

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, December 2, 2025

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Teaching, Learning, and Equity Board Summary Report

1) 1st Street Build Out Progress

2

B. Strategic Plan Alignment

1) Improving Systems

a. Bidding Process

9

b. Strategic Growth and Capacity Planning

11

2) Supporting Every Student

a. Comprehensive Achievement and Civic Readiness (CACR)

19

Annual Summary Report

3) Advancing Equity - N/A

C. Budget Update - N/A

D. Other

4. ADJOURN

COW Agenda Cover Sheet

Meeting Date: 12/02/25

Topic: 1St Build Out progress

Presenter(s): Anthony Bond,ICS presenter, Bryan Brown

Attachment: see attachment from Bryan Brown

Brief Summary of Presentation or Topic (no more than a few sentences):

Overview of the 1st Build Out progress

This Requires School Board Approval : Not this presentation

Teaching Learning and Equity Department/Program Board Summary Report

This report is designed for Department or Program Leaders to provide a concise, high-level overview of their area's status, activities, and future plans to the School Board.

Report Identification

Field	Information
Department/Program Name:	Duluth Education Center, DNT, 1 st street building
Report Title:	Construction Progress
Report Leader:	Bryan Brown
Date Submitted:	11-25-2025
Date of Board Meeting:	



Summary Report

Guidance for Summary:

- *Please provide a brief, professional summary (recommended length: 1-2 pages) covering the essential elements below.*
- *This section should be a standalone document that clearly communicates your program's purpose, recent activities, and direction.*

I. Program Objectives & Goals (What are we trying to achieve?)

Construction Progress at the former DNT building located at 424 W 1st St Duluth MN. The building size is 72,000 sq ft, 51,000 sq ft of the building has been designed for program space, leaving approximately 21,000 sq ft of space in the basement level for future considerations.

Programs include:

- STEPS
- T-12/Bridge Special Education
- District Wide Staff
- ECSE
- Early Childhood
- District Testing/Screening
- Community Education
- ALC/ AEO – Middle School and High School
- Adult Education
- Central Enrollment

The goal is to complete construction in the summer 2026.

II. Key Actions & Activities (What have we done recently?)

Construction contracts were awarded in Sept 2025. Construction continues on site.

Construction activities ongoing:

1. Material procurement is ongoing.
2. Exterior utility construction is complete. A new sanitary sewer has been added in the alley. A new water service in the first street road is complete.
3. Demolition on the 2nd floor is complete. Interior wall framing, drywall construction, door frame installation, electrical and mechanical rough-in on the 2nd floor are ongoing. Subfloor installation on the 2nd floor is complete.
4. Demolition continues on the 1st floor. Subfloor installation on the 1st floor is ongoing.
5. Demolition continues in the basement. Basement utilities installations are ongoing.
6. Abatement is generally complete.

III. Outcomes & Results (What was the impact?)

1. The construction schedule remains on track to complete the project in the summer 2026.

IV. Next Steps & Future Focus (What is planned for the future?)

1. Construction Progress:
 - a. Concrete for the basement infill arrives the first week of December.
 - b. Steel installation for the 1st floor infill starts in December.
 - c. Interior Construction will continue on the 1st floor and second floor.
 - d. Periodic inspections from the city are ongoing.
2. The construction budget is updated monthly with the submission of the pay application.
3. The schedule remains on track.

	Duluth Public Schools Education Center (DNT)
	 Construction Update Tuesday Nov 25th, 2025
Address: 424 W 1st St Duluth MN 55802	

A. Notable Activities this Period

Planning and Design

1. Planning and Design is complete- no open activities.

Construction

1. Material procurement is ongoing.
2. Exterior utility construction is complete. A new sanitary sewer has been added in the alley. A new water service in the first street road is complete.
3. Demolition on the 2nd floor is complete. Interior wall framing, drywall construction, door frame installation, electrical and mechanical rough-in on the 2nd floor are ongoing. Subfloor installation on the 2nd floor is complete.
4. Demolition continues on the 1st floor. Subfloor installation on the 1st floor is ongoing.
5. Demolition continues in the basement. Basement utilities installations are ongoing.
6. Abatement is generally complete.

B. Activities Planned for Next Period

Construction

- a. Concrete for the basement infill arrives the first week of December.
- b. Steel installation for the 1st floor infill starts in December.
- c. Interior Construction will continue on the 1st floor and 2nd floor.
- d. Periodic inspections from the city are ongoing.

C. Financial Status

1. The budget is reconciled each month with the pay application submission.
2. Summary:
 - a. Total Budget \$15,724,044
 - b. Cost to date: \$1,641,448.
 - c. Contingency: \$550,493.
 - d. FF&E \$250,000.

