs. We have been working through those beliefs as we plan for the future.

Students will be provided diverse opportunities to-

- Experience a curriculum that builds academic skill and encourages personal growth
- Develop skills and habits to become lifelong learners and critical thinkers
- Demonstrate how their decisions impact themselves, their community, and the world

Curriculum, instruction, and assessment at Ordean East (Woodland) will be-

- Where educators value young adolescents and are prepared to teach challenging and purposeful learning opportunities in an active and engaging way

The culture of Ordean East (Woodland) includes-

- Students who are academically, socially, and emotionally supported
- A school environment that is safe and inclusive

The leadership and organization at Ordean East (Woodland) will be-

- A collaborative approach in making guided decisions by leaders who share a common vision and common goals.

MDE Goal 3: The O.E.E. will provide individual learning experiences and support for students at risk in order to close the achievement gap.

A .2 FTE Social Worker will provide services to students who are not on an IEP, but are in need of service. S/he will meet with students individually or in small groups on a predictable schedule and be available for drop-in support for students and family members.

A minimum of 2 “Outside of School Day” clubs will be organized and provided for students at risk in order to support closing the achievement gap.

The .4 FTE Academic and Supportive Services Coach will be actively involved with students that have inconsistent attendance, meet with students and provide support individually or in small groups on a predictable schedule, be available for drop-in support for students and family members, communicate with and provide support to the Integration Specialists.

MDE Goal 4: The O.E.E. will provide staff development for I.S.D. 709 employees that address topics and issues and the development of skill sets in the areas of integration, desegregation, reductions of racism and the strategies to close the achievement gap.

A variety of Staff Development opportunities will be provided for all staff focused on integration, desegregation, reductions of racism and the strategies to close the achievement gap.

G. Schools – High

Denfeld High School

Denfeld High School’s Comprehensive Equity Inclusion Plan seeks to improve educational opportunities designed to close the achievement gap. The goals will remain the same and the effective strategies will be applied to the subsequent years’ of the plan.

Program Goals:

1. The CORE Transition Program focuses on ninth graders successfully transitioning to high school. Ninth graders will be provided academic, social, and emotional support throughout the year.
 - Eighty percent will participate in a freshman orientation held at the school site the day before school begins in the fall.
 - The Core staff member will contact 90% of ninth grader to create a four year educational plan for the high school years.
 - Seventy eleventh and twelfth graders will be trained and will provide five hours of tutoring and mentoring sessions to at least 80% of the ninth grade students.
 - One hundred percent of freshman, in attendance during freshman orientation, will be greeted by 75% of the staff within the building.
 - Five class meetings will be held with ninth graders at the end of each grade period to share Infinite Campus and S.W.I.S. data on academic achievement, and in the four core areas and incidence reports.
2. Provide a School-Within-A-School (S.W.S.) Program to provide individualized programming for students who have been identified through achievement results on the M.C.A., N.W.E.A. and/or other on site assessments as being at risk of not graduation high school in four years and of dropping out of school.
 - One hundred percent of enrolled S.W.S. students will have an individualized learning plan created containing academic, social and/or emotional goals.
 - The Community Liaison calls or personally meets with each S.W.S. student’s parent or guardian twice a year, assisting in developing and maintain effective lines of communication between school and individual families.
 - Coordinates with N.H.S., U.M.D., and C.S.S. in the fall to provide tutoring and academic support to meet 50% of the needs requested by S.W.S. students.
3. Provide an Ojibway Language and Cultural class.

- In the course registration course guide, Duluth Public Schools will offer an Ojibway Language and Cultural Class for all students interested in enrolling.
- The teacher will organize and implement daily lessons focused on Ojibway language and culture for students enrolled in the class.
- Students will learn, through scoring at minimum 75% on assessments that they have learned the material.

H. Staff Development

Intercultural Competency & Leadership Plan 2012-2015

Intercultural Leadership Goal: *The goal of the Intercultural Leadership Proficiency Initiative seeks to improve the intercultural competency of administrators, faculty and staff in the Duluth Public Schools.*

Measureable Objectives:

- The Office of Education Equity will provide staff of ISD 709 with professional development opportunities in the area of intercultural proficiency. During the first year of the CEIP, training will be developed and delivered to 100% of the classroom staff in an elementary school designated as priority or focus school.
- Faculty and staff participating in intercultural training at the priority/focus school(s) will be administered the Intercultural Development Inventory (IDI) as a pre assessment strategy and as a post test at the end of year one. As a result of the training experience, we expect to see the school's group profile increase by one standard deviation on the IDI.
- Provide district-wide training module for all certified staff on intercultural effectiveness

Program Goal 1: Build Intercultural Competence using an Intercultural Leadership cohort model in three schools that have been identified as either *priority or focus* schools by Minnesota Department of education in MMA evaluation process.

- During the first year, conduct assessment and implement training for 100% of teachers at a priority or focus elementary school
- During the second year, conduct assessment and implement training for 100% of teachers at remaining focus or priority elementary or middle school
- During the third year, conduct assessment and implement training for 100% of teachers at the remaining focus or priority elementary or middle school

Program Goal 2: Increase the capacity of the Duluth School District to provide intercultural leadership programming and training district-wide

- Identify and prepare district faculty to serve as intercultural teacher trainers

- Identify a district-wide Intercultural Team to provide on-going assessment, development & evaluation of intercultural competency district-wide
- Provide advisement to key leaders

Program Goal 3: Develop on-going support, professional development program for administrators, teachers, support and paraprofessional staff

- Develop new branded training material and program offerings for teacher development programming.
- Participate on site-based staff development ER day committee, co-facilitate intercultural leadership retreats and create immersion activities
- Develop introductory material for new employee orientation encouraging participation in the IDI personal development process.

Program Goal 4: Integrate intercultural competence and responsive practices in district systems and structures (Learning Services, Assessment, Climate, HR, Special Education, Finance, etc.)

- High Achievement:
 - Explore and implement intercultural curriculum integration process
 - Assist with defining and documenting intercultural effective classroom and school wide practices
- Safe and Welcoming:
 - Assist Climate Coordinator with integrating cultural competency in safe and welcoming elements
 - Provide consultation on culturally relevant policies/protocols/procedures
- Effective & Efficient Systems:
 - Explore incorporate intercultural competency in human resource hiring and evaluation practices (i.e., Teachers/Pathwise/IDI, Administrators, Paraprofessionals)
 - Develop data system to monitor effectiveness

Program Goal 5: Continue Intercultural Integration collaboration efforts with University of MN-Duluth

- Develop pilot program with UMD faculty to work on intercultural curriculum integration
- Provide consultation on intercultural strategies with district curriculum Evaluation

I. American Indian Education

The Office of Education Equity provides funding to support one position that works with all students at the level of middle schools and high schools and is supervised by the American Indian Education Department. This position is intended to complement and support the respective programming in each one of those schools. This individual also provides tutoring to students and all students gravitate to his

office for the service. Furthermore this individual works closely with Integration Specialists and students who may be assigned to their caseloads. He routinely communicates with teachers and works with students to promote their understanding of various concepts in their various classes.

Program Goals: this liaison assists the site staff in planning, developing and implementing programs that delivers opportunities for post secondary options for protected students

1. Campus visits, Talent Searches, Upward Bound, Metamorphosis programming, Integration Specialists, Field Trips, Special Education and other American Indian staff work effectively with this individual on behalf of the students at the four schools.
2. Work closely as a staff member with the American Indian Education Department to develop and deliver culturally appropriate service to Native students.

v. Evaluation

D.P.S. will develop and implement a balanced assessment system that provides summative, interim, and formative data achievement that will be used to guide district, school, and student programming decisions. The Duluth Public Schools will:

- Continue to develop and refine data collection system that allows district staff to monitor students' achievement (grades and test scores), attendance, and behavior of at-risk students.
- Continue to develop and refine a data collection system that allows efficient recording of services provided to students by Integration Specialists.
- Continue to build capacity within the district by training staff to effectively use summative, interim, and formative data to guide district, school, and student programming decisions.

A. Evaluation Process Used to Assess Student Achievement Goals and Objectives

Over the course of the last three years, the Duluth Public Schools (D.P.S.) has made significant progress toward creating a comprehensive and balanced assessment system. In 2009-2010, the school district was in the beginning stages of identifying and implementing common assessments other than the required annual state tests. Now, not only are annual summative assessments administered, interim/benchmark assessments are consistently administered, scored, interpreted, and utilized. Next steps for the district will include further training on the use of the existing assessments as well as identifying and implementing more frequent, formative assessments consistently in each classroom throughout the school district. A summary of the school district's current assessment practices is provided below:

Summative

The D.P.S. has a comprehensive, annual data reporting process. Each August, results are reported to the public the achievement results of our students in grades 3-8 in reading and math, grade nine in writing, grade ten in reading, and grade eleven in math. Public reporting includes posting results on the district's webpage, reporting information in the community's newspapers, as well as presenting information in a variety of forums (School Board, Education Equity Advisory Committee, District-Wide P.T.S.A., the community's Educational Delegation, each school, etc.). The achievement tests that are used in these analyses are MCA (reading and math), GRAD tests (reading, math, and writing), and MTAS (reading and math for the most cognitively impaired). Also reported are attendance and graduation rates. The district's and each school's results are then further analyzed and interpreted by ethnicity. These results are used to drive the strategic plan of the district as well as the strategic plan for each site.

Interim / Benchmark

In addition to summative measures, interim achievement testing is completed system-wide throughout the year to ensure that all of our students are on track for making yearly achievement goals. In grades K-five, curriculum-based reading and math benchmark tests are administered to all students three times each year. In grades six-nine, NWEA-MAP (reading and math) tests are administered three times each year, as well. In 2010-2011, instructional data coaches were hired at each school to help provide high quality, job-embedded staff development to teachers regarding administering and interpreting annual and interim/benchmark assessments. The 2011-2012 school year focused on deepening understanding of the results and how to use them for instructional decisions (placement in intervention classes) and to drive day-to-day instruction. Future plans include the development of common, interim assessments in subject areas beyond reading and math.

Formative

Although progress has been made in the implementation and use of district-wide assessments, there remain gaps in our current assessment system. The D.P.S. recognizes that summative and interim/benchmark assessments alone do not provide educators enough information to make day-to-day instructional decisions or to determine the effectiveness of decisions made the day before. More frequent formal and informal formative assessment practices would fill this need. As a result, additional staff development will be provided to support the use of formative assessments in the classroom.

Training

The District will continue to focus on effective use of the various data sources available to guide decision-making. Training efforts will focus on areas such as collecting and accessing relevant data as well as interpreting and utilizing collected data. Training will also include information on the MN Data Privacy Act and Family Educational Rights and Privacy Act. This training will occur using a train-the-trainer model. District staff will train instructional data coaches and instructional data coaches will train school staff.

VI. Administrative

The Office of Education Equity is viewed within the D.P.S. system as a resource and is consulted on many issues affecting district plans and policy. As an administrative office within the central branch of Administration, which is located in Historic Old Central High School in downtown Duluth, O.E.E. is in daily contact with other administrative staff, Finance and Human Resources. This promotes visibility which is so important to an inclusive process.

Approximately 7% of the total budget is dedicated to administrative costs. Even though the overall budget for the Office of Education Equity has decreased, the percentage of dedicated administrative cost is lower this year than in previous years.

VII. Consolidated Budget

		Integration FY2013 per Plan				
		Goals				
Cost Center	Total	1	2	3	4	Admin
215 Denfeld	140,000.00			140,000.00		
220 East	-					
550 Piedmont	34,200.00			34,200.00		
320 Ordean	65,000.00			65,000.00		
350 Western	65,000.00			65,000.00		
520 Lowell	34,200.00			34,200.00		
540 Nettleton	200,000.00	200,000.00				
690 Staff Development	153,195.14				153,195.14	
700 Recruitment	5,000.00				5,000.00	
693 Administration	154,070.10					154,070.10
689 Integration Specialist	981,771.65		981,771.65			
025 Cultural Center	168,068.40		168,068.40			

691 Indian Education	47,781.55			47,781.55		
<hr/>						
Total Budget	<u>2,048,286.84</u>	<u>200,000.00</u>	<u>1,149,840.05</u>	<u>386,181.55</u>	<u>158,195.14</u>	<u>154,070.10</u>

The budget forms required by the Minnesota Department of Education are submitted to the attention of M.D.E. electronically.

VIII. Conclusion

Duluth Public Schools appreciates the support provided by the Minnesota Department of Education in the area of Integration Funding. This funding has allowed D.P.S. to explore educational strategies designed to increase intercultural and interracial understanding and appreciation. In addition, M.D.E.'s recent inclusion of "close the achievement gap" language has allowed and inspired I.S.D. 709 to creatively develop and implement a comprehensive interventions model to promote student achievement as well as close the achievement gap. We are beginning to see many positive results as we hone the interventions processes.

