



Achievement and Integration Plan July 1, 2020 to June 30, 2023

District ISD# and Name: 709 Duluth

District Integration Status: RIS

Superintendent: William Gronseth

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Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Myers-Wilkins Elementary School

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district’s World’s Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: William Gronseth

Signature:

Date Signed: Enter date.

School Board Chair: Jill Lofald

Signature:

Date Signed: Enter date.

Plan Input

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

Multidistrict Collaboration Council: N/A

Community Collaboration Council for Racially Identifiable School(s): The Achievement and Integration Plan was developed through recommendations from the Education Equity Advisory Council - EEAC, the American Indian Parent Advisory Committee, the Myers-Wilkins Elementary School Parent Advisory Council. Membership of both groups reasonably reflects the diversity of the Duluth Public Schools and Myers-Wilkins Elementary School (Racially Identifiable School). All three groups meet monthly throughout the academic school year as advisory groups to the Duluth Public Schools and/or specifically the RIS. In order to provide specific input and recommendations for this plan, two specific input sessions were provided on different days and times to identify recommendations for goals and strategies to be implemented in this Achievement & Integration Plan. The OEE Coordinator met with the entire American Indian Parent Advisory Committee at one of their monthly meetings devoted to input and guidance on the goals and strategies of this plan. The RIS Parent Advisory council held a specific meeting to provide input and recommendations for strategies to be implemented at the RIS for this plan. The RIS also had a Work Group of 8 staff that met 4 times to provide input on the goals and strategies to be implemented as part of this plan. The district Cabinet team made up of district directors, coordinators, and leaders met to provide input and guidance on the goals and strategies as well. In conjunction with all of these in-person sessions, GoogleForm surveys were shared with district administrative teams, RIS Staff, current Office of Education Equity staff, Community Collaboration Council members, and members of the American Indian Parent Advisory Committee.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Goal #1: By June 2023, increase the Consistent Attendance rates of the following Protected Class student groups enrolled in the Duluth Public Schools (2018-19 Baseline Data): African American: 57.1% to 59.1% in 2020-21, 61.1% in 2021-22, and 63.1% in 2022-23%; American Indian: 58.4% to 60.4% in 2020-21, 62.4% in 2021-22, and 64.4% in 2022-23
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Integration Specialist Strategy #1

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. | |

Narrative description of this strategy. The Integration Specialist position is an integral part of the Duluth Public Schools' efforts in the areas of Cultural & Racial Integration, Increasing Graduation Rate and Drop-out Prevention, Academic Proficiency, and Family Engagement. There will be eleven (11) full-time Integration Specialists for the Duluth Public Schools working in three leveled teams to support 5 elementary schools, 2 middle schools, 3 High Schools. Half of each day, teams of Elementary, Middle, and High School Integration Specialists will provide Tier 2 Interventions in the areas of Cultural Identity and Racial Identity -aligned with the areas of Identity Affirmation, Diversity, Justice, Action at various sites on a weekly basis. Each member of a team will serve a Roster of 10 students (Elementary)/15 students (Middle and High School) at each of the sites their team serves with 1-1 Check-ins on Attendance, Grades, and Behavior; Small Group Tier 2 Interventions in the areas of Cultural Identity or Racial Identity; Integrated Learning Lunch once per week; and one mandatory WIN session per week on Racial Identity Development / Cultural Identity Development with identified students from the Rosters of the leveled team. For the other half of each day, 4 elementary schools, 2 middle schools, and 3 high schools will have one or two assigned Integration Specialists to each support 20 students with 1-1 Check-ins on Attendance, Grades, and Behavior; Small Group Tier 2 Interventions in the areas of Cultural Identity or Racial Identity; Tier 1 Push-in Classroom Supports in the areas of Cultural Identity or Racial Identity; or Family Connections based on the identified needs of each site. Rosters of students are developed utilizing data from MCA and Benchmark assessments,