D. Schedule Status:

1. The project is scheduled to be complete in the summer of 2026.



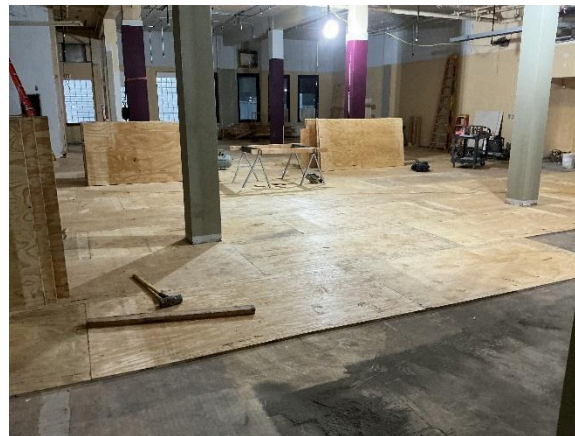
**Duluth Public Schools
Education Center (DNT)**



**Construction Update
Tuesday Nov 25th, 2025**

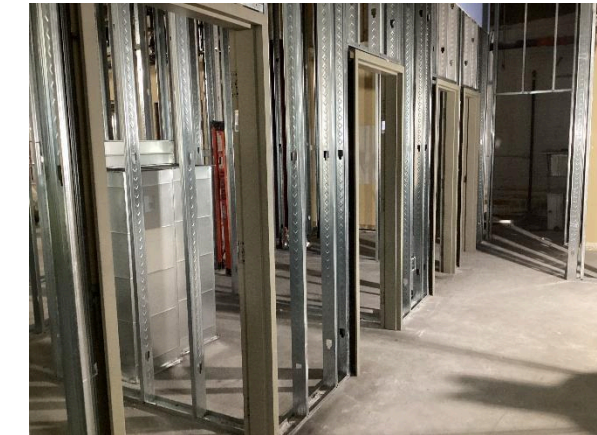
Address: 424 W 1st St Duluth MN 55802

F. Current Project Photos



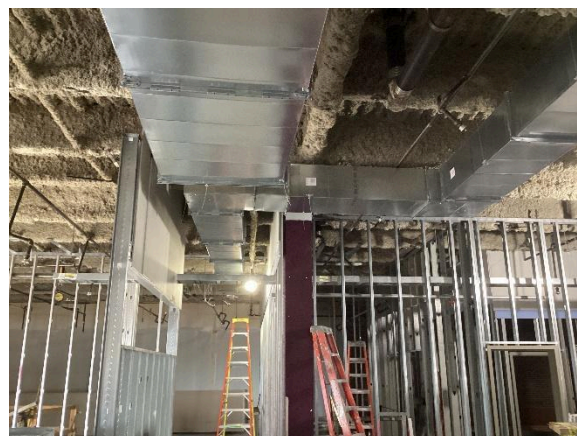
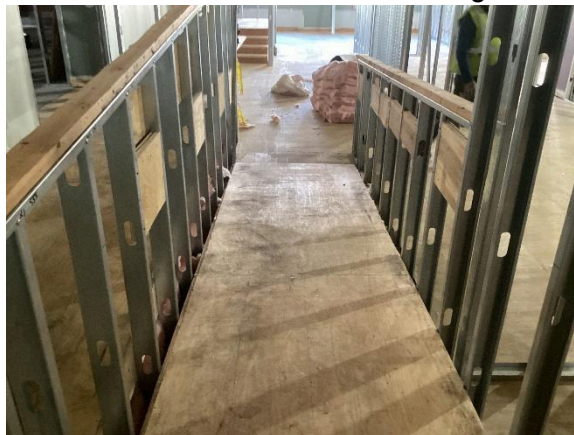
Interior Basement Plumbing

Subfloor Installation



Stair Construction

Framing and Door Frame Installation



Ramp Construction

HVAC Installation

COW Agenda Cover Sheet

Meeting Date: 12/02/25

Topic: Bid Process

Presenter(s): Simone Zunich, Exec. Dir. of Finance & Business Services
Mark Needham ICS and Pat Overum ICS

Attachment:

Brief Summary of Presentation or Topic (no more than a few sentences):

The purpose of the presentation is to provide a high level overview of the bid and rfp process

This Requires School Board Approval : Not this presentation



Process Definition

Bidding Process & Prime Contract Procurement

Delivery Method: Program Management

The following outlines the process for procuring multiple prime contracts under the Program Management Delivery Methods. It assumes Construction Documents have been issued by the design sub consultants in accordance with the guidelines and processes associated with design development.

