

Duluth East High School

CIT Members Presenting Today:
 Teachers: Danielle Westholm, William Garnett,
 Megan Mikulich, Lynn Hinzmann, Samantha Daly
 Administrators: Danette Seboe, Principal
 Jon Flaa, Assistant Principal



Celebrations

Here are some of the things we are most proud of...

- Our PLC teams working hard and working together
- WIN intervention implementation
- MCA gains for this year
- Teachers and support staff continue to build relationships and make connections with students
- Community Connections (SARB, SRO, Mental Health)
- Leadership Teams
 - CIT
 - Problem Solving
 - SST
 - Mental Health



CIT Members

| Name | Role |
|-------------------|---|
| Danielle Westholm | CIT Record Keeper, District CIT Rep., English/Language Arts |
| Bill Garnett | CIT Member, District CIT Rep., Math |
| Megan Mikulich | CIT Member, District CIT Rep., Social Studies |
| Danette Seboe | CIT Member, District CIT Rep., Principal |
| Jon Flaa | CIT Member, District CIT Rep., Assistant Principal |
| Laura LaFontaine | CIT Member, Health/Phy Ed |
| Blake Peterson | CIT Member, Music |
| Lynn Hinzmann | CIT Member, World Language |
| Peter Tideman | CIT Member, Science |
| Samantha Daly | CIT Member, Special Education |



COMPREHENSIVE NEEDS ASSESSMENT

Data Review

| 2016-2017 School Goals | Met/Not Met |
|--|---|
| The percentage of all students enrolled October 1 in grades 10 at Duluth East High School who are proficient on all reading state accountability tests (MCA-III, MTAS) will increase from 64.5% in 2016 to 69.0% in 2017. | MET: East Reading Proficiency Spring 2017: 77.3% Our 12.8% increase exceeded the maximum expected proficiency gain! (4-7%) |

Data Review Non-Academic

| Enrollment / Demographics | | | | |
|---------------------------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| All Students | 1550 | 1583 | 1506 | 1471 |
| American Indian | 26 | 27 | 24 | 18 |
| Asian | 30 | 35 | 26 | 29 |
| Hispanic | 19 | 21 | 28 | 30 |
| Black | 41 | 17 | 35 | 39 |
| White | 1400 | 1419 | 1352 | 1307 |
| More than one race | 33 | 34 | 41 | 48 |
| English Learner | 2 | 1 | 3 | 2 |
| Special Education | 121 | 143 | 117 | 114 |
| Free or Reduced Lunch | 336 | 347 | 253 | 234 |

Data Review Academic

| Reading Proficiency By Student Group | | | | |
|--------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| All Students | 68.8% | 66.2% | 64.2% | 76.7% |
| American Indian | Count too small to report | Count too small to report | Count too small to report | Count too small to report |
| Asian | Count too small to report | Count too small to report | 72.7% | Count too small to report |
| Hispanic | Count too small to report | Count too small to report | Count too small to report | Count too small to report |
| Black | 37.5% | Count too small to report | 12.5% | Count too small to report |
| White | 71.8% | 68.9% | 65.6% | 77.8% |
| Two or more races | Count too small to report | Count too small to report | Count too small to report | 92.9% |
| Special Education | 27.6% | 28.1% | 34.2% | 30.3% |
| Free or Reduced Lunch | 35.7% | 33.3% | 42.1% | 26.7% |

Data Review Academic

| Math Proficiency By Student Group | | | | |
|-----------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| All Students | 54.5% | 56.5% | 48.3% | 52.8% |
| American Indian | Count too small to report | Count too small to report | Count too small to report | Count too small to report |
| Asian | Count too small to report | Count too small to report | Count too small to report | Count too small to report |
| Hispanic | Count too small to report | Count too small to report | Count too small to report | Count too small to report |
| Black | 40% | 30% | Count too small to report | 0% |
| White | 54.4% | 58.9% | 50.8% | 53.3% |
| Two or more races | Count too small to report | 36.4% | Count too small to report | Count too small to report |
| Special Education | 20.6% | 14.8% | 7.4% | 21.6% |
| Free or Reduced Lunch | 32.4% | 31.1% | 22.6% | 23.7% |

Data Review Academic

| Reading Proficiency By Grade | | | | |
|------------------------------|-----------|-----------|-----------|-----------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| 10 | 70 | 66.9 | 64.5 | 77.3 |
| Math Proficiency By Grade | | | | |
| Grade | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| 11 | 55.3 | 56.8 | 48.9 | 53.8 |
| Science Proficiency | | | | |
| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| 10 (1st Biology year) | 60.2 | 63.8 | 54.4 | 70.1 |

Data Review Academic

| Reading Growth 2016-2017 | Low | Medium | High |
|--------------------------|------|--------|------|
| Proficient | 22 | 28.9 | 15.2 |
| Not Proficient | 11.2 | 15.2 | 7.5 |
| Math Growth 2016-2017 | Low | Medium | High |
| Proficient | 23.5 | 32.2 | 12.9 |
| Not Proficient | 9.1 | 16.7 | 5.7 |

Data Review

Perception, Program, Fidelity

- Teachers request ongoing professional development to continue to build PLCs and student engagement strategies
- Student surveys indicate majority of students feel connected to adults at school
- Leadership teams will be working to develop and analyze comprehensive data collection methods to assess:
 - Attendance and WIN Interventions
 - Student and staff perception of Safe and Welcoming strategies
 - Connection between attendance contracts and credits earned

Summary of Comprehensive Needs Assessment

Successes:

- PLCs increasingly focused
- WIN interventions and organization
- Attendance Contracts
- Rx For Success

Prioritized Concerns:

- Overall data on FRP students (attendance, credits, behavior) led to our goal setting and focus on this group
- Continued staff development for PLC processes
- Need for comprehensive Perception Data

School Goals 2017-2018



1. By Spring 2018, the reading proficiency of students who are enrolled October 1 from 77.3% to 80.3% as measured by the MCA-III Reading.

2. By Spring 2018, the reading proficiency of students who are enrolled October 1 and are in FRP student group will increase from 60.3% to 64.3% as measured by the MCA-III Reading.

School Action Plan

Initiatives

- Continue to improve PLC practices and process.
- Implement additional instructional practices proven to increase student engagement with focus on engaging students in poverty.
- Evaluate systems for barriers for students in poverty both in and out of the classroom.

Instructional Practices (Practice Profile Focus)

- Teachers will engage students in discussions that are increasingly student driven and consistently demonstrate understanding of concepts, higher order thinking, problem solving, collaboration, and in depth vocabulary usage.

Any questions?