This Comprehensive Equity and Inclusion Plan incorporates a number of specific changes and commitment of funding. Key changes are listed below:

- **Goal 1** is added to address the racially identifiable status of Nettleton Elementary School. This interactive learning approach incorporates new technology interschool activity scheduling and staff training. This is to address the *racially identifiable* status of Nettleton. The subsequent goals are either very close to the O.E.E. 2012 plan with slight modification as in Goal 2.
- Denfeld: continues to receive funding for 1.5 FTE and \$5,000 programmatic costs. The intention is to continue to support School Within A School programming and CORE programming. The CORE Program is a transition assistance program for ninth graders to high school.
- East: O.E.E. funding that was in both Denfeld and East High School cost centers was transferred to staff development cost center and increased.
- Piedmont: funding is increased to a level equal to Lowell Elementary School.
- Ordean East (Woodland) Middle School: reduced to \$65,000.
- Ordean East Middle School is eliminating 1.0 FTE Community Liaison position.
- Lincoln Park (Morgan Park) Middle School: also reduced to \$65,000. This budget has the middle schools at comparable levels.
- Lowell Elementary School: reduced to \$34,200. This amount now matches funding received by Piedmont Elementary School.
- Nettleton Elementary School: is *racially identifiable* on the basis of enrollment formulas established by the Minnesota Legislature. The Minnesota Department of Education uses a formula of determining the sites racially identified status. [Percent of students of color throughout a school district +20% is the “racially identifiable” threshold] \$200,000 is redirected from the current budget in the proposed budget to address the desegregation needs of Nettleton (see Goal 1 comments above).
- Staff Development: District Staff Development receives approximately \$154,000 of dedicated funding. This covers the Social Worker salary cost and minimal programming for both high schools. The Education Equity Advisory Committee recommended district-wide intercultural and racism.
- Recruitment: this amount was reduced to \$5,000.
- Administration: the Coordinator of O.E.E. position is reduced by four weeks to a total of 44 weeks per year.
- Integration Specialists and Literacy Coaches: remain unchanged.
- Cultural Centers: Programming funds are also reduced in each center. This is a reduction of each cultural center position by 0.4 FTE.
- Indian Education: O.E.E. funding to Indian Education remains unchanged.

This plan was developed through a highly inclusive process. Community members and staff have made suggestions, read and approved content. We are submitting this plan for approval and funding by the Minnesota Department of Education. This plan has been reviewed by and has received approval from the Duluth Public School Board.

IX. Attachments

List of Attachments:

Enrollment Report
Demographic Information & MCA Results
Nettleton Racially Identifiable Letter
Education Equity Advisory Committee Members
Education Equity Advisory Committee Bylaws
Education Equity Advisory Committee Schedule of Meetings
United Way Education Delegation Community Group Strategies
PASS Brochure
Duluth Public Schools Tiered Intervention Model
Instructional Data Coach Model

Template 2011 School	Total Enroll	Total Gr 1-5	K	1	2	3	4	5	6	7	8	9	10	11	12
Congdon Park 435	528.0	433.0	95.0	106.0	82.0	84.0	77.0	84.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Homecroft 475	399.0	336.0	63.0	76.0	69.0	76.0	51.0	64.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lakewood 500	274.0	235.0	39.0	50.0	44.0	43.0	46.0	52.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lester Park 510	548.0	463.0	85.0	96.0	93.0	98.0	81.0	95.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lowell 520	452.1	380.0	72.1	73.0	79.0	73.0	73.0	82.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MacArthur 525	468.0	389.0	79.0	85.0	71.0	82.0	80.0	71.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nettleton 540	448.0	363.0	85.0	70.0	83.0	71.0	58.0	81.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Piedmont 550	436.5	313.5	123.0	76.0	57.0	70.0	58.0	52.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Stowe 585	358.0	290.0	68.0	70.0	57.0	50.0	51.0	62.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Morgan Park 225	692.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	228.28	230.00	234.00	0.00	0.00	0.00	0.00
Woodland 335	942.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	313.14	286.14	343.29	0.00	0.00	0.00	0.00
Denfeld 215	1199.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.00	0.00	273.00	285.33	314.33	326.82
East 220	1561.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.00	0.00	0.83	396.17	390.00	420.16	353.95
Merritt Creek Academy 81	99.0	45.0	0.0	1.0	10.0	10.0	10.0	14.0	11.0	8.0	16.0	6.0	7.0	2.0	4.0
ALC Seat Based 811	79.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	2.0	11.0	22.0	43.0
Chester Creek Academy 5	67.0	23.0	0.0	2.0	3.0	2.0	11.0	5.0	10.0	7.0	10.0	9.0	3.0	3.0	2.0
Woodland Hills 580	113.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	9.0	13.0	23.0	23.0	25.0	19.0
Arrowhead Academy 605	37.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	4.0	4.0	6.0	8.0	7.0	6.0
Bethany Crisis Shelter 815	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	2.0	0.0	1.0	0.0	0.0
Hospitals 630,640	10.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	1.0	2.0	0.0	2.0	1.0	2.0
Focus Plus 815	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0	3.7	0.0	0.0	0.0	0.0
The Bridge 950	18.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.0
Total:	8742.78	3270.50	709.13	705.00	648.00	659.00	596.00	662.50	572.42	547.14	628.83	715.17	730.33	794.49	774.77



Demographic Information & MCA Results

Duluth Public Schools

2010-2011

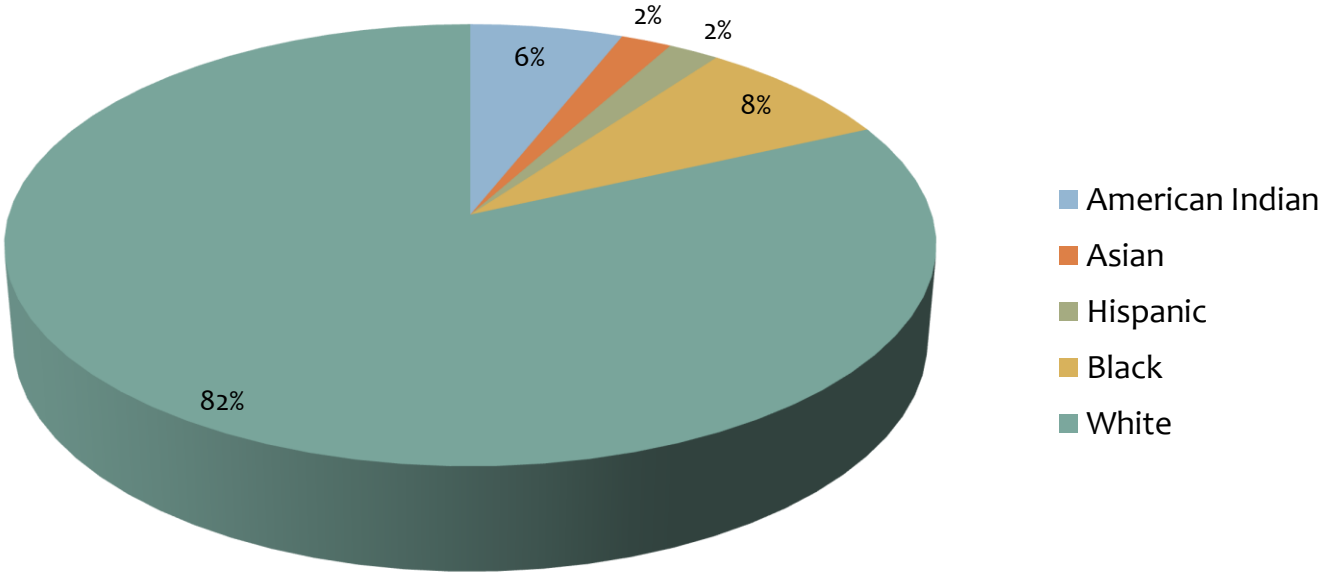
Tawnyea L. Lake, PhD
Director of Assessment,
Evaluation, and Performance