Prime Contract Procurement Steps

1. Prepare Documents
 - a. Compile completed documents and upload to Procore.
 - b. Prepare the "Advertisement for Bid" to determine the bid date and location, pre-bid conference requirements, and milestone dates.
 - c. Ensure the project front end specifications include any owner-specific requirements (i.e., insurance, bonding, wage rates, tax status, special procurement requirements, site access, schedule, etc.).
2. Solicit Bids
 - a. Prepare a bid list for review by the Owner ensuring proper coverage for the Scopes of Work that being solicited.
 - b. Provide the Advertisement for Bid to the Owner to publicly post the project (via website or local news outlet).
 - c. Issue bid invites via Procore to the bid list, including local building exchanges.
 - d. Contact Prime Contractors on the bid list to ensure adequate coverage for each scope.
 - e. Hold the pre-bid conference on the project site.
3. Receive bid
 - a. Have sealed bids delivered to the bid opening site and time stamp them as they arrive.
 - b. Publicly open and read bids at the prescribed time and note the inclusion of required supporting documents.
 - c. Record the results of the bids as they are read.
4. Confirm Scope
 - a. Review provided bids and contact the apparent low bidder to confirm a complete bid.
 - b. If bid is incomplete, no alterations to their bid is allowed. They may withdraw their bid per the project specifications.
5. Recommend Award
 - a. Provide a recommendation of award with the qualified low bidders to the owner for Board approval.

COW Agenda Cover Sheet

Meeting Date: 12 02 25

Topic: Strategic Growth and Capacity Planning: Demographics and Capacity Study

Presenter(s): John Magas

Attachment: [COW Presentation 12 02 25](#)

Brief Summary of Presentation or Topic (no more than a few sentences):

This presentation focuses on the critical need for strategic capacity planning to responsibly manage the district's positive enrollment growth, which is currently stressing facility and class size constraints. The immediate next steps involve launching an RFP for a comprehensive demographics study and executing a detailed internal audit to formally establish the functional capacity of all school sites, with findings to be presented to the board.

This Requires School Board Approval : Not at this time.

Strategic Growth and Capacity Planning: Demographics and Site Enrollment

December 2, 2025



Strategic Growth and Capacity Planning: Demographics and Site Enrollment

Purpose Statement:

"To responsibly manage our positive enrollment trends and resulting facility demands, ensuring future student success."

- **Context:** We have previously noted positive enrollment growth and the subsequent space and class size constraints across the district.
- **The Need:** We require objective data to move beyond immediate constraints and plan for the long term.
- **Goal:** This study provides the critical demographic foundation needed to develop a sustainable and equitable strategic capacity plan that meets the needs of our students, families, staff and community.

Laying the Foundation for Strategic Growth



Proactive Planning

The purpose of this study is to move from reactive decision-making to proactive, long-range strategic planning regarding our district's physical capacity and resource needs.



Data-Driven Decisions

We require current, objective data to ensure all future capital and operational investments are fiscally responsible and directly address student needs.



Optimizing Resources

This work allows us to strategically evaluate the current use of all district facilities to ensure we are maximizing our investment in every building.

Understanding Our Increasing Student Population



Capacity Assessment:

The study will provide a clear picture of the current utilization and functional capacity of every school building in our portfolio.



Identifying Gaps:

We will pinpoint specific schools or attendance areas that are projected to experience over- or under-utilization, allowing us to target future capacity solutions effectively.



Precursor to Action:

This foundational demographic data is the essential first step required before we can deeply engage the community to develop viable options for a comprehensive capacity plan.

Defining Current and Future Capacity Needs



Accurate Enrollment Projections

The study will provide reliable, decade-long forecasts of student enrollment based on current demographic trends, housing starts, and migration patterns.



Geographic Distribution Analysis

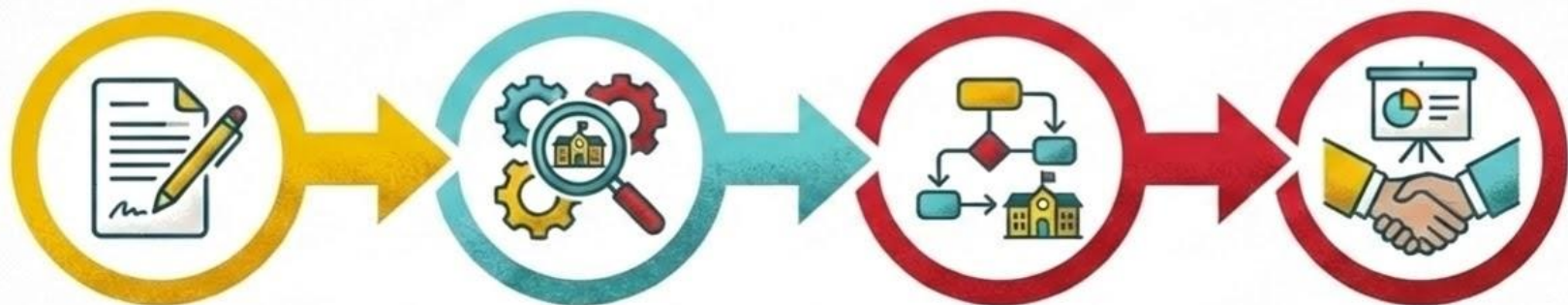
It will identify where our students currently live and where future student populations are expected to grow within the district's attendance zones.