attendance rates, behavioral referrals, and staff referrals. Integration Specialists at all site levels will provide supports and programming in: Culturally Responsive After School Programming; Culturally Responsive In-School Learning Opportunities; Personal Learning Plan (PLP) Development for each student on a Roster and quarterly PLP Monitoring of the Roster for all Interventions as well as academic success data points (Attendance, Grades, Tests) with a goal of Increased GPA/Standards Completion/FAST Test Scores; Student-to-Teacher Connections; Career & College Readiness supports; and provide at least 4 yearly Integrated Cultural Learning Opportunities from at least 2 different Cultural Perspectives in Classrooms, Grade Levels, or Whole School Assemblies/Programs at their site. The Integration Specialists will provide supports to the students on their roster that are aligned with the Multi-Tiered System of Support (MTSS) Plan at each site through Tier 1 & 2 Interventions in the areas of Cultural Identity and Racial Identity - aligned with the areas of Identity Affirmation, Diversity, Justice, Action. Integration Specialists will also collaborate to coordinate and facilitate the OEE Family Engagement program and offer supports in school-to-home communication. Grade levels to be served: K-12

Location of services: Denfeld High School, Duluth East High School, ALC High School, Laura MacArthur Elementary School, Lincoln Park Middle School, Lowell Elementary School, Myers-Wilkins Elementary School, Ordean East Middle School, and Piedmont Elementary School.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
All Integration Specialists conduct a weekly WIN Session on Cultural Identity / Racial Identity	70% of weeks	80% of weeks	90% of weeks
All Integration Specialists develop a PLP for each student on the Roster by October 1st	100%	100%	100%
All Integration Specialists will prepare a Semester Report on each student on the Roster in the areas of Attendance, Grades, and Behavior and on the status of all program components based on the narrative description	100%	100%	100%
All Integration Specialists will do quarterly PLP monitoring for each student on the Roster	100%	100%	100%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Social Emotional Learning (SEL) Specialist Strategy #2

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. A The Social Emotional Learning (SEL) Specialist (Certified School Counselor or Social Worker) will focus on the development and implementation of a Social Emotional Learning program at the elementary school level. The first semester of Year 1 will be spent in the Exploration Phase of Implementation Science where interest and commitment from site administration and staff will be secured, scheduling of sessions will be set, and SEL Curriculum mapping will begin. The SEL Specialist will provide district-wide programming and supports that include: assist in developing a district team to determine/develop culturally responsive curriculum and resources for SEL opportunities and strategies at the elementary level; identify and/or provide SEL Professional Development opportunities for district staff; and serve on a team for developing a menu of culturally responsive SEL strategies and resources for sites to utilize in efforts to be responsive to the SEL needs of all students and staff (beginning in Year 2 once the team is developed). The SEL Specialist will provide direct supports to three (3) identified elementary sites that include: embedded Social Emotional Learning (SEL) opportunities in classrooms of grades K-5 through a schedule that provides meaningful consistent learning opportunities; short-term small-group therapeutic counseling (Tier 2 SEL Intervention) when identified; and guidance on site-based SEL strategies to be implemented. The implementation of the SEL Specialist will aid in the goal areas of reduction in behavior referrals and suspensions and increases in the rates of Protected Class students. Grade levels to be served: Kindergarten - 5th Grade

Location of services: Elementary Schools - Lowell, Piedmont, Laura MacArthur, (limited District-wide supports to other elementary sites).

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The SEL Specialist will facilitate embedded SEL learning opportunities in K-5 classrooms of 3 identified elementary sites. *Note that Year 1 is a year of Exploration	60% of the K-5 Classes	80% of the K-5 Classes	100% of K-5 Classes
There will be a 10% reduction each year in the total number days of Out-of-School Suspension at each site.	10%	10%	10%
The SEL Specialist will provide SEL Professional Development opportunities for district staff.	2	3	4
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at each site served by the SEL Specialist.	2%	2%	2%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Family Engagement Program Strategy #4

Type of Strategy: Family engagement initiatives to increase student achievement.