OEE Meeting – November 3, 2011



DEMOGRAPHICS DISTRICT

Ethnicity District

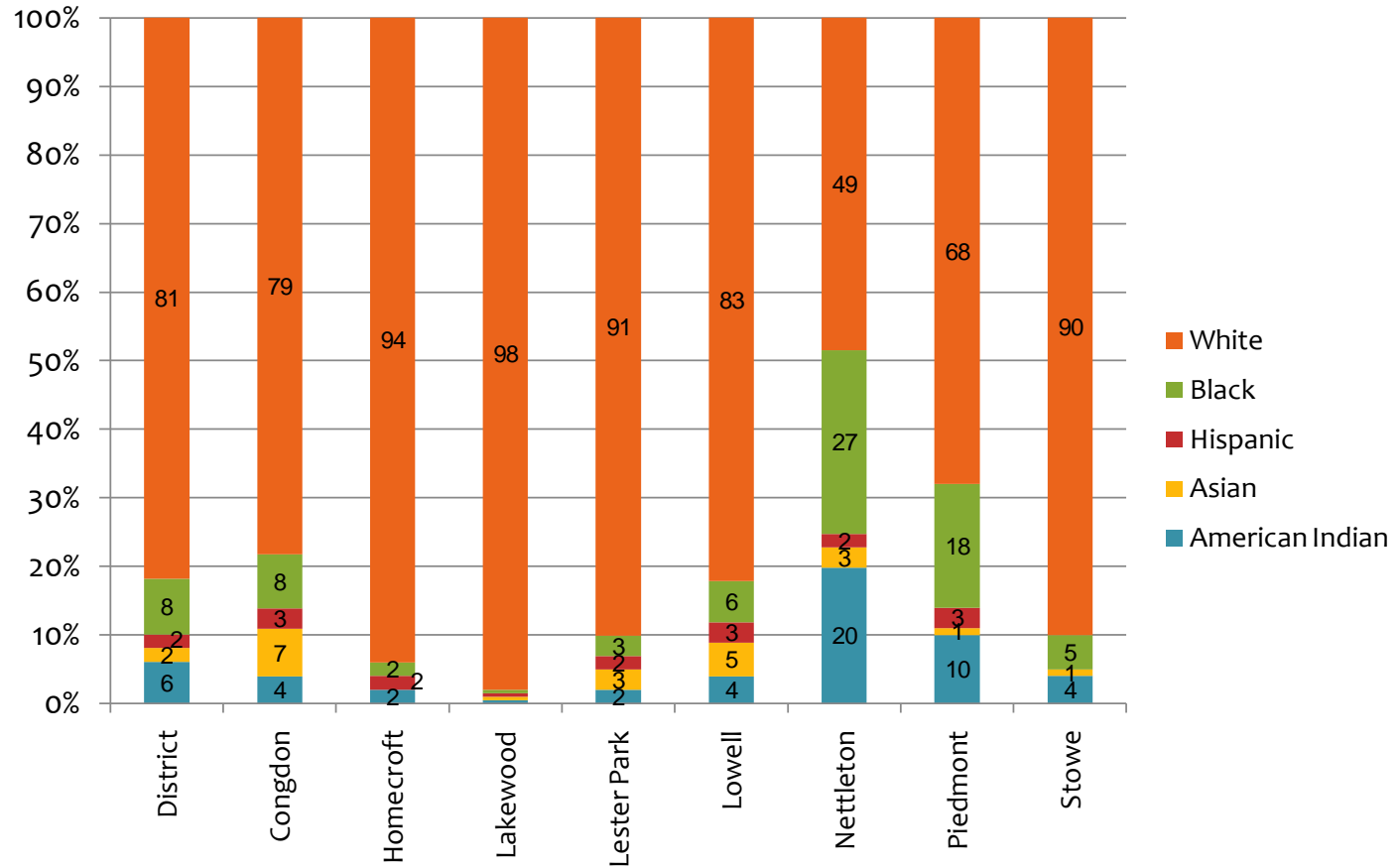




DEMOGRAPHICS SCHOOLS

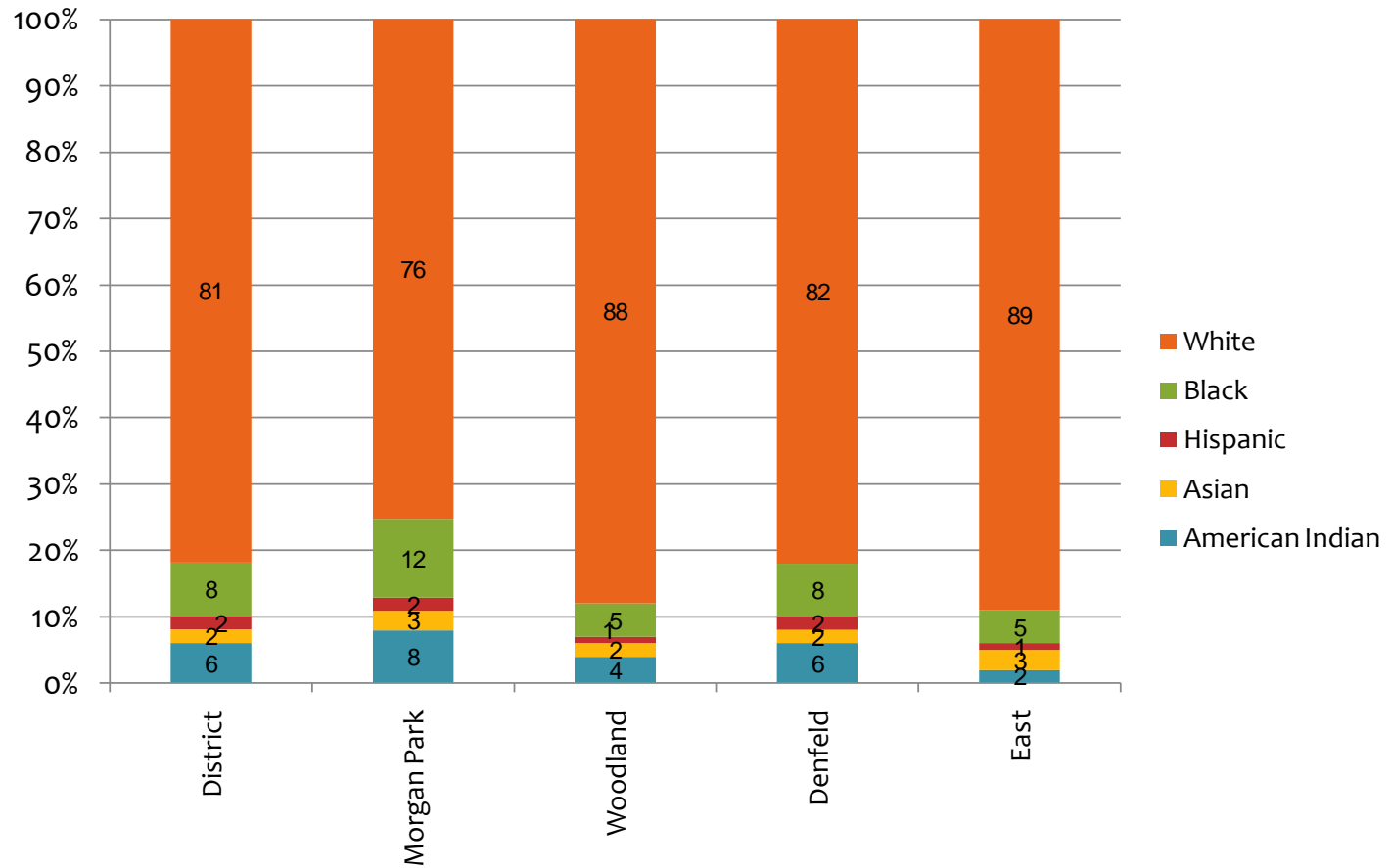
Ethnicity

Elementary Schools



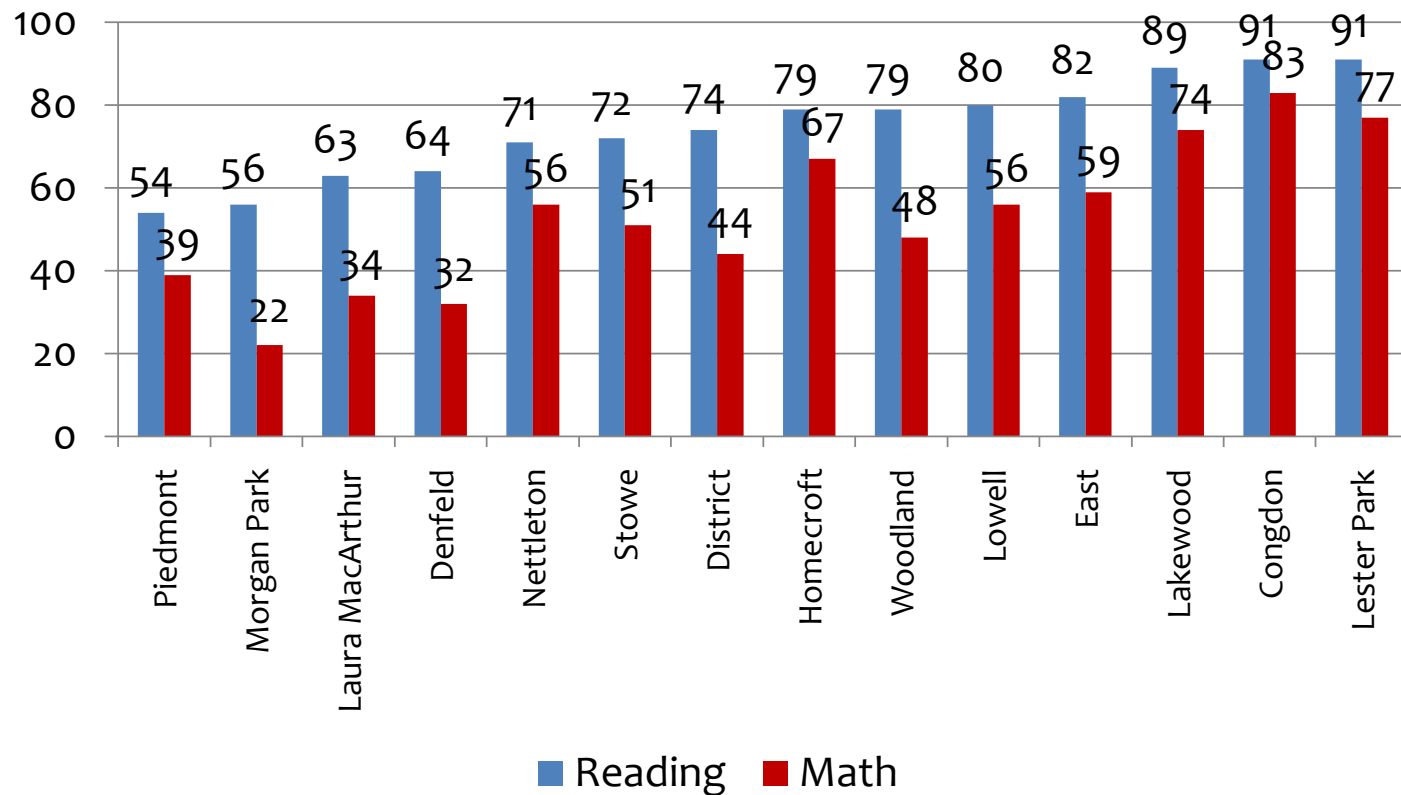
Ethnicity

Secondary Schools



MCA Reading and Math All Students, All Grades

Percent Proficient

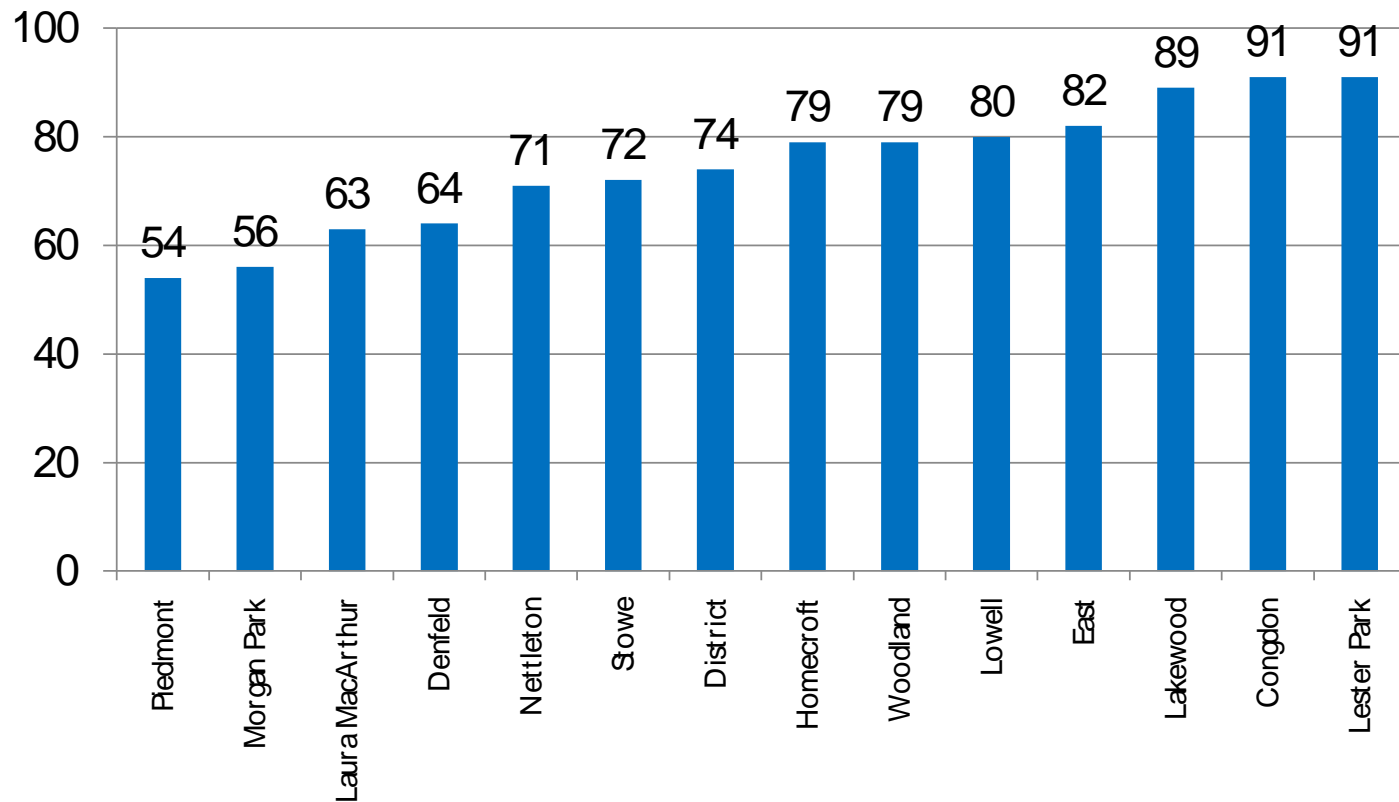