Impact of Development

We will analyze the potential short- and long-term impact of approved and proposed residential developments on elementary, middle, and high school levels.

Next Steps: Implementing the Demographics and Capacity Efforts



RFP Development

Initiate a formal Request for Proposal (RFP) process for a comprehensive, third-party Demographics Study.

Capacity Review

Concurrently, Facilities Department will update an internal audit to establish functional enrollment capacity of every school site.

Defining District Capacity

Finalize the total operational and functional capacity of the entire district's building portfolio.

Board Review & Action

Present the findings to the school board upon completion.

Questions

COW Agenda Cover Sheet

Meeting Date: December 2, 2025

Topic: Comprehensive Achievement and Civic Readiness Plan

Presenter(s): Brenda Spartz, Jen Larva, Dale Uselman, Julie Stauber, Danette Seboe, Todd McGowan

Two Attachments: 2025-2026 Annual CACR Plan and COW Presentation

Brief Summary of Presentation or Topic (no more than a few sentences):

This is considered the public meeting for the 2025-2026 Annual Comprehensive Achievement and Civic Readiness Plan.

This Requires School Board Approval : Yes

Duluth

Public Schools

COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS

2025-2026



Table of Contents

- 03 Overview**
- 04 Strategic Plan**
- 05 Access to Excellent and Diverse Teachers**
- 06 All Children are Ready for School**
- 07 All Racial and Economic Achievement Gaps Between Students are Closed**
- 08 All Students are Ready for Career and College**
- 09 All Students Graduate from High School**
- 10 All Students are Lifelong Learners**
- 11 Understanding Data**
- 12 Data**
- 19 North Star Accountability**
- 20 Glossary**

Overview

The Comprehensive Achievement and Civic Readiness Plan, formerly known as the World's Best Workforce Plan (WBWF), is a strategic initiative developed in Minnesota to enhance student achievement and prepare students for lifelong learning.

The original law was established in 2013 under Minnesota Statute 120B.11, however, legislation amended the plan name and goals in 2024. The statute requires school districts and charter schools to create a comprehensive, long-term strategic plan to support and improve teaching and learning. The plan should serve as a foundational document that aligns educational initiatives for students in preschool and beyond. The five goals of the plan as dictated by law are:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- All students are prepared to be lifelong learners.

By implementing the Comprehensive Achievement and Civic Readiness Plan, Minnesota aims to create a more equitable and effective education system that prepares all students for success in school, career, and life.

District plans and policies support the Comprehensive Achievement and Civic Readiness goal areas. Some of those plans or policies include the following:

- Head Start Annual Plan
- Local Literacy Plan
- Achievement & Integration
- American Indian Education Plan
- American Indian Parent Advisory Recommendations
- Teacher Development and Evaluation Plan
- Principal Development and Evaluation Plan
- Duluth Public Schools MTSS Handbook
- Professional Learning Community Handbook
- Continuous Improvement Handbook
- Duluth Public Schools Staff Development Plan

Mission

Every student, every day will be empowered with learning opportunities for growth, creativity, and curiosity, in preparation for their future in a global community.

Vision

Duluth Public Schools provides an academically engaging, safe, and inclusive environment with high expectations and responsible use of resources.

Strategic Plan

Duluth Public Schools worked on a comprehensive strategic planning process from April 2022 through May 2023. The overall process and strategic plan were created with input from Duluth Public Schools students, staff, families, and community members focused on future system-wide enhancements to improve outcomes for students. The planning has resulted in a 3-year operational plan, a progress monitoring schedule, and a 3-year school board plan. The Strategic Roadmap includes the district’s mission, vision, core values, desired daily experiences, and strategic directions.

Strategic Directions

Supporting Every Student:

Duluth Public Schools staff will work in collaboration to determine all students’ learning, behavioral, and social-emotional strengths and challenges. We will utilize a multi-layered system of supports to improve instructional practices to best meet the needs of every learner. Strategies will be implemented to create positive and safe learning environments. Students will be provided additional support to grow and improve through intervention and enrichment.

Advancing Equity:

Duluth Public Schools will be a place where everyone feels a sense of belonging and accomplishment. We are committed to strengthening relationships and building trust with all communities. We are dedicated to advancing an Education Equity Framework implementation and accountability plan to increase our ability to think, behave, work, and lead with an equity mindset. As part of the plan, all staff will receive on-going diversity, equity, and inclusion training.

Improving Systems:

Duluth Public Schools engages in continuous improvement to support services, processes, and resource allocation. Our continued focus on recruiting and retaining highly effective, dedicated, and diverse staff will ensure our ability to educate, support and inspire our students to reach their full potential. We will ensure clean, safe and appropriate learning environments. We are committed to a budget that meets the educational needs of our students through improved financial forecasting to better align our resources with our district priorities.