Narrative description of this strategy. The OEE Family Engagement program is designed to bring staff, parents, and the community together for the benefit of student achievement. The model is designed for parents to gain access to district, school, and classroom resources, increase communication with school staff, increase staff understanding of cultural differences, as well as foster educational learning environments at home that assist students in academic achievement in school. At least 2 sessions of programming will be provided each semester for parents and staff at Myers-Wilkins Elementary, Lowell Elementary, Laura MacArthur Elementary, Piedmont Elementary, Lincoln Park Middle School, Ordean East Middle School, Denfeld High School, ALC, and Duluth East High School. Training will also be provided for district staff on Family Engagement strategies, including sessions on home-visits, cultural considerations, and parent perspectives through parent-panels. Grade levels to be served: K-12

Location of services: Denfeld High School, ALC, Duluth East High School, Laura MacArthur Elementary School, Lincoln Park Middle School, Lowell Elementary School, Myers-Wilkins Elementary School, Ordean East Middle School, and Piedmont Elementary School.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Training will be provided for district staff on Family Engagement strategies	2 trainings	2 trainings	2 trainings
32 Caregivers and 9 staff (representative of the 9 sites) attend each of the Family Engagement sessions provided each semester	80% attendance	90% attendance	90% attendance
Participants of Family Engagement sessions indicate greater connections to staff or families (depending on role) as a result of the sessions, as measured by surveys of participants.	80%	80%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: By June 2023, increase the percentage of all high school students who enroll in a rigorous CITS (College In The Schools) course who are American Indian or Two or More Races with one being American Indian (2019-20 Baseline Data): American Indian from 0.7% to 2.0% in 2022-23; Two or More Races with one being American Indian from 2.3% to 4.0% in 2022-23.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Middle & High School Ojibwe Language Teacher/Coordinator Strategy #6

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy. The Middle & High School Ojibwe Language Teacher/Coordinator position provides instruction in the American Indian language of Ojibwemowin at Denfeld High School and East High School. This teacher will provide quality instruction in the following courses: Ojibwemowin 1 course in Year 1; an Ojibwemowin 1 & 2 courses during Year 2, and Ojibwemowin 1, 2, & 3 CITS (College In The Schools) course during Year 3; weekly WIN Enrichment sessions on Ojibwe language at both Middle Schools. This position will also facilitate the integration of Ojibwe Language programming provided for high school students by working with School Counselors at both middle and high schools on the promotion of these courses by school staff, assisting with Course Registration, and reducing stereotypes and negative implicit bias towards indigenous languages on the viability of course offerings and the validity of indigenous languages as part of high school coursework. This will provide students the opportunity to not only gain the often required 2 credits of World Language for college or university entrance, but also create the pathway for the implementation of a CITS (College in the Schools) course in Ojibwe Language in year 3 of this plan. This will increase college readiness and access to effective and diverse teachers, as well as increase the number of American Indian students enrolled in rigorous courses. Grade levels to be served: 6-12

Location of services: Denfeld High School, Duluth East High School.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Semesterly reports on WIN session programming provided on Ojibwe Language at both middle schools will assist in awareness and future enrollments in Ojibwe 1 classes	Semester Reports	Semester Reports	Semester Reports
Meetings with middle and high school Counselors on the importance of Ojibwe language classes and assurances of course offerings will be documented.	Semester Meetings	Semester Meetings	Semester Meetings
Documentation of secured agreements with area colleges and/or universities to offer an Ojibwe Language CITS course as a 3rd year of Ojibwe language learning. Agreements will be filed with the Curriculum & Instruction Department.	Agreements Filed	Agreements Filed	Agreements Filed

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #3: By June 2023, increase the four-year graduation rates of the following Protected Class student groups enrolled in the Duluth Public Schools (2017-18 Baseline Data): American Indian: 45.7% to 47.7% in 2020-21, 49.7% in 2021-22, and 51.7% in 2022-23%; African American: 63.6% to 65.6% in 2020-21, 67.6% in 2021-22, and 69.6% in 2022-23%; and Two or More Races: 60.0% to 62.0% in 2020-21, 64.0% in 2021-22, and 66.0% in 2022-23%

Aligns with WBWF area: All students graduate from high school.