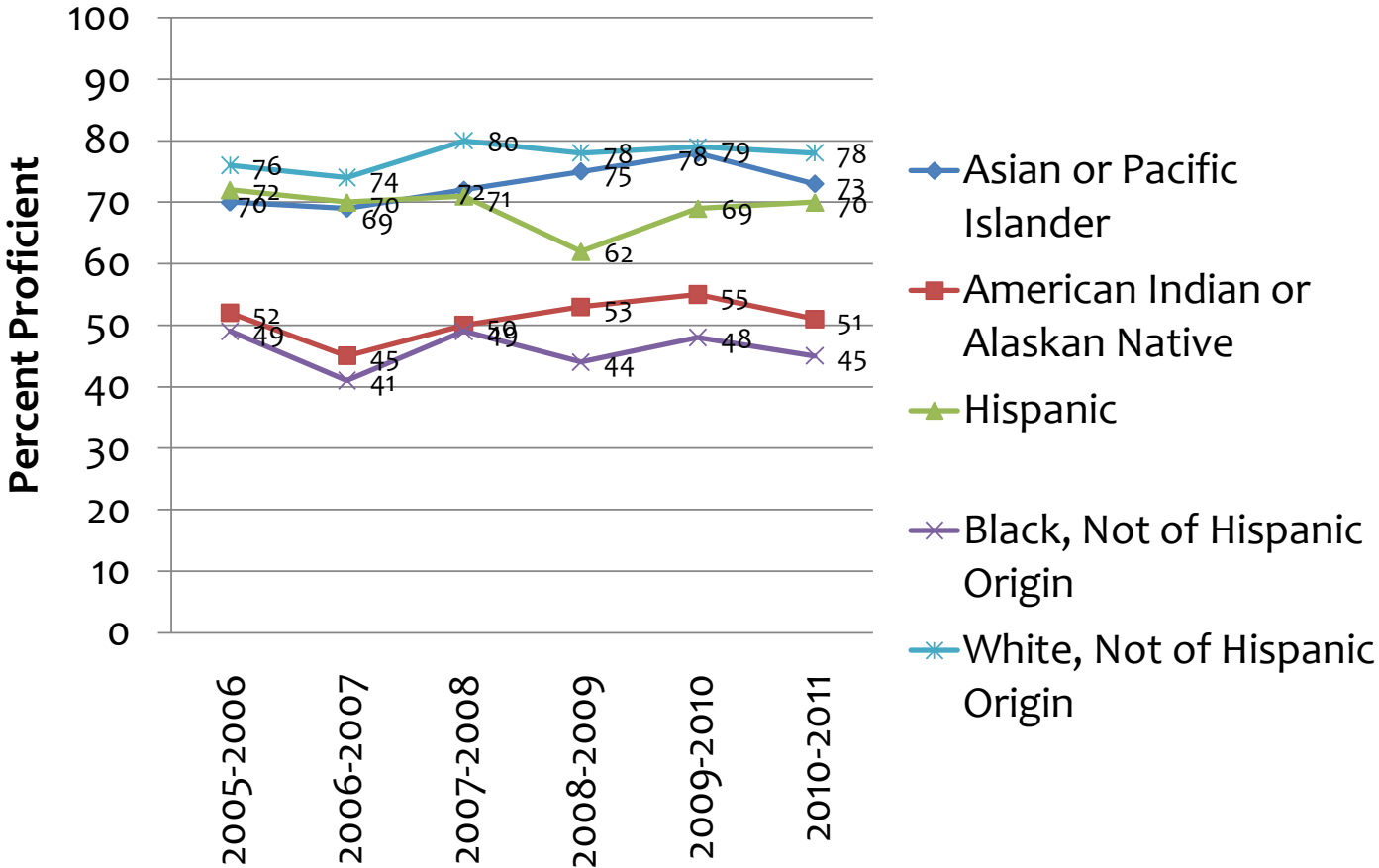
READING MCA RESULTS DISTRICT

MCA Reading All Students, All Grades

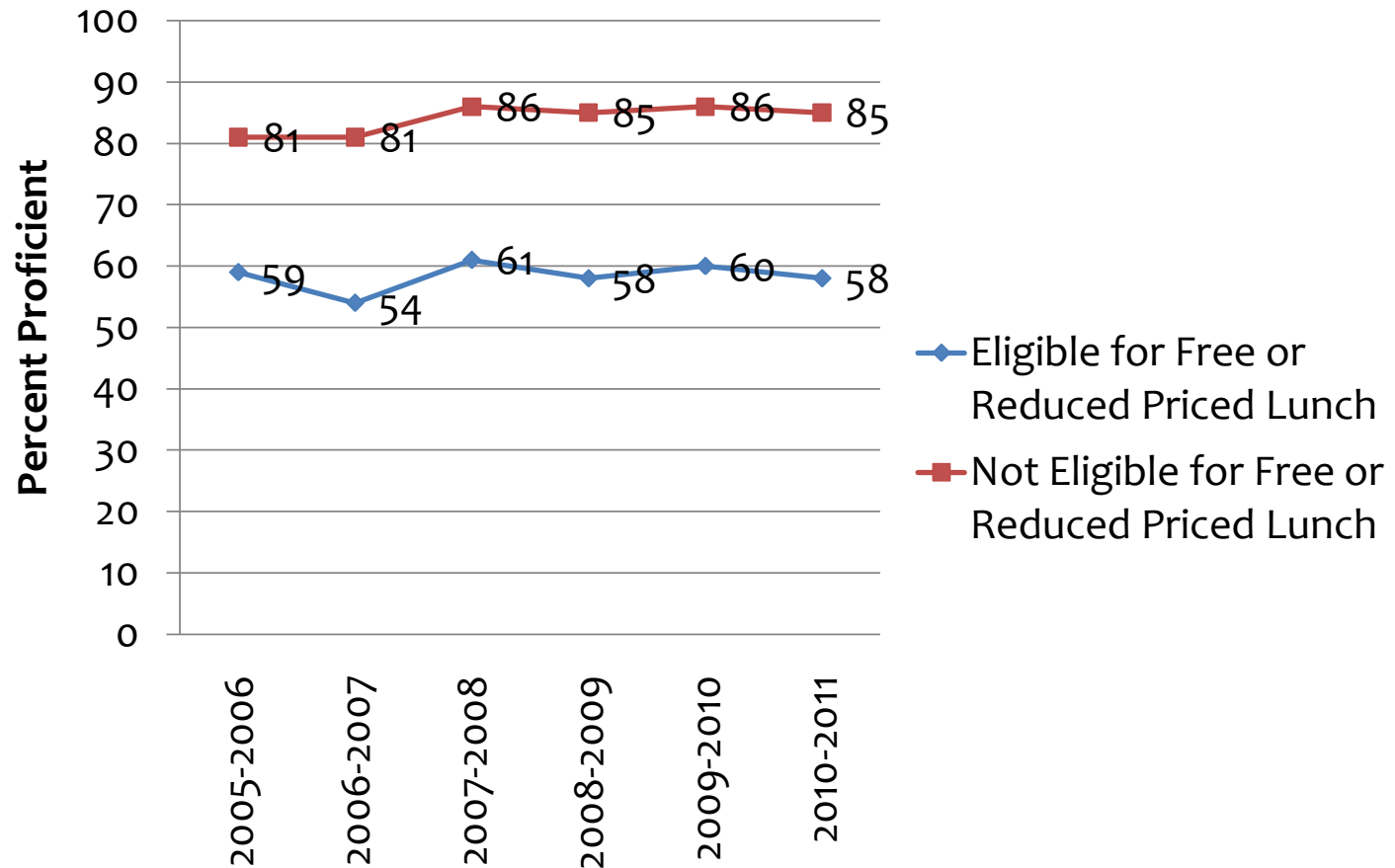
Percent Proficient



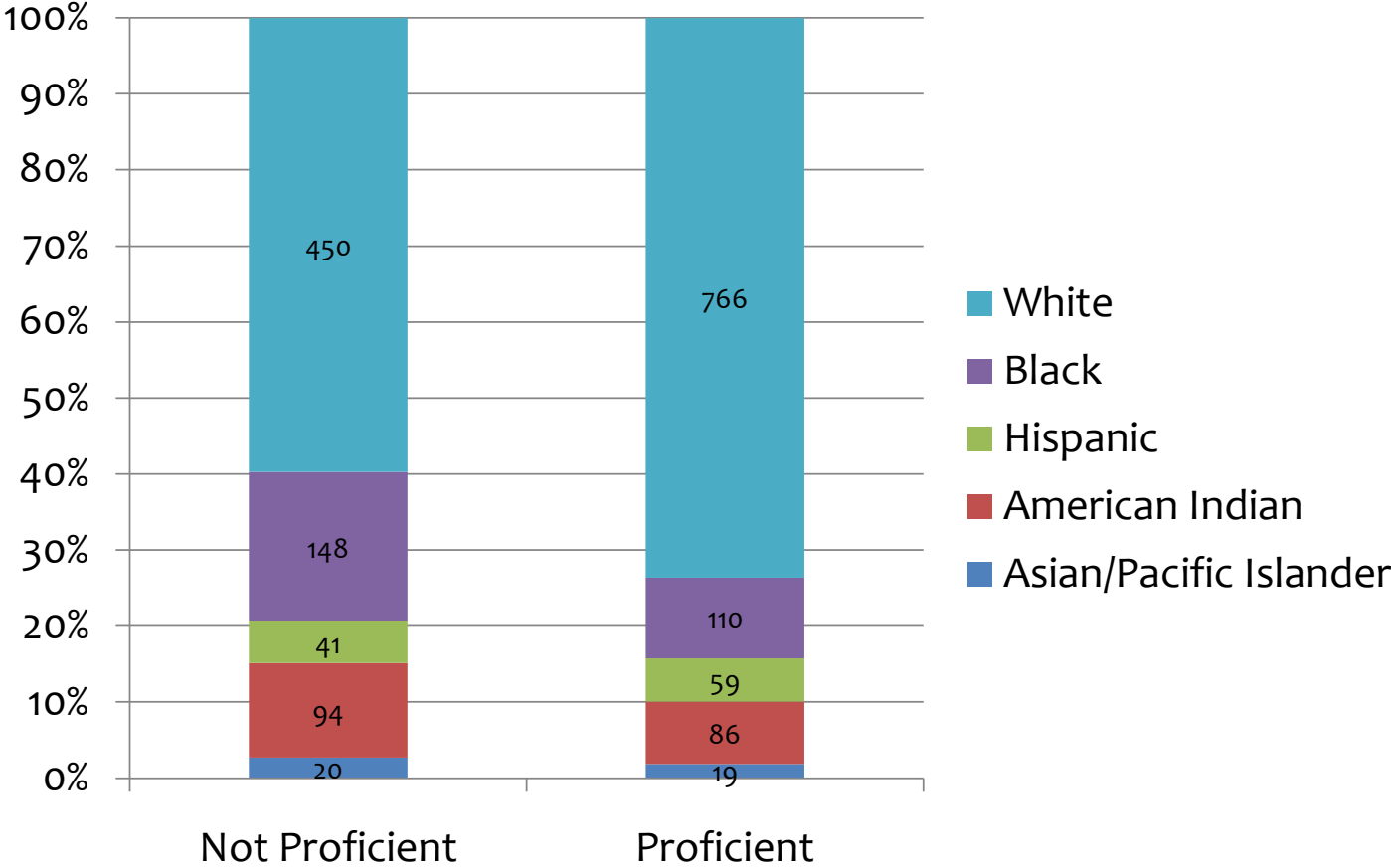
MCA-II Reading Results By Ethnic Subgroup Over Time



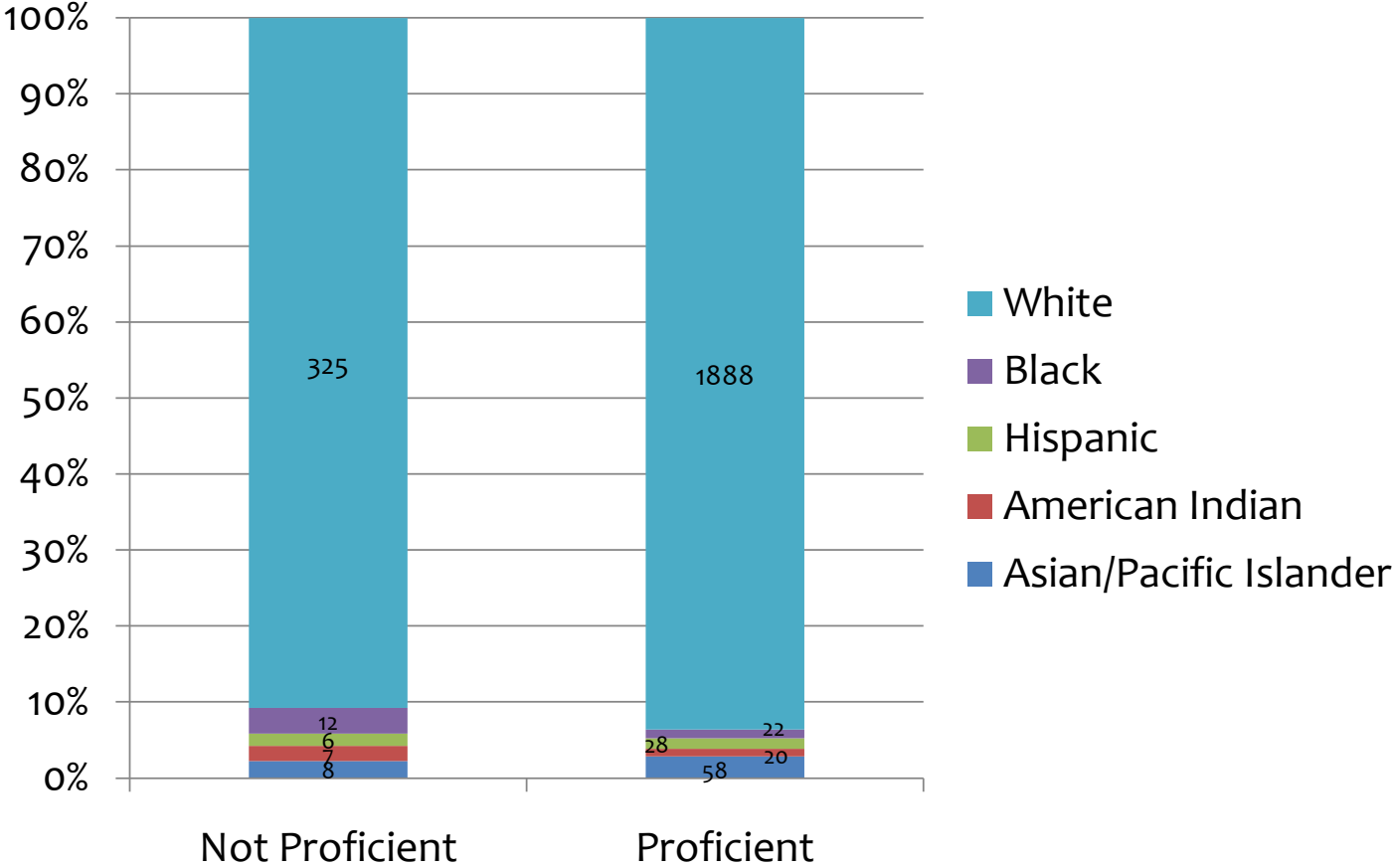
MCA-II Reading Results By Economic Subgroup Over Time