Core Values



Learning



Equity



Excellence



Collaboration



Belonging

Access to Excellent and Diverse Teachers

Duluth Public Schools is committed to providing all students with access to excellent and diverse educators. We strive to hire, retain, and develop high-performing staff who can deliver outstanding instruction. To ensure equitable access to quality teachers, we analyze staffing data annually, utilize compensatory funding to support low-income and minority students, prioritize experienced teachers, and provide support and improvement plans for underperforming teachers.

We actively recruit diverse candidates by posting job openings on various platforms, including:

- National and International Job Boards:
 - EdPost
 - Careers in Government
 - Handshake
 - LinkedIn
 - National Indian Education Association
 - National Alliance of Black School Educators
 - Diversity.com
- State-Level Job Boards:
 - Minnesota State Workforce Center
 - Wisconsin State Workforce Center
- Local Platforms:
 - School social media outlets
 - District website

Current Staff Demographics:

- Nearly 97% of teachers are fully certified
- Over 84% of our teachers have three or more years of experience.
- All racial/ethnic groups are represented by licensed teaching staff, except for Native Hawaiian or Other Pacific Islander.
- Approximately 10.5% of teachers identify as a race other than White

Our District aims to ensure the racial, ethnic, and cultural makeup of its teaching staff closely reflects the diversity of the student body, aiming to provide students with educators who share similar backgrounds and experiences as they do.

While we have made progress in diversifying our staff, challenges remain. Our District's student population is almost 24% diverse, and currently teachers of color and American Indian teachers comprise about 6% of all licensed teachers in the state. The limited pool of diverse, licensed teachers in Minnesota is a significant hurdle. However, we are committed to expanding recruitment efforts, collaborating with educational institutions, and providing ongoing professional development to address this challenge.

Duluth Public Schools partners with the Minnesota CareerForce Center on the Drive for 5 grant. This collaborative effort aims to diversify our teaching workforce by providing financial incentives and support to individuals pursuing careers in education. By investing in future educators from diverse backgrounds, we are committed to creating more inclusive and equitable learning environments for all students.



**All children are
ready for school**

700+

students ages 0-5 enrolled in
Duluth Schools early childhood
programming

49%

of Duluth Preschool students
served identify as a race other
than white



Student Achievement Goal

Duluth Preschool Staff will teach Approaches to Learning, Social Emotion Competency, Language and Literacy, Cognitive Skills and Physical Development to ensure by Spring of 2026, 85 percent of four-year-old children who participate in Duluth Public School's preschool programs will score in the "End of the Year Before Kindergarten Range" in 4 out of 5 domains as measured in the Desired Results Developmental Profile.

Strategies Implemented

Supporting Every Student

- Year round on and off site Early Childhood screening
- Delivery of content through developmentally appropriate practices of teaching
- Continued mental health support at the preschool level
 - Promoting social-emotional, behavioral competency through implementation of the Pyramid Model
 - Second Step, Circle of Security Parenting/Classroom
- District wide, preschool teachers are receiving individualized coaching to improve their skills in the classroom
- Various family educational supports are offered including; home visits, parent/caregiver groups, conferences, newsletters, and additional community resources*
- Actively build connections through home visits throughout the program year
- Continue to provide high quality Early Childhood Family Education (ECFE) and parent education services in schools and sites community-wide so that all families have access
- All preschool and Early Childhood Special Education (ECSE) teachers trained in researched based literacy

Advancing Equity

- Prioritize serving the most vulnerable population within our community (homeless, foster care, etc.)
- Families in Transition programming for children whose families have experienced homelessness in the past year
- Provide programming at community sites through partnerships
- Staff training includes Cultural Competency to assist in serving out diverse populations.

Improving Systems

- Build relationships with parents, families, and community partners to provide information, support, and education
- Foster connections with a variety of community partners
- Include family voice through parent advisory boards for ECFE, Head Start, and Special Education
- Continued work within the P3 (Prenatal to Grade 3) Committee to ensure seamless transitions throughout the early years of a child's life
- Early education incorporated into professional development cycles and systems



All racial and economic achievement gaps between students are closed

One of the greatest and most pressing challenges facing Duluth's schools — and school districts across the country — is ensuring high achievement for all students. Our school district examines educational data and breaks it down into various demographics. Locally and nationally, race, ethnicity, socioeconomic status, and special education are areas where we need to increase student achievement.

As educators, and as a community, we want all students to realize their full potential. Our goal is to continue to work as a team to implement evidence-based practices to ensure high achievement for all students.

Student Achievement Goal

Each student will be provided high-quality instruction that includes communication of what they are learning and how they will be assessed (Teacher Clarity), which will reduce reading and math achievement gaps in all student race, economic, and comparison groups as measured by state accountability assessments.