Goal type: Achievement Disparity

Integration Specialist Strategy #1
Family Engagement Program. Strategy #4

Goal #4: By June 2023, increase the racial diversity of the District Staff by from 6.7% to 8.0% to more closely reflect the racial diversity of the Duluth community.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

Strategy Name and # Recruitment & Retention Program. Strategy #3

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy. The focus of the Recruitment & Retention program is to assist in the racial diversification of our staff. This will be done through the following strategies: one session/semester for current Staff of Color to meet to discuss Climate dynamics and build a sense of community and networking for interested Staff of Color within the district (Retention); Provide Staff of Color with access to the Professional Development being offered each year; Provide additional support and resources for Staff of Color throughout a year (interracial conflict resolution, learning materials, presenters, trainings, etc.); Offer Mentorship to interested Staff of Color; OEE Coordinator provides training for Human Resource staff on Anti-Bias Training and Culturally Responsive Hiring strategies; OEE Coordinator and community members serve on the district committee working to diversify the staffing of our district; Develop a “Racial Diversity Recruitment Team” that attends Job Fairs, assists in Postings, Serves on Screening/Interview Process Teams - Contract with individuals and offer compensation for current Staff of Color to serve on the team to ensure a diverse team. Grade levels to be served: K-12

Location of services: Enter location. District Wide

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
A district Recruitment Team is developed and utilized in the hiring process of Certified Staff positions.	20% of all positions posted	25% of all positions posted	30% of all positions posted
Retention sessions are provided each semester for current Staff of Color	2 sessions	2 sessions	2 sessions
All Human Resources staff are trained annually on Culturally Responsive hiring practices and understanding implicit bias	80%	90%	100%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #5: By June 2023, train at least 150 certified staff in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias, and/or Strategies to Close Achievement Gaps through quality on-going Professional

Development offerings.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

Professional Development Program Strategy #5

Type of Strategy: Professional development opportunities focused on academic achievement of all students

Narrative description of this strategy. The OEE Professional Development (PD) program will provide workshops, training, and resources for district staff designed to improve achievement of all students in the Duluth Public Schools and increase culturally responsive teaching and learning. The focus of PD provided for staff will be in the areas of Culturally Responsive Practices, Undoing Racism, Culturally Responsive Instruction & Curriculum Development and Integration, and Racial Identity Development. The primary PD provided will be the CARE Academy, which will provide a research-based PD opportunity for Certified Staff and Administrators of the district. The CARE Academy is based on the 2011 National Education Association CARE Report: Strategies for Closing Achievement Gaps. Sites will each send 4-12 staff each year (total of 44 staff grouped into 2 cohorts of 22). A new group of 44 certified staff each year will participate. We will provide 4 Full-Day Workshops + 4 hours of after-contract time to increase the understanding and implementation of strategies and content from the four areas of Culture, Abilities, Resilience, and Engagement. Follow-up sessions will be provided each year for participants who have completed the initial CARE Academy to continue opportunities for understanding and implementation. We will offer CEUs, Substitutes, Stipends, and/or Lane Change Credits for all participants. Participants will learn to transform their classrooms by integrating multiple aspects/activities of each area of CARE in their instruction, grading practices, and/or curriculum. This will lead to an increase in the level of culturally responsive teaching and learning in the classrooms and schools of the participants, which will lead to the reduction of achievement gaps for students in their classrooms and schools. Grade levels to be served: K-12

Location of services: District-wide

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
44 certified staff will attend all sessions of the year-long CARE Academy	80% attendance	85% attendance	90% attendance
The OEE Coordinator will file an Annual Report on Professional Development to the Director of Curriculum & Instruction	1 Report	1 Report	1 Report
Upon completion of the CARE Academy, all participants will complete an Implementation Plan for their following year of work and submit to the OEE Coordinator.	100% of Participants	100% of Participants	100% of Participants

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). The Duluth Public Schools ISD #709 is a district with one Racially Identifiable School (RIS) site. The RIS within the Duluth Public Schools district is Myers-Wilkins Elementary. The Office of Education Equity strives to create and implement quality innovative programming to assist in reducing the percentage of Protected Class students enrolled at Myers-Wilkins Elementary and increase academic achievement rates. Input sessions and a needs assessment were done to align this plan with the district WBWF Plan to create efficiencies and eliminate duplicative programs and services.

