

Proposed 2021-2023 Achievement and Integration Plan Summary- Duluth Public Schools

July 1, 2020 – June 30, 2023

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

Important Information:

The Achievement Integration for Minnesota legislation maintains the requirement that uses of Integration Revenue outside of the RIS be for strategies/interventions within the Achievement Integration (AI) Plan to address the goal area of Achievement and be measurable by SMART goals, where separate Achievement and Integration goals and interventions are identified for Myers-Wilkins Elementary School as the Racially Identifiable School (RIS) within our district. In our efforts to reduce academic and enrollment disparities based on students' race, ethnicity, and economic background at Myers-Wilkins, Lowell Elementary continues to be identified as a neighboring collaborative site to assist in providing equitable achievement programming and access to school enrollment choices for families within the Myers-Wilkins attendance area.

Due to the technical nature of the Achievement Integration (AI) Plan Template that is required for submission to MDE, an Achievement Integration (AI) Plan summary is presented here that indicates all strategies/interventions included within the plan with their corresponding goal area and the budgeted amount for each activity. The School Board will be provided with a completed template of the Duluth Public Schools Achievement Integration Plan upon submission to MDE.

| | Narrative Description | Budget Amount |
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| | <p>Administration: The Office of Education Equity (OEE) is an administrative office staffed with a Coordinator within the central administrative offices of the Duluth Public Schools. The Coordinator is an integral part of the Duluth Public Schools administrative team to ensure the implementation of the Achievement and Integration Plan strategies and activities, manage the Achievement and Integration Revenue budget, and fulfill all reporting requirements. This position will meet regularly with an RIS Staff Work Group on monitoring and implementation of RIS Strategies. The Coordinator also serves on multiple district committees and leadership teams to assist in ensuring the academic success of all students.</p> | \$90,000.00 |

| Goal Area | District-Wide Strategy Narrative Description | Budget Amount |
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| Achievement | <p>#1 Integration Specialists: 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 11.0 FTE Staff Salaries + Benefits (\$650,000), Tutors (\$2,500) Transportation Support (\$4,000) Contracted Services (\$8,000), General Supplies (\$1,000), Classroom Supplies (\$1,000), Food (\$3,000), Learning Materials (\$3,000), Mileage (\$5,000)</p> | \$676,500.00 |

| Goal Area | District-Wide Strategy Narrative Description | Budget Amount |
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| Achievement | #2 SEL (Social Emotional Learning) Specialist: | 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 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 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 opportunities; short-term small-group therapeutic counseling (Tier 2 SEL Intervention) when identified; and guidance on site-based SEL strategies to be implemented. The SEL Specialist will The implementation of the SEL Specialist will aid in the goal areas of reduction in behavior referrals and suspensions and reduction in chronic absenteeism rates of students of color. | \$90,000.00 | |
| Achievement | #3 Recruitment & Retention Program | 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. | \$7,000.00 | |
| Achievement | #4 Family Engagement Program: | 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. | \$4,000.00 | |
| Achievement | #5 Professional Development: | 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. | \$97,940.00 | |
| Integration | #6 Middle & High School Ojibwe Language Teacher/Coordinator: | 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 | \$58,500.00 | |
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| Goal Area | Racially Identifiable School (RIS) Strategy Narrative Description | | Budget Amount |
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| Achievement | #1 Reading Interventionists: | 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 | \$244,500.00 |
| Integration | #2 Ojibwe Immersion Classroom Assistants: | 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. | \$65,000.00 |
| Integration | #3 In-school Learning Opportunities and Field Trips: | 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 | \$8,000.00 |
| Achievement | #4 After School and Summer School Programs: | 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. | \$15,000.00 |
| Achievement | #5 Professional Development: | 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 | \$10,000.00 |
| Achievement | #6 Math Interventionist: | 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 | \$80,000.00 |

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| Achievement | #7 SEL Specialist: | 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 | \$90,000.00 |
| Integration | #8 Transportation for School Enrollment Choices: | 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 | \$48,000.00 |
| Integration | #9 Intervention Learning Materials: | 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 | \$5,000.00 |
| Achievement | #10 Kindergarten Instructional Assistants: | 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 | \$96,000.00 |
| Achievement | #11 Young Scholars Program Coordinator: | 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 | \$75,000.00 |
| Total | | | \$1,760,440.00 |