Strategies Implemented

Supporting Every Student

- District administration is monitoring the implementation of Teacher Clarity through instructional walkthroughs.
- Teaching staff implementing 2020 English-Language Arts State Standards, which includes an increased focus on diverse perspectives, and teams monitor implementation of all standards
- As required by READ Act, Capti ReadBasix assessment for grade 4-12 will be given to all students not meeting grade-level reading proficiency to screen for characteristics of dyslexia in addition to other assessments (FastBridge, MCA)
- Professional development for elementary staff on effective and inclusive Morning Circles to ensure that students have a sense of belonging in the classroom community

Advancing Equity

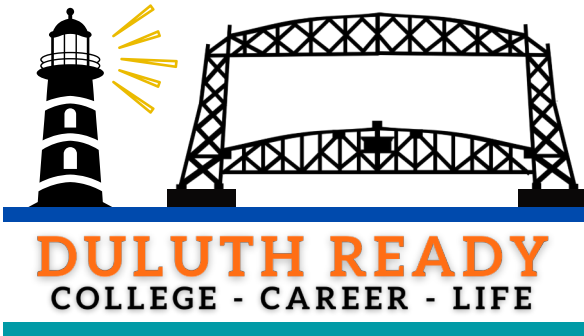
- Special Services Department continues to provide three weeks of summer Extended School Year (ESY) Programming to monitor progress and support intervention
- Focus on Cultural Competency professional development to support teaching staff in culturally responsive classroom instruction

Improving Systems

- Collaboration with the Minnesota Department of Education's COMPASS staff to monitor implementation of a multi-layered system of supporting students
- Early Warning System for secondary students to monitor progress and provide early intervention
- Revision of teacher development/evaluation plan and principal development/evaluation tool to include culturally responsive instructional practices
- Continuation of teacher teams focusing on learning intentions, success criteria, and progression of learning aligned to MN academic standards in order to increase clarity for students on what they are learning and how to be successful
- Staff teaching literacy in preschool through 3rd grade and support staff assisting with literacy in grades preschool through 12th grade trained in science of reading professional development (LETRS) per Minnesota READ Act legislation



**All students are
ready for career
& college**



58

CTE courses offered in
grades 9-12

61% of HS

students enrolled in at least one CTE course

564

concentrators: students taking more than 2
courses in one career field (up 71% from 24-25)

87%

of concentrators graduate with in 4 years
27

Student Achievement Goal:

For the 25-26 school year, 100% of all content-area teacher leads (grades 6-12) will guide the design and prepare for the implementation of one or more standards-aligned, high-leverage instructional lessons per course that explicitly require students to develop skills in one or more of Minnesota's four College and Career Readiness (CCR) Competency Domains (Employability Skills, Mindsets & Social Awareness, Career Development, and Transitional Skills) as measured on the curriculum tracking document.

Strategies Implemented

Supporting Every Student

- Continued expansion of Career and Technical Education (CTE) offerings and expanded availability to students in grades 9-12 and in our middle school introductory programs
- District continues to provide a minimum of 5 district-wide experiential opportunities for career and college awareness.
- Denfeld and East High Schools have staffed Career Centers who collaborate with the Principal of College and Career Readiness and site counseling departments to facilitate exploration activities for students.
- Students have the opportunity to earn college credit through our College in the Schools (CITS) courses, by taking AP tests following AP course success, and Articulated Credit through CTE programs to Lake Superior College.
- Through the MN Bilingual Seals program, students can take an exam to earn World Language college credit. In 2025, 76 students attempted the assessment: 74 received a certificate, 24 earned a gold seal (equivalent to college credits), and 11 achieved a platinum seal, the highest level.

Advancing Equity

- Counselors will build intentional efforts in collaboration with American Indian and Education Equity staff to encourage all students to take CITS, AP, Honors, Advanced, and CTE courses.
- Courses in middle school and high school (Skills for Success, 9th Grade Futures, Career, College and Life Readiness, Academic Skills for Success) to support all students plan for their future.
- New courses have been fully implemented this year that increase our diverse offerings. They include Global and Indigenous Sports, Diverse Perspectives in Literature, African American Folklore and Storytelling, CITS Anishinaabeg of Lake Superior, and American Sign Language 2, and Ethnic Studies.

Improving Systems

- High school counselors/career centers make referrals to Duluth Adult Ed for college prep and career path courses.
- Implementation of the Kuder Navigator program will continue to expand into all classrooms in all subject areas.
- Evidence-based practices training for Setting III staff focuses on assessment, skill acquisition, behavior management, documentation, and professional conduct.

GOAL 4



All students graduate from high school

Minnesota and Duluth Public Schools define career and college readiness as high school graduates having the “knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.”

With the new goal the district has set for college and career readiness, we are working toward better preparing students with the knowledge, skills, mindset, and experiences to successfully navigate toward a viable career.