Racially Identifiable School (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

RIS Goal # 1 By June 2023, the proficiency of American Indian, African American, and Two or More Races students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Reading accountability tests (MCA) will increase: American Indian from 47.8% to 49.8% in 2020-21, 51.8% in 2021-22, and 53.8% in 2022-23; African American from 20.0% to 22% in 2020-21, 24.2% in 2021-22, and 26.2% in 2022-23

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Reading Interventionists RIS Strategy #1

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Reading Interventionists are skilled teachers, highly trained in Literacy instruction, that work within Myers-Wilkins and Lowell elementary schools with high concentrations of protected students to provide focused literacy interventions to students in grades Kindergarten to 5th grade who are identified within the “Strategic” or “Intensive” ranges of the MTSS (Tier 2), as measured by benchmark assessments. Reading Interventionists will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of literacy. There will be two full-time Reading Interventionists at Myers-Wilkins and one full-time at Lowell. Grade levels to be served : K-5

Location of services: Lowell Elementary School and Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
2% Annual Increase in Reading Scores on FastBridge of American Indian students	2%	2%	2%
2% Annual Increase in Reading Scores on FastBridge of Black students	2%	2%	2%
2% Annual Increase in Reading Scores on FastBridge of Two or More Races students	2%	2%	2%
Documented evidence-based interventions implemented with fidelity and implemented with culturally responsive strategies through the use of Practice Profiles that are shared with RIS Principal and Director of Curriculum & Instruction.	1 Practice Profile for each Area	2 Practice Profiles for each Area	2 Practice Profiles for each Area

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Intervention Materials RIS Strategy #9

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Intervention learning materials for reading and math will be purchased to ensure the necessary intervention resources are available in the reading and math resource rooms and classrooms at Myers-Wilkins. Student academic achievement, confidence, cultural identity, racial identity, and self-esteem increase with the use of appropriately leveled culturally responsive reading and math materials. The research-based reading and math interventions that are being implemented at Myers-Wilkins School require leveled books, manipulative materials, and web-based programs for individual instruction and small groups. The materials purchased will be shared amongst interventionists and classroom teachers and are a vital part of a quality MTSS plan in the area of academics. Staff will utilize the *Reading Diversity LITE (Teacher's Edition): A Tool for Selecting Diverse Texts* from Teaching Tolerance. The intervention materials will address diverse racial perspectives, as well as support the core and intervention Reading and Math curriculums used by the Duluth Public Schools allowing more students to learn at their own level and accelerate those in need of interventions through leveled texts of high interest to students through choice of materials. Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
District-approved supplemental Reading Intervention Materials of high interest to students identified for an intervention will be identified and purchased. An annual report of these materials will be reported to the OEE Coordinator and the Director of Curriculum & Instruction.	1 Annual Report	1 Annual Report	1 Annual Report

District-approved supplemental Math Intervention Materials of high interest to students identified for an intervention will be identified and purchased. An annual report of these materials will be reported to the OEE Coordinator and the Director of Curriculum & Instruction.	1 Annual Report	1 Annual Report	1 Annual Report
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This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

RIS Goal # 2 By June 2023, the proficiency of American Indian, African American, and Two or More Races students enrolled the full academic year for all grades tested within Myers-Wilkins Elementary School on all state Mathematics accountability tests (MCA) will increase: American Indian from 34.8% to 36.8% in 2020-21, 38.8% in 2021-22, and 40.8% in 2022-23; African American from 20.0% to 22.0% in 2020-21, 24.0% in 2021-22, and 26.0% in 2022-23

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Math Interventionist RIS Strategy #6