Reading Proficiency All Grades Eligible FRL Only, By Ethnicity



Reading Proficiency All Grades Not Eligible FRL Only, By Ethnicity



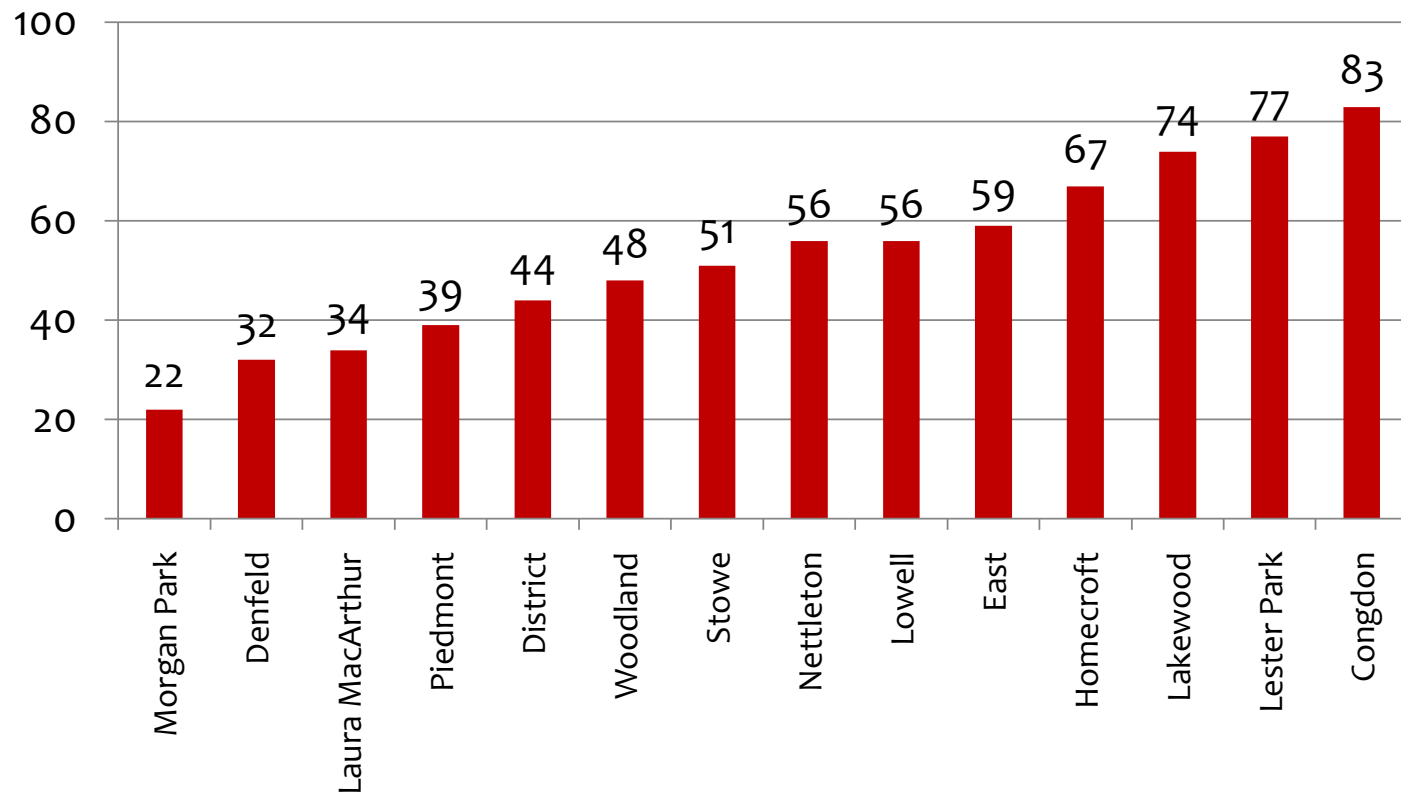


MATH MCA RESULTS DISTRICT

MCA Math

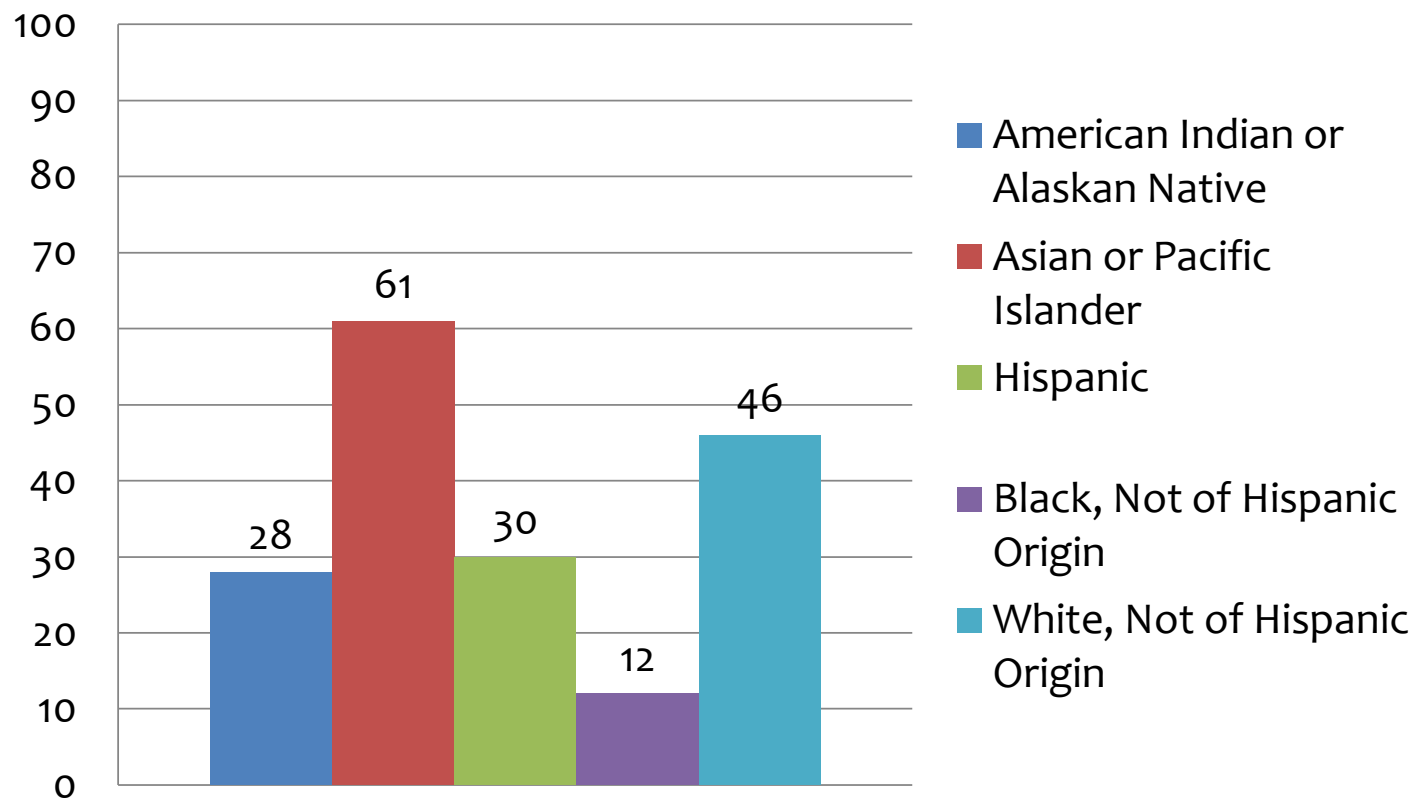
All Students, All Grades

Percent Proficient



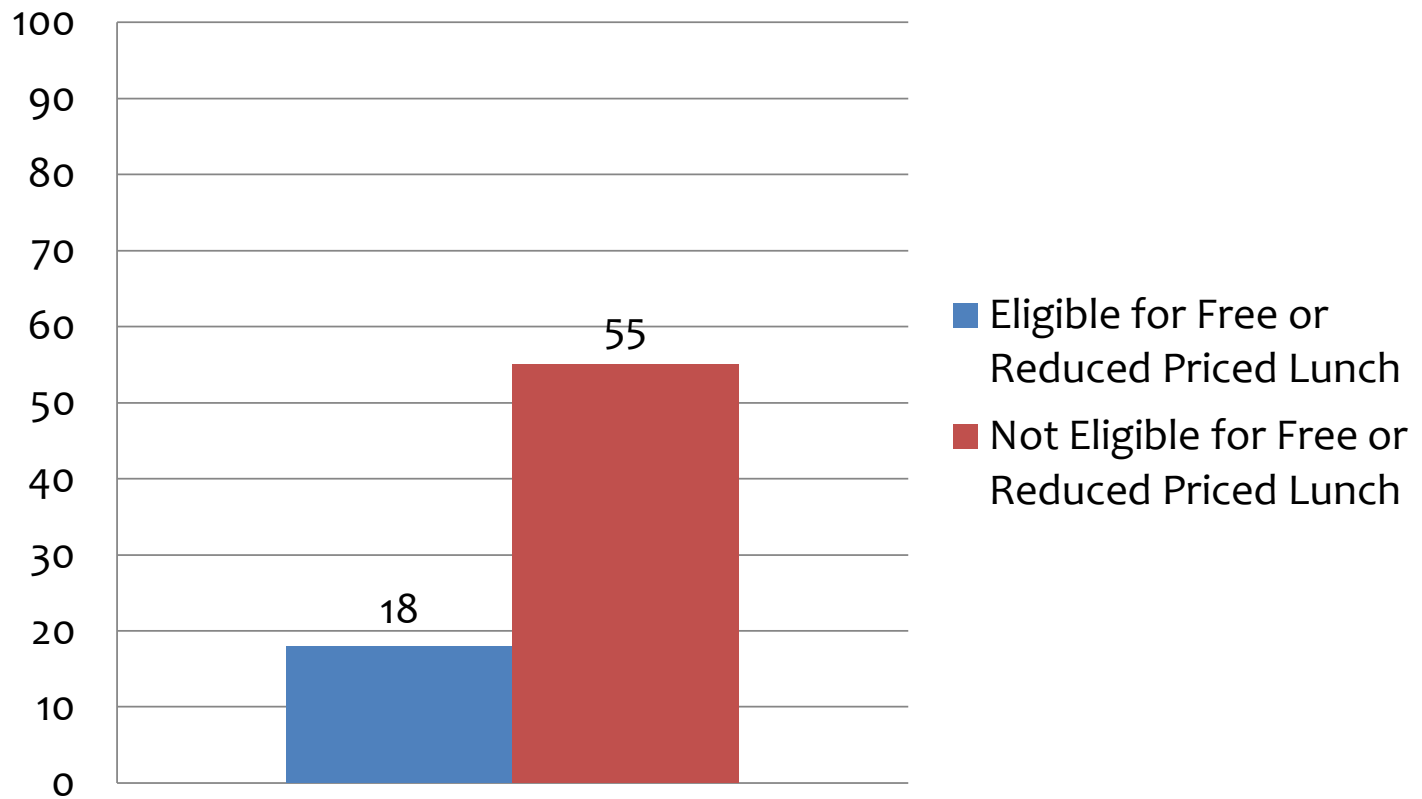
MCA Math Results By Ethnic Subgroup

Percent Proficient

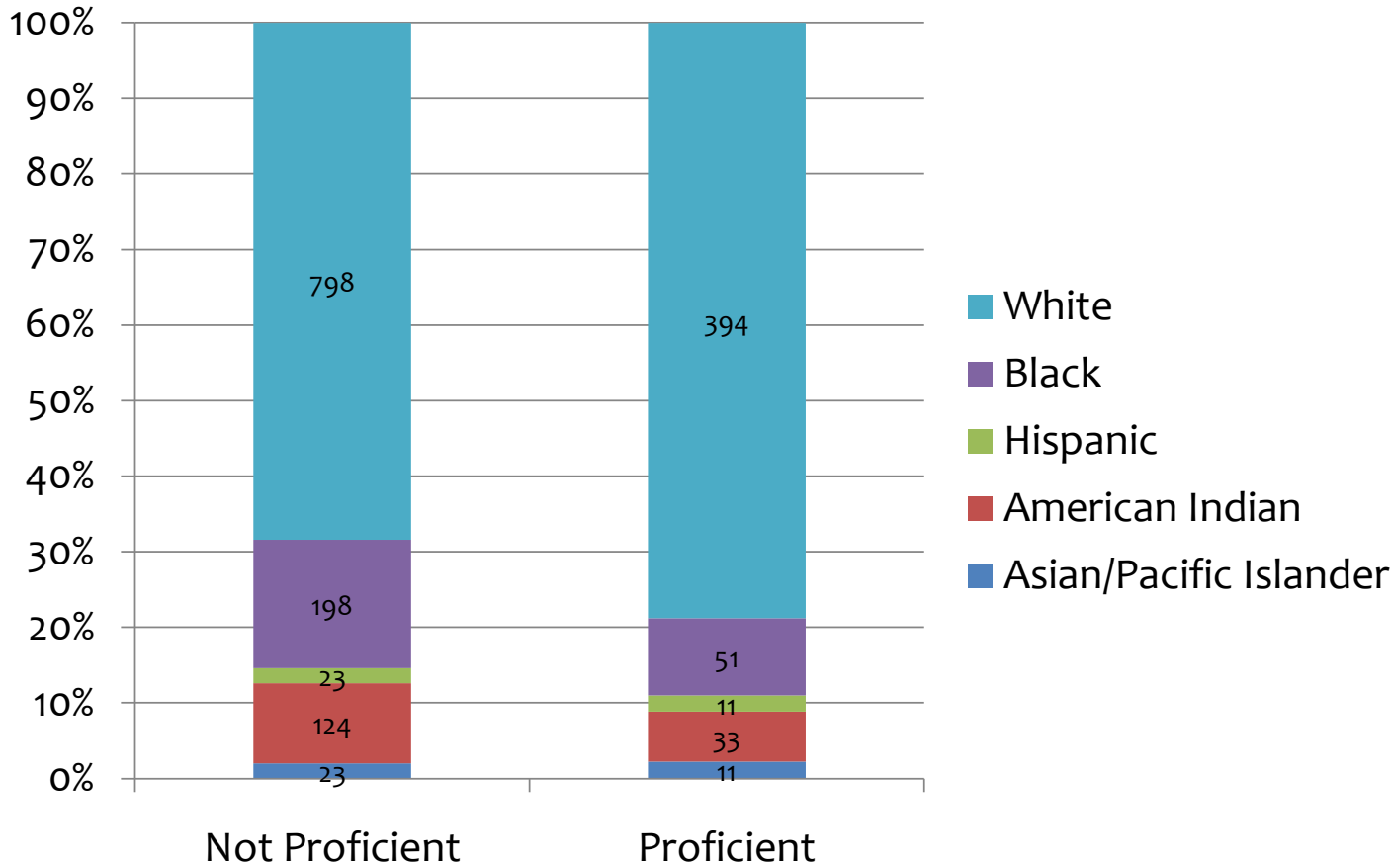


MCA Math Results By Economic Subgroup

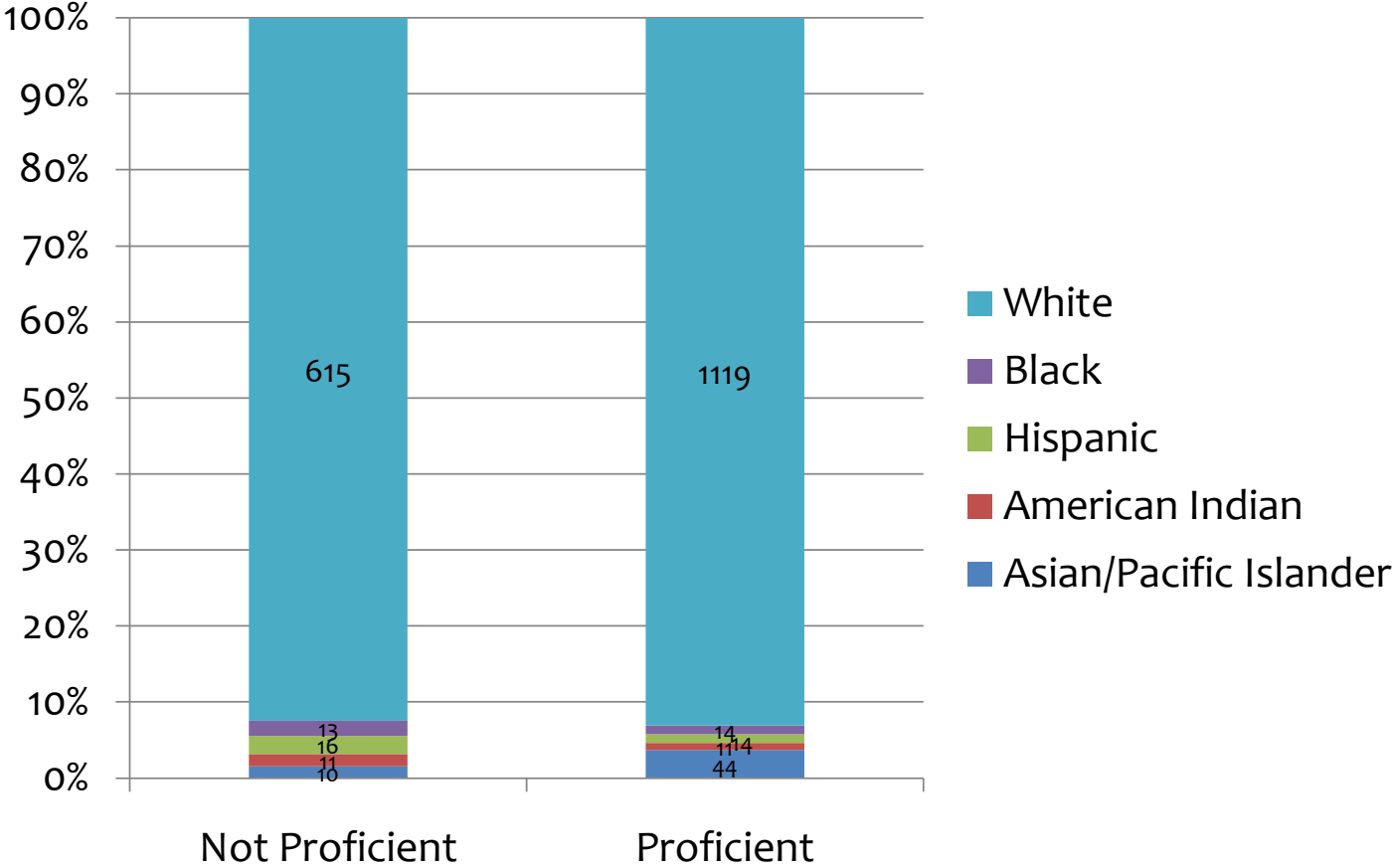
Percent Proficient



Math Proficiency All Grades Eligible FRL Only, By Ethnicity



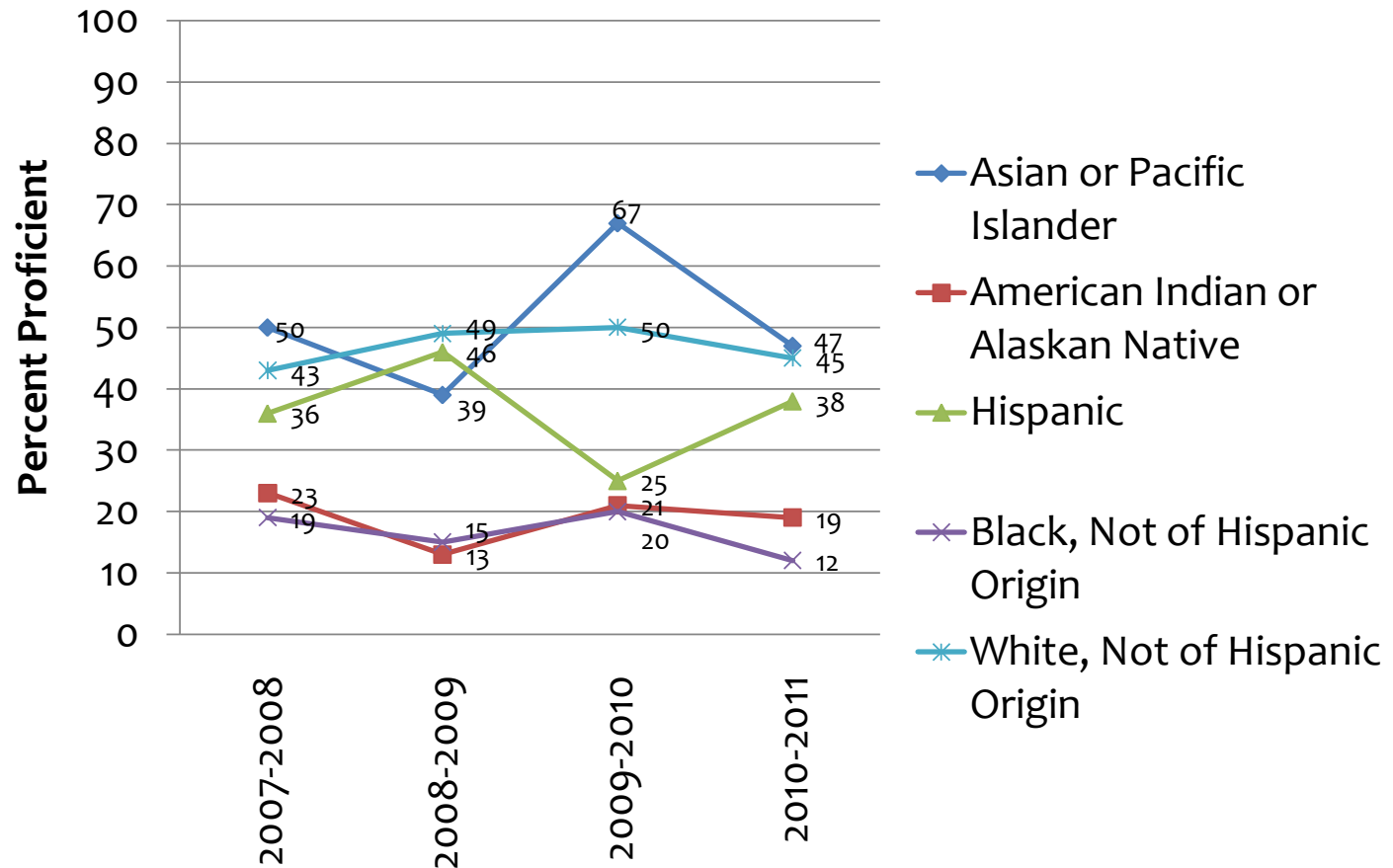
Math Proficiency All Grades Not Eligible FRL Only, By Ethnicity





SCIENCE MCA RESULTS DISTRICT

MCA-II Science Results By Ethnic Subgroup Over Time





ATTENDANCE AND GRADUATION RATES

Attendance Rates Over Time By Ethnicity

Source: 2011 AYP Summary Sheet, MDE

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
American Indian/Alaskan Native	90.05	88.51	93.81	93.51	92.29	93.34
Asian/Pacific Islander	95.61	94.14	97.38	97.62	96.94	96.98
Hispanic	94.61	93.02	95.83	96.48	95.52	95.11
Black, not of Hispanic origin	92.21	89.63	94.78	94.57	94.18	94.17
White, not of Hispanic origin	95.11	93.60	96.89	96.79	96.07	95.87

Graduation Rates Over Time By Ethnicity

Source: 2011 AYP Summary Sheet, MDE

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
American Indian/Alaskan Native	68.09	44.12	66.67	48.72	50.82	70.73
Asian/Pacific Islander	84.62	96.15	96.67	95.45	80.00	94.74
Hispanic	66.67	84.62	72.73	66.67	90.00	75.00
Black, not of Hispanic origin	60.00	72.41	68.18	59.18	63.27	58.82
White, not of Hispanic origin	86.39	86.79	89.07	89.01	86.94	92.67



April 29, 2011

Superintendent Keith Dixon
Duluth Public Schools, Independent School District #709
215 North 1st Avenue East
Duluth, MN 55802

Dear Superintendent Dixon:

This letter is to inform you that based on Minnesota Automated Reporting Student System (MARSS) data submitted by your district, the Minnesota Department of Education (MDE) has determined that Grant Magnet Elementary is no longer a racially identifiable site as defined by Minn. Rule 3535.0110 Subp.6.