Student Achievement Goal:

An early warning system will be utilized to increase the number of 9-12 grade students that are “on track” for four-year graduation as measured by state graduation rates.

Strategies Implemented

Supporting Every Student

- Indigenous Cohort programming at Denfeld designed to support American Indian students with culturally inclusive instruction
- Addition of site champions for our data system to all school sites to help support staff in utilizing data to support students
- Summer School credit recovery for all students who need to finish attempted credits

Advancing Equity

- Continued Check & Connect programming to provide mentors for students in grades 9-12 who are at risk of dropping out of school based on attendance, grades, and behavior data. The district has a goal within Check & Connect is that 80% of students supported will be students of color and/or special education status, providing a focus on improving graduation rates.
- Continued use of the School Within a School model in 6-10th grade core courses to provide more support for students who struggle with grade-level content in an effort to prepare them for future success in all courses
- Alternative to suspension programming is a restorative intervention that may be offered at the school sites to reduce punitive disciplinary practices with the goal to reduce the number of out of school suspension
- The District is committed to providing free public transportation for high school students to get to school

Improving Systems

- Addition of Academic Skills for Success course to support students who are credit deficient in grades 9-12
- Implementation of Personal Opportunity (Learning) Plans to help students track progress, interventions, career exploration, and post high-school planning.
- Thresholds are set in EducClimber to determine whether high school students are on track to graduate
- SWS modules were created to support students with credit recovery efforts through a “Fix it and finish it” model
- Service learning credit is available through Community Education

GOAL 5



All students are lifelong learners

Minnesota and Duluth Public Schools defines “lifelong learners” as having a growth mindset, relationship skills, cultural fluency and global awareness, and problem solving, decision making and self-advocacy skills.

We strive to have students leave high school with options for postsecondary options or career field goals, personal financial literacy and understanding of employment and/or admission procedures.

Student Achievement Goal:

By Spring of 2026, 90% or more of seniors will have a confirmed post-graduation plan. This includes enrollment in a post-secondary education option, enlisted in a branch of the military, or an employment opportunity.

Strategies Implemented

Supporting Every Student

- Continued implementation of a comprehensive K-12 College, Career, and Life Readiness curriculum aligned to state standards
- Established advisory periods at middle schools allow opportunities for development of career, employment, and life skills
- Middle School Model allows for more student choice during the Academics, Relearning, Enrichment, and Activities (AREA) period
- Funding for Career Centers, Counselors, and Check & Connect Mentors
- STEMpathy event for middle school students for further exposure to careers in the science, technology, engineering, and math fields

Advancing Equity

- Continued targeted efforts to increase enrollment of students in marginalized groups into our Career and Technical Education programming, advanced courses, and college credit opportunities
- Continued partnership with Duluth Community School Collaborative full service community school model in Myers-Wilkins Elementary, Lincoln Park Middle School, Denfeld High School.
- Scholarships to attend Community Education courses are made available to allow low-income families access to programming
- NEW: Summer 2026 Career and Technical Education Summer Explorer Camps will be created in multiple career field areas at Denfeld and East for students exiting grades 4/5 and grades 7/8. Scholarships are available to cover the enrollment fee.

Improving Systems

- All Certified Staff (Grades 6-12) to receive K-12 College, Career, and Life Readiness preparation platform training during Professional Development Day.
- High school counselors/career centers make referrals to Duluth Adult Ed for college prep and career path courses
- Service learning credits are available through Community Education

Understanding the Data

There are several factors to consider when reviewing the District's data.

- The data listed in the goals and strategies areas are based on locally administered assessments as well as the state accountability assessments.
- In 2019/2020, all state accountability assessments were not given.
- In 2020/2021, there were historically low participation rates in statewide accountability testing.
- When 10 or fewer students tested in an area, the data is suppressed to maintain data privacy and marked by (*).

Due to these factors, year-to-year comparisons should be made with caution.

Year	% Tested Math	% Tested Reading
2020-2021	76.0%	78.2%
2021-2022	92.1%	94.4%
2022-2023	93.2%	94.7%
2023-2024	92.9%	94.7%
2024-2025	92.3%	96.1%



All Children are Ready for School

By Spring of 2025, 85% of 4 year old children who participate in the Duluth Public Schools preschool programs will score within the “End of Year Before Kindergarten Range” in 4 out of 5 domains as measured by the Desired Results Developmental Profile.

- Domains include:
- Approaches to Learning
 - Social & Emotional Competence
 - Language & Literacy
 - Cognition Skills
 - Physical Development

Percent of Preschool Students Who Met End of Year Benchmark in 4 out of 5 Domains	2024-2025
Approaches to Learning	85%
Social & Emotional Competency	90%
Language & Literacy	96%
Cognition Skills	94%
Physical Development	94%

Achievement Gap Reading

Long-Term: Duluth students will increase reading proficiency by 3% for each student group annually as measured by all accountability assessments.