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Math Interventionist is a skilled teacher, highly trained in Mathematics instruction that will work at Myers-Wilkins to provide focused math interventions to students in grades Kindergarten to 5th grade who are identified within the “Strategic” or “Intensive” ranges of the MTSS (Tier 2), as measured by benchmark assessments. The Math Interventionist will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure students are receiving necessary interventions to improve academic proficiency in areas of mathematics. Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
2% Annual Increase in Math Scores on FastBridge of American Indian students	2%	2%	2%
2% Annual Increase in Math Scores on FastBridge of Black students	2%	2%	2%
2% Annual Increase in Math Scores on FastBridge of Two or More Races students	2%	2%	2%
Documented evidence-based interventions implemented with fidelity and implemented with culturally responsive strategies through the use of Practice Profiles that are shared with RIS Principal and Director of Curriculum & Instruction.	1 Practice Profile for each Area	2 Practice Profiles for each Area	2 Practice Profiles for each Area

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Intervention Materials RIS Strategy #9

RIS Goal # 3 By June 2023, increase the Consistent Attendance rates of African American, American Indian, and Two or More Races students enrolled at Myers-Wilkins Elementary by the following rates: African American: 46.4% in 2018-19 to 48.4% in 2020-21, 50.4% in 2021-22, and 52.4% in 2022-23; American Indian: 59.4% in 2018-19 to 61.4% in 2020-21, 63.4% in 2021-22, and 65.4% in 2022-23

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Social Emotional Learning (SEL) Specialist RIS Strategy #7

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The full-time Social Emotional Learning Specialist (SEL Specialists are Certified School Counselors or Social Workers) at Myers-Wilkins will provide short-term small-group therapeutic counseling when

identified, Tier 1 push-in Social Emotional Learning (SEL) opportunities across all grades and Restorative Conflict Resolution supports when needed. The SEL Specialist will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. The position will also serve as the lead staff member for SEL programming at Myers-Wilkins; provide Beginning-of-Day small group check-ins with students when identified, as well as a SEL support for Staff. The SEL Specialist will serve on a team for developing SEL spaces in the school and classrooms and a menu of strategies and options for movement breaks in the daily schedule. The SEL Specialist will also serve on the Attendance Support Team. The continued implementation of the SEL Specialist will aid in the goal areas of reduction in behavior referrals and suspensions, and increase in consistent attendance rates of all students. Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The SEL Specialist will provide embedded SEL classroom supports in K-5 classrooms.	100% of classrooms	100% of classrooms	100% of classrooms
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS.	2%	2%	2%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Kindergarten Instructional Assistants RIS Strategy #10

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Kindergarten Instructional Assistants for kindergarten classrooms will work to address early learning disparities in preschool access and kindergarten readiness measures. Kindergarten Instructional Assistants will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. Data-based decision making is utilized to collaborate with classroom teachers and support staff to ensure kindergarten students are receiving necessary interventions to improve academic proficiency

and school readiness. There will be three full-time Instructional Assistants at Myers-Wilkins, one in each kindergarten classroom to assist with identified interventions. Grade level to be served: Kindergarten

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS.	2%	2%	2%
Annual increase in Reading Scores of FASTBridge or other CBM by all students receiving instructional supports by moving up at least one achievement level (ex: Partially Meet to Meets, Does Not Meet to Partially Meeting) by Spring of each year, as measured by the district’s reading local benchmark assessments. A Kindergarten Literacy Report will be shared with the RIS Principal and Director of Curriculum & Instruction in the Fall, Winter, and Spring.	Kindergarten Literacy Report	Kindergarten Literacy Report	Kindergarten Literacy Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