Integration funding for your district is not impacted by this finding since your district already receives integration funding for Nettleton Elementary which remains a racially identifiable site.

If you have further questions about your district's obligations under the Minnesota Desegregation Rule and Integration Revenue Program, please contact Dr. Anne M. Parks, Integration/Desegregation Specialist, at (651) 582-8337 or anne.parks@state.mn.us.

Sincerely,

A handwritten signature in blue ink that reads "Heather Lindstrom".

Heather Lindstrom
Supervisor, Education Innovation Team

A handwritten signature in blue ink that reads "Rose Hermodson".

Rose Hermodson
Assistant Commissioner

1500 Highway 36 West, Roseville, MN 55113-4266 651-582-0200 TTY: 651-582-8201

education.state.mn.us

Education Equity Advisory Committee 2011-12

Committee Member Representatives to the:	Name
Indian Education Parent Advisory Committee	Beulah Sayers
	Terry Goodsky
	Dani Dunphy
	Floating alternate Dawn Paro-Strothers
African-Am. Educational Parent Advisory Committee	Sharon Witherspoon, Chair
	Cruz Mendoza
	Will Cameron
	TBA
Floating alternate	TBA
Asian/Pacific Educational Parent Advisory Committee	Ray Tollers
	Liang pi Yang
	Floating alternate Cherpao Vang
Adelante Educational Advisory Parent Committee	Teresa Dawson
	Glenda La Tour
	Floating alternate Patricia Ruud
	Susana Woodwar
Community Representatives	Claudie Washington
	Portia Johnson
	Floating alternate TBA
School Board Representative	Mary Cameron
	Floating alternate Tom Kasper

E.E.A.C. BY LAWS
Independent School District # 709
Education Equity Advisory Committee

ARTICLE I

Name

The name of this Advisory committee shall be “Education Equity Advisory Committee” hereinafter referred to as EEAC. The committee shall exist by virtue Independent School District #709 School Board actions and shall exist in conformity with School Board Policy NO. 1070 Citizens Advisory Committee: General Policy.

ARTICLE II

Purpose

Section 1. The purpose of this committee shall be to involve community members as voting members and ISD #709 district administrative personnel as resources in providing advice and recommendations to EEAC and/or their designee regarding the planning, implementation, evaluation and monitoring of all business relative to Desegregation/Integration Rule 3535 and its related policies, procedures and goals.

ARTICLE III

Members

Section 1. The active voting membership hereinafter referred to as active members of this EEAC shall be limited to fifteen (15) active members.

- 1.1 Each group appointing members under Section 3.I shall be strongly encouraged to select and give preference to achieving gender balance.
- 1.2 Each group appointing members under section 3.I shall be strongly encouraged to select, and give preference to families of protected students in ISD #709.

Section 2. Any adult resident of ISD #709 shall be eligible for active memberships only within the parameters of this Article III.

Section 3. The active membership shall be representative of fifteen (15) members appointed by communities of color as prescribed in this Article III, Section 3.

- 3.1 The active community membership shall be comprised of four (4) officially appointed representatives from the Duluth Indian Education Advisory (Parent Advisory) Committee, four (4) officially appointed representatives of the African American Educational Advisory Committee, two (2) officially appointed representatives of the Asian-Pacific Educational Advisory Committee, two (2) officially appointed representatives of the

Adelante Educational Advisory Committee and two (2) officially appointed community representatives selected by the Chairperson of the Board in consultation with the Superintendent and at least one (1) member will be selected from the communities (as defined by MN Desegregation Statute 3535) most affected by desegregation.

3.2 One (1) active member from Independent School District #709 school board shall be selected by the School Board and will serve one (1) year commencing January.

3.3 Membership shall be for two (2) years commencing June 1. Exclusive of the School Board member whom will be appointed and serve as per Article III Section 3.2.

Section 4. Floating alternates for each active member shall be designated by the appointing Parent Advisory Committee (P.A.C.)/ Chair in compliance with this Article III, Section 1.2 and shall function under the Bylaws established by this committee. Each group participating as members of the EEAC as identified in Section 3.1 of Article III, can appoint a floating alternate that will have the capacity to represent any active member of the group that may be absent. The active member shall be responsible for providing the name of the floating alternate to the EEAC chairperson. The active member shall be responsible for contacting the floating alternate to attend the regular meetings when the active member's attendance is not possible. Each absence will require the active member to notify the Office of Integration Equity with the name of the floating alternate who will represent him/her.

4.1 An active EEAC member or an EEAC floating alternate cannot simultaneously serve to represent in a voting capacity two or more entities (groups/ P.A.C.).

Section 5. An annual schedule of meetings will be established and distributed in September and shall be considered the first notice to attend those meetings. A "second" notice will be sent within five (5) days prior to all regularly scheduled meetings.

Section 6. The active member is limited to a total of three absences during any given school year. Absences are defined as those not attended by either the active member or the alternate, where therein the active member shall be terminated.

Section 7. Any member desiring resignation from the EEAC shall submit a resignation to the chairperson.

Section 8. A proposal for subsequent membership--inclusive of replacement for terminated member as stipulated in Section 6--shall be acted upon at a regular meeting. Replacement for resigned members shall be made by the appointing group.

Section 9. Ex officio members will be nonvoting. Ex officio membership provides access for participation in meetings. Ex officio members shall be:

1. Office of Education Equity
2. Assistant Superintendent
3. The Director of Business Services
4. The Director of Human Resources

Section 10. Reasonable access will be extended to community members.

ARTICLE IV

Officers

Section I. The officers of this EEAC shall be a chairperson and a vice chairperson. The recording secretary / contractor will not be an elected office/officer. The officers shall perform the duties prescribed by the bylaws and by the parliamentary authority adopted by the EEAC.

1.1 The chairperson and vice chairperson shall be elected at the June meeting and begin their term immediately. Both shall be community people.

1.1a The Chairperson and the vice Chairperson of the EEAC will be ex-official members of all EEAC Subcommittees.

1.1b The Chairperson and/or the Vice Chairperson of the EEAC can act as voting members of all or any EEAC Subcommittees when that EEAC Subcommittee lacks a quorum. This Section of Article IV authorizes that the Chairperson and/or Vice Chairperson at a EEAC Subcommittee meeting where a quorum has not been achieved, to act as a voting member of that subcommittee to achieve the quorum as stated within Article VI Section 1.1 of the Bylaws.

1.2 The recording secretary shall be the person that is employed as the Office of Education Equity Secretary or contractor.

Section 2. The officers shall be elected by ballot to serve for one year, or until their successors are elected.

Section 3. Officers shall be elected by majority vote of the active membership at a regular meeting.

Section 4. The EEAC Executive Committee shall consist of the EEAC Chairperson and an EEAC Vice Chairpersons and all the Chairpersons of all the EEAC Standing Committees.

Section 5. The removal of officers shall follow Robert's Rules of Order.

ARTICLE V

Meetings

Section I. The regular meeting of the EEAC shall be held monthly in a facility with handicapped access, unless otherwise ordered by the Independent School District #709 School Board, Superintendent, or by the executive committee.

Section 2. Special meetings can be called by the executive committee or by the Superintendent. The purpose of the special meeting shall be stated in the call for the meeting--with the notice of that special meeting--distributed at least three (3) school days prior to the meeting.

Section 3. The regular meeting in September of each year shall be known as the annual meeting. The meetings for each year shall be established at this annual meeting and shall be called the "Annual Schedule of Meetings."

Section 4. Eight (8) active members of the EEAC shall constitute a quorum for the purpose of doing business.

4.1 Temporary suspension of the eight (8) member quorum.

4.1a Special circumstances as acknowledged by the majority vote of the EEAC membership will determine the need and duration of any temporary suspension of the eight (8) member quorum.

Section 5. All meetings of this EEAC shall be open to the public.

ARTICLE VI

Sub-committees

Section 1. A budget subcommittee comprised of the chairperson and the minimum of four (4) and a maximum of seven (7) EEAC members shall be appointed by the EEAC chairperson. It shall be the duties of this sub-committee to recommend actions regarding budgets and budget modifications to the EEAC.

1.1 An official quorum for an EEAC Subcommittee is defined as a simple majority of the official members appointed to that EEAC Subcommittee.

Section 2. Such other committees, standing, special or task shall be appointed by the chairperson with a convener or chairperson of that subcommittee designated.

2.1. All EEAC Standing Committees will appoint/elect a Chairperson and Vice Chairperson.

Section 3. The chairperson will endeavor as much as possible to balance the subcommittee membership by race and gender.

Section 4. Floating alternate members of EEAC can be selected (appointed) to serve as members of various EEAC sub-committees.

4.1. Each officially appointed EEAC Subcommittee member may suggest an alternate that when present in the absence of the officially appointed EEAC Subcommittee member will assume all voting privileges of that EEAC subcommittee member. The officially appointed EEAC subcommittee member shall select their alternate from the EEAC membership.

- 4.2. The officially appointed EEAC Standing subcommittee member shall submit the name of their alternate at the first meeting of that EEAC Subcommittee. During the course of operation, replacement members and alternates can be appointed pending the approval by the Chair of the EEAC.
- 4.3. The officially appointed EEAC Subcommittee alternate will serve a term that corresponds to the term of the official appointed EEAC Subcommittee member.
- 4.4. The officially appointed EEAC Subcommittee member will have the responsibility to contact their floating alternate so that they may serve at Subcommittee meetings when the EEAC Subcommittee member's absence is eminent.

ARTICLE VII

Parliamentary Authority

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the EEAC in all cases to which they are not inconsistent with these bylaws and any special rules of order the EEAC may adopt. Unless stipulated in these bylaws: all actions, motions, resolutions, etc. voted upon by the active membership at a regularly scheduled meeting, shall carry the force of the EEAC if passed by simple majority.

ARTICLE VIII

Amendment of Bylaws

These bylaws can be amended at any meeting of the EEAC by majority vote of the active members. The amendment shall be introduced in writing at one meeting and discussion allowed at the following regular meeting. Upon EEAC approval of any amendment to the Bylaws the amendment will be sent to the Duluth School Board as an action item.

ARTICLE IX

Operating Procedures

Operating procedures shall not violate the personnel policies and procedures of Independent School District #709. Operating procedures of this EEAC shall acknowledge--and to its fullest capacity--comply with all laws, acts, rules, policies and procedures that govern education within the state of Minnesota.

- "Floating alternate assumes the responsibility and voting privilege of the active member during the active member's absence. When the active members enters the meeting and upon request of the active member the floating member relinquishes the responsibility of membership to the active member.

- “That when floating alternates are appointed by their respective appointing group / P.A.C. that a ‘rank order’ number be associated with each floating alternate. That further the floating alternate assume the responsibility of an absent active member in a descending order of the assigned rank order and that the floating alternates relinquish the responsibility upon the request of the active member should they become present.”

Revision: Approved School Board 12/16/03

Revised: DIAC 3/30/05

Revised: DIAC 9/28/05

Revised: DIAC 10/04/06

Revised: DIAC 12.07.06

DIAC approved 12.13.06

School board approved 01.16.07

EEAC name change 1.23.09

Revised: 10.28.09

Approved by School Board 11.17.09

Office of Education Equity *Schedule of Meetings*

Monitoring Subcommittee - Thursdays -	*Budget Subcommittee - Thursdays -	E.E.A.C. Meeting - Thursdays -
Room 302 5:00 PM	CAB Room 302 5:00 PM	CAB ~ Board Rm ~ 5:30 PM
	SEPT 15	SEPT 29
	OCT 13	Wednesday, October 19
NOV 3	NOV 10	Wednesday, November 30th
	DEC 8	DEC 15
	JAN 12	JAN 26
	FEB 9	FEB 16
	MARCH 8	MARCH 21
	APRIL 19	APRIL 26
	MAY 17	MAY 31
Break Dec 23 - Jan 2	Winter recess Feb 20-24	Spr break, April 9-13

* Proposed transition of these meetings to Program Planning Meetings November thru April

If you can **not** attend notify your alternate and the Office of Education Equity at (218) 336-8714 or sandra.coyle@duluth.k12.mn.us

AGE BIRTH TO KINDERGARTEN

GOAL	POTENTIAL STRATEGIES	TACTICS	DISTRICT
Increase % of children Entering Kindergarten "Ready to Learn" by_% by 20_ American Indian: Black (non-Hispanic): Free & Reduced: SPED: White:	a) Community School	Child Skill Building	
		Connect to "Already Existing" Places such as hospitals, social workers, Integration Specialists, etc.	
		Early Childhood Screening	
		Parent Awareness	
		Parent Engagement Tools	
		Parent Skills Building	
	b) Expand Head Start	Increase Funding for Head Start	
	c) Accessible ECFE Programs	Transportation for All	

GRADES K-3

GOAL	POTENTIAL STRATEGIES	TACTICS	DISTRICT
<p>Increase % of children proficient in Reading by _ % by 20_ . As determined by MCA assessments.</p> <p>American Indian : Black (non-Hispanic): Free & Reduced: SPED: White:</p>	a) Community School	America Reads	
		AmeriCorps	
		Connect with Universities	
		Mentoring/ Tutoring	
		Quality Childcare	
		Reading Corps	
		Reduce Suspension Rates	
		Relationship Building	
		Utilize Alternate Mediums for Teacher/Parent Communication (i.e. Family Liaison)	
		Academic Extended School Day/Year (i.e, engaging families, Communication, Best Practices, Tied to School, Data Sharing)	
	b) In school Intervention	Integration Specialists	
	e) Targeted Individualized Learning Plans (ILP) in All Schools		
	f) Staff Development		
g) Train Volunteers			
H) Use Incentives/Rewards			

GRADES 4 -8

GOAL	POTENTIAL STRATEGIES	TACTICS	DISTRICT
<p>Increase % of children proficient in Algebra by _ % by 20_ . As determined by MCA assessments.</p> <p>American Indian : Black (non-Hispanic): Free & Reduced: SPED: W hit e:</p>	a) Community School	P. Continuum of Increased Engaging Enrichment Activities (i.e. cultural)	
		Academic Extended School Day/Year (bolster/expand existing programs)	
		America Counts	
		AmeriCorps	
		College and Career Exploration	
		Family Support	
		Math Corps	
		Mentoring/Tutoring	
		Issue Education (sex ed, drug/alcohol, gangs, etc.)	
		Positive Role Models/Significant Adult	
	Reduce Suspension Rates		
	b) Service Learning		
	c) Staff Development (Cultural, Conflict ...)		
	d) In-School Interventions	Integration Specialists	x

GRADES 8 -12

GOAL	POTENTIAL STRATEGIES	TACTICS	DISTRICT
Increase % of children graduating from high school in four-years by _ %by20_. As determined by MCA assessments.	a) Community School		
American Indian: Black (non-Hispanic): Free & Reduced: SPED: White:	b) Increase # of Students Taking ACT/SAT	Create/Increase Authentic Leadership Opportunities (have components of mentoring/tutoring)	
	c) Increase Technical School Opportunities	Culturally Specific College Prep (i.e., Torch in Northfield, MN)	
	d) Increase # of Kids in AP/CITS courses and PSEO	Partnerships with Trade Unions	
	e) In-School Interventions	Integration Specialists	X
	f) Reduce Suspension Rates		
	g) Service Learning		
	h) Staff Development (Cultural, Conflict...)		