After-School and Summer Programming RIS Strategy #4

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Summer School programming and After-School programming will provide the students at Myers-Wilkins culturally responsive, safe, nurturing, and enriching experiences designed to help build students’ academic, creative, and life skills. The programs are run and organized by the Myers-Wilkins Community School Collaborative (MWCSC) in collaboration with the Myers-Wilkins principal and staff. Intentional efforts will be made to ensure participation by Protected Class students in cooperation with RIS staff and MWCSC staff. The participation rates of Protected Class students will mirror the percentage of enrolled students at the RIS.. All of the types of programs offered will be focused on a connection to the school goals of academics, cultural and racial identity, school pride, engagement, and opportunity. Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Semester Reports on After-School programming provided	2 reports	2 reports	2 reports
Semester Reports on Participant Attendance Records that include information on all Protected Class groups.	2 reports	2 reports	2 reports
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Young Scholars Program RIS Strategy #11

RIS Goal # 4 By June 2023, decrease the percentage of Protected Class students in grades K-5 enrolled at Myers-Wilkins Elementary from 56.5% in 2018-19 to 54.5% in 2020-21, 52.5% in 2021-22, and 50.5% in 2022-23

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Ojibwe Immersion Classroom Assistants RIS Strategy #2

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases graduation rates.
- Provides school enrollment choices.
- Increases access to effective and diverse teachers.
- Increases cultural fluency, competency, and interaction.

Narrative description of this strategy. The Immersion Classroom Assistant position is a vital part of the success of any World Language Immersion Program. These positions will assist the teachers and other staff in the implementation of the Ojibwe Language Immersion classroom. The Ojibwe Immersion Program at Lowell Elementary School will continue to serve dual purposes in the area of achievement and integration. Research on immersion education programs around the country shows increased academic performance amongst students enrolled in Language Immersion programs. In the area of integration, American Indian families in the Duluth School District have indicated the need for Ojibwe Immersion programming in the Duluth Public Schools. Myers-Wilkins Elementary (RIS) has the highest population of American Indian students in the district. Through the collaboration between Lowell Elementary and Myers-Wilkins Elementary

(RIS), the Ojibwe Immersion program will be one of the strategies implemented to decrease racial and economic enrollment disparities at the RIS. Steps will be taken to ensure equitable access to educational resources and programming, including bus transportation between the attendance areas with a priority given to students within the RIS attendance area to attend Lowell Elementary, which is outside their attendance area. Grade levels to be served: K-5

Location of services: Lowell Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Attendance rates of Misaabekong students	90%	90%	90%
The percentage of American Indian students attending Misaabekong from the Myers-Wilkins attendance area will increase.	2% increase per year	2% increase per year	2% increase per year
The percentage of Misaabekong families reporting increased connection to the program and school on the Misaabekong Annual Family Survey will be 80% or greater	80%	80%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

In-school Learning Opportunities and Field Trips RIS Strategy #3

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. As part of the integration efforts at Myers-Wilkins, staff will provide the students with hands-on learning opportunities and experiences that will connect directly with the curriculum and service learning opportunities within their community. Some of the learning activities will include trips to out-of-school learning centers. Representatives from these learning centers will also be invited into Myers-Wilkins classrooms. Myers-Wilkins will hold Family Nights to help connect the content and learning within the school setting with the families of the students. These learning opportunities will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. All family nights will be free, with transportation provided for those who need it. Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
An annual report of all In-school Learning Opportunities, Field-Trips, and Family Nights will be submitted to the OEE Coordinator and Director of Curriculum & Instruction	Annual Report	Annual Report	Annual Report

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Equitable Enrollment Option Transportation RIS Strategy #8

Type of Strategy: Innovative and integrated pre-K-12 learning environments. *If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. In order to ensure equitable access to school enrollment choices being offered to families in the RIS attendance area and to allow greater access to the RIS for White, Non-FRP families in the Lowell attendance area, busing transportation routes will be provided between attendance areas of the RIS (Myers-Wilkins) and the neighboring collaboration site of Lowell Elementary. There will be a priority status for Protected Class students in the RIS attendance area to attend Lowell, which is outside their attendance area. Monitoring the implementation of this strategy will be done throughout Years 1-3 to determine the effectiveness of this strategy in reducing the percentage of Protected Class students enrolled at the RIS. Grade levels to be served: Pre-K - 5

Location of services: Lowell Elementary School and Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Annual Report that includes information from the Transportation Department on the percentage of Protected Class students that access and utilize the Busing Option for Equitable Enrollment Options, as well as information on the total number and percentage of Protected Class students attending the RIS and Lowell as Transfer students.	Annual Report	Annual Report	Annual Report
An annual Equitable Enrollment Option Survey will be developed and conducted with transfer families attending outside their attendance area as part of this strategy to determine implementation levels and effectiveness.	By November 1st	By November 1st	By November 1st
Information on this Equitable Enrollment Option will be shared annually with all families of incoming kindergarten students at both sites.	Letter shared at Kindergarten Round-up	Letter shared at Kindergarten Round-up	Letter shared at Kindergarten Round-up

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Young Scholars Program RIS Strategy #11

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Young Scholars Program will provide specific gifted & talented learning opportunities for accelerated academic growth for identified students. RIS staff will utilize specific strategies to ensure equitable access, participation and representation for Protected Class students to better prepare them for academic success, especially in rigorous coursework at the secondary levels. The Young Scholars Coordinator will utilize culturally responsive strategies and curricular materials to ensure validation of the cultural identity and racial identity of the students served. A 1.0 FTE Young Scholars Coordinator (certified teacher) will develop the program to be fully aligned with the RIS MTSS and provide quality gifted & talented learning opportunities for small groups of identified students. The first semester of Year 1 will be spent in the Exploration stage of implementation developing curriculum and scheduling for direct student supports. The direct supports in small group learning opportunities will begin in the second semester of Year 1 and will focus on grades K-2, with grades 3-5 added during years 2 and 3. The Young Scholars

Program will work in collaboration with current gifted and talented staff that serve students district-wide. Grade levels to be served: K-5

Location of services: Myers-Wilkins Elementary School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
An annual report that indicates the participation rates of Protected Class students in the Young Scholars Program. The participation rates will mirror the racial make-up of the RIS.	1 Annual Report	1 Annual Report	1 Annual Report
There will be an increase in the Consistent Attendance rates of each student group identified as a Protected Class at the RIS.	2%	2%	2%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

RIS Goal # 5 By June 2023, 80% of the RIS certified staff will participate annually in quality on-going Professional Development offerings in the areas of Cultural Responsiveness, Understanding & Addressing Racism, Implicit Bias, and/or Strategies to Close Achievement Gaps through quality on-going Professional Development offerings.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

RIS Professional Development RIS Strategy #5

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. The Professional Development (PD) program will provide workshops, training, and resources for district staff designed to improve achievement of all students and increase culturally responsive teaching and learning. The focus of PD provided for staff will be in the areas of Culturally Responsive Practices, Undoing Racism, Culturally Responsive Instruction & Curriculum Development and Integration, and Racial Identity Development. We will offer CEUs, Substitutes, Stipends, and/or Lane Change Credits for all participants. Participants will learn and

practice strategies through PD opportunities to transform their classrooms by integrating multiple strategies/activities in their instruction, grading practices, and/or curriculum. This will lead to an increase in the level of culturally responsive teaching and learning in the classrooms, which will lead to the reduction of achievement gaps for students.
Grade levels to be served: K-5

Location of services: Myers-Wilkins

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The RIS Principal will file an Annual Report on Professional Development that includes participation rates of certified staff participants to the Director of Curriculum & Instruction and OEE Coordinator	100%	100%	100%
Upon completion of PD opportunities, all participants will complete an Implementation Plan for the current or following year of work and submit to the RIS Principal.	80%	90%	100%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). The Duluth Public Schools ISD #709 is a district with one Racially Identifiable School (RIS) site. The RIS within the Duluth Public Schools district is Myers-Wilkins Elementary. The Office of Education Equity strives to create and implement quality innovative programming to assist in reducing the percentage of Protected Class students enrolled at Myers-Wilkins Elementary and increase academic achievement rates. Input sessions and a needs assessment were done to align this plan with the district WBWF Plan to create efficiencies and eliminate duplicative programs and services.