Facts about PASS:

The PASS program supports the district's strategic plan by providing parents with the necessary tools and skills to develop strong and positive home-school partnerships. Connecting home and school builds trusting relationships that support the academic achievement of students.

PASS workshops are offered at various schools throughout the 2010-2011 school year, the program is available during the evening with free food and childcare. Limited transportation assistance is provided upon request.

Information regarding funding for college and other schools after high school will also be covered.



"Graduation is the Expectation"



Inspire Brilliance!

For more information about PASS or to enroll in a PASS workshop, please call the Office of Education and Equity at (218) 336-8714.

PASS is a working partnership with Parent Institute for Quality Education (PIQE) in California.

PASS

2011

Parents

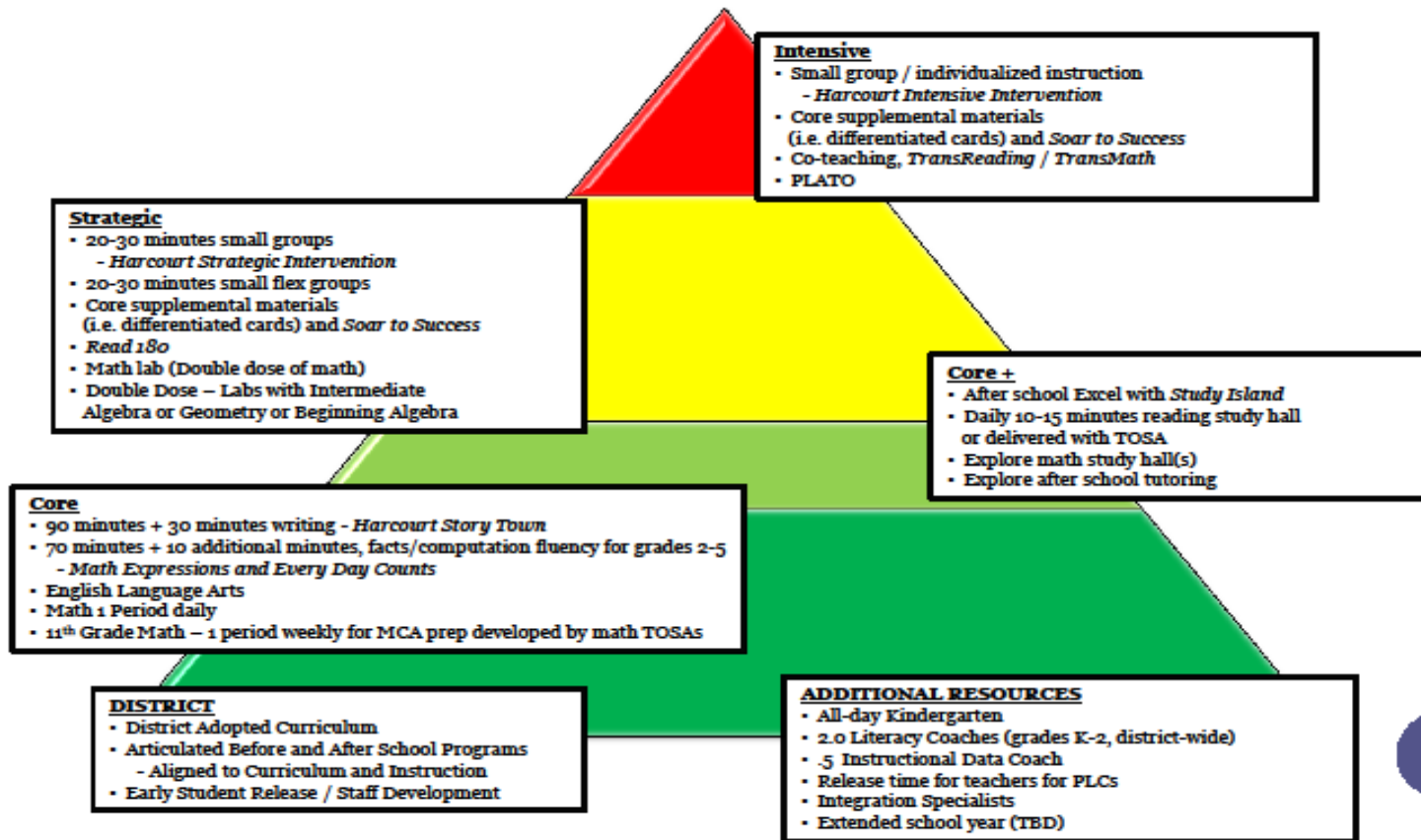
And

Students

Succeeding



TIERED INTERVENTIONS - STUDENT ACHIEVEMENT DISTRICT-WIDE READING AND MATH INTERVENTIONS



Duluth Public Schools Instructional Data Coach Model

Purpose

The purpose of the instructional data coach model is to build teacher capacity through implementation of effective instructional practices (Casey, 2008). “Improving teachers’ learning and, in turn, their own practice and their students’ learning, requires professional development that is closely and explicitly tied to teachers ongoing work. Coaching addresses that requirement” (Neufield & Roper, 2003). The coaching model recognizes the needs of each individual teacher and is tied to each school’s site plan and the district’s improvement plan. In this way, effective collaboration can result in the ultimate goal of improved student performance.

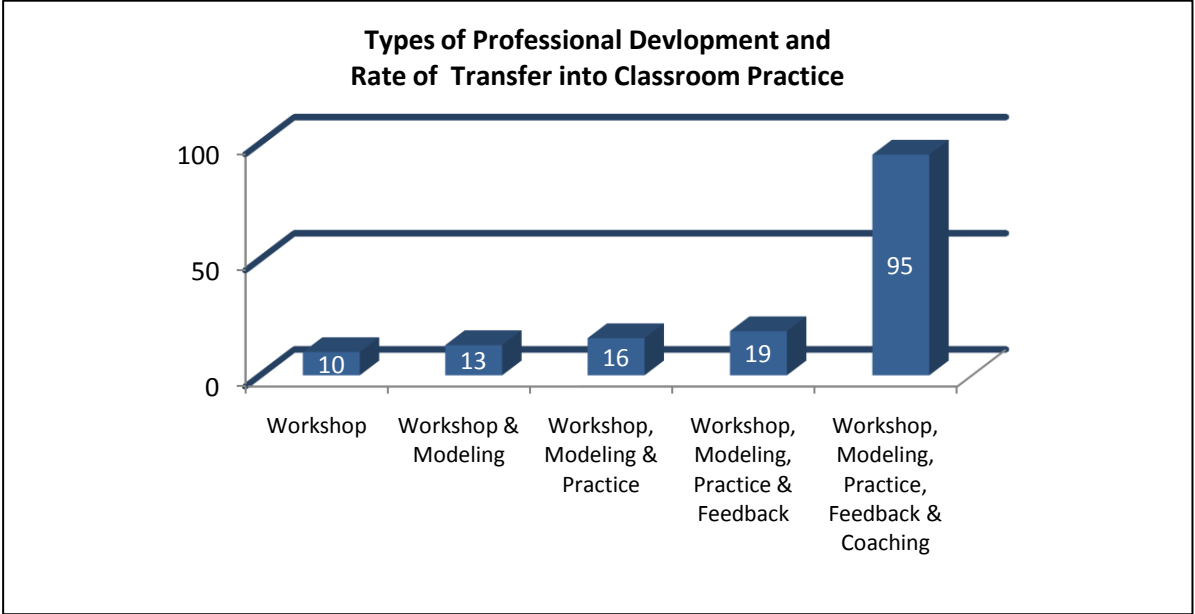
Instructional data coaching is a strategy outlined in Duluth Public Schools Improvement Plan. The activities of the instructional data coaches must support staff in effort to achieve the following district-wide goals:

- Accelerate learning for all students
- Close the achievement gap in reading, math, and science
- Increase the high school graduation rate
- Decrease the high school dropout rate

Rationale

Professional learning provides teachers with continued development of skills to assess and diagnose students’ academic needs in order to create rich, challenging and rewarding learning experience for all students. The impact of professional learning is demonstrated in the learning experience created for students and in resulting student achievement. According to the work of Neufield and Roper (2003), the full impact of professional development is only realized when skills learned are actualized into instructional practice. Research indicates that instructional coaching increases the likelihood that learned skills will be applied to classroom practice (See Figure 1).

Figure 1



In addition, the Duluth Public Schools Instructional Data Coach Model is aligned with the National Staff Development Standards.

Roles

Instructional data coaches fill multiple roles; often simultaneously. Killion and Harrison (2006) have identified 10 common roles regardless of the coaching approach used, all of which are played by instructional data coaches in the Duluth Public Schools.

Role #1: Classroom Supporter

Purpose: To increase the quality and effectiveness of classroom instruction based on using the gradual release model and may include but is not limited to: collaborating, co-planning, modeling, co-teaching, providing descriptive feedback based on teacher requested observation.

Role #2 Instructional Supporter

Purpose: To support the implementation of effective instructional strategies including but not limited to: assessment of learning, differentiation of instruction, standards based learning, building capacity by working with intervention groups.

Role #3 Curriculum or Content Facilitator

Purpose: To promote implementation of local and state standards through adopted curricula including but not limited to: increasing teacher content knowledge, facilitating a better understanding of the structure of the written, taught and tested curriculum, dissection of standards to guide identification of essential knowledge and skills.

Role #4 Data Coach

Purpose: To facilitate conversations using data to drive instructional decisions including but not limited to: collaborating with teachers to analyze formative and summative student achievement data, assisting teachers with the use of data to improve student learning.

Role #5 Facilitator of Change

Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically including but not limited to: fostering a safe, trusting environment for teachers, introducing alternatives and refinements for teacher instructional practices.

Role #6 Learner

Purpose: To engage in continuous learning in order to keep current including but not limited to: engaging in professional development opportunities and professional reading, practicing and reflecting about what is learned.

Role #7 Professional Learning Facilitator

Purpose: To design and facilitate effective professional learning opportunities including but not limited to: Providing professional development and facilitating other forms of professional development.

Role #8 Resource

Purpose: To identify a variety of resources to enhance classroom instruction and student achievement including but limited to: identifying instructional and assessment resources requested by teachers, sharing research and instructional best practice.

Role #9 School Leader

Purpose: To support and communicate the school and district initiatives with the school community including but not limited to: involving stakeholders in the implementation of school improvement planning, connecting with community stakeholders by sharing instructional practices that impact students, acting as a strong advocate for student learning.

Role #10 Mentor

Purpose: To support new teachers or those who mentor new teachers to increase instructional skills and awareness of school and district initiatives.

PDSA – Plan, Do, Study, Act

Instructional Data Coaches play a key role in facilitating school improvement. The tool they use is the Plan, Do, Study, Act (PDSA) cycle, within the context of Professional Learning Communities (PLCs).



Professional Learning Communities (PLCs)

In the Duluth Public Schools, we believe that PLCs can take many different forms. However, all PLCs are comprised of three main ideas: Focus on Learning, Collaboration, and Focus on Results. Instructional data coaches help facilitate on-going PLCs at their schools. “If there is anything that the research community agrees on, it is this: the right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends on student learning and professional morale in virtually any setting. Our experience with schools across the nations bears this out unequivocally (Schmoker, 2004, p. 48).” We believe it is important to provide time within the teacher workday to participate in PLCs.

Knowledge and skills

Instructional data coaches receive on-going training which consists of one full day of staff development each month. Topics include, but are not limited to the following:

- Use of data to inform instruction
- Coaching foundations
- Professional Learning Communities (PLCs)
- Differentiated instruction

The expectation is that the knowledge they gain at these trainings will be brought back to their schools and shared in the form of on-going professional development for staff.

Summary

In summary, instructional data coaches are used in the Duluth Public Schools as a strategy to provide on-going professional development to teachers to support them in working toward the district's goals. This staff development delivery model is not only research-supported, it is a cost-effective method to build capacity within our teaching staff. Like any radical systems level change, impact of these efforts will not be realized immediately, but rather gradually over time.