Reading - Grades 3-8 & 10 Percent Proficient on All Accountability Assessments		2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students	District	56.6	55.7	56.8	55.7
	State	51.1	49.9	49.9	49.6
American Indian	District	27.3	33.6	33.7	35.5
	State	32.9	31.9	32.1	33.1
Asian	District	74.1	76.1	74.4	77.5
	State	46.6	44.5	44.6	44.4
Hispanic or Latino	District	59.6	54.1	56.6	57.1
	State	31.0	29.7	28.7	28.7
Native Hawaiian or Pacific Islander	District	*	*	*	*
	State	28.7	27.2	28.7	24.6
Other Indigenous Peoples	District	*	*	*	*
	State	31.4	36.0	25.0	28.1
Black or African American	District	23.5	16.7	17.6	20.8
	State	30.7	30.5	31.1	31.0
White	District	61.6	60.4	61.6	60.5
	State	59.4	58.4	58.7	58.7

2025-2026 Comprehensive Achievement and Civic Readiness

Percent Proficient All Accountability Assessments Reading - All Grades		2021- 2022	2022- 2023	2023- 2024	2024- 2025
Two or More Races	District	43.8	40.0	42.9	39.4
	State	50.7	49.8	50.4	50.4
English Learner	District	15.4	21.2	31.7	28.2
	State	11.5	11.0	10.2	9.9
Special Education	District	24.0	24.0	24.8	24.8
	State	25.7	25.6	25.5	25.1
Free/Reduced Priced Meals	District	33.1	36.8	38.1	37.3
	State	31.5	33.3	33.4	32.6

*Note: Cells with fewer than 10 students are intentionally left blank (*) to maintain data privacy.*

Achievement Gap

Math

Long-Term: By 2024-2025, 59.1% of students will be proficient in math, as measured by the annual statewide accountability assessments (all students tested). No student group will have a proficiency rate lower than 54.1%.

Percent Proficient All Accountability Assessments Math - All Grades		2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students	District	46.0	46.0	46.7	45.1
	State	44.8	45.5	45.5	45.2
American Indian	District	17.5	18.4	19.8	18.0
	State	23.2	23.6	24.4	24.9
Asian	District	69.0	79.2	79.5	71.8
	State	42.2	42.4	43.2	43.1
Hispanic or Latino	District	22.6	47.4	48.6	43.1
	State	38.6	23.2	22.4	22.4
Native Hawaiian or Pacific Islander	District	*	*	*	*
	State	24.9	23.4	*	21.5
Other Indigenous Peoples	District	*	*	*	*
	State	24.3	28.2	28.3	29.9
Black or African American	District	11.2	6.1	9.0	13.1
	State	20.1	21.0	21.9	22.5
White	District	51.2	51.3	51.9	50.4
	State	54.3	55.2	55.6	55.4

2025-2026 Comprehensive Achievement and Civic Readiness

Percent Proficient All Accountability Assessments Math - All Grades		2021- 2022	2022- 2023	2023- 2024	2024- 2025
Two or More Races	District	34.1	28.2	29.8	27.9
	State	41.9	43.0	43.5	43.6
English Learner	District	20.0	29.0	35.7	37.1
	State	12.2	13.0	12.5	12.6
Special Education	District	21.4	21.1	23.4	20.1
	State	23.8	24.4	24.7	24.3
Free/Reduced Priced Meals	District	24.5	25.7	28.8	26.4
	State	23.4	26.8	27.0	26.5

*Note: Cells with fewer than 10 students are intentionally left blank (*) to maintain data privacy.*

Graduation Rates

Long-Term: The four-year graduation rate will be 90%, with no groups lower than 85%, by 2025.

Annual Targets: All Students = 77.6% American Indian = 56.4%, Asian = 83.9 %, Black = 54.6 %, Hispanic = 64.0%, Two or More Races = 67.8%, White = 79.5 %, English Learner = 28.3%, Special Education = 63.3%, Free/Reduced Lunch = 62.7%

Four-Year Graduation Rate		Reporting Year 2021-2022 Class of 2021	Reporting Year 2022-23 Class of 2022	Reporting Year 2023-24 Class of 2023	Reporting Year 2024-25 Class of 2024
All Students	District	71.5	76.7	74.9	79.2
	State	83.3	83.6	83.3	84.2
American Indian	District	46.6	43.6	48.3	56.1
	State	52.5	61.3	61.3	62.9
Asian	District	83.3	90.0	*	*
	State	87.4	87.2	85.4	88.1
Hispanic or Latino	District	57.7	65.5	66.7	76.9
	State	69.3	69.3	69.2	71.7
Hawaiian or Other Pacific Islander	District	*	*	*	*
	State	65.6	59.6	64.8	*
Other Indigenous Peoples	District	*	*	*	*
	State	*	51.6	54.4	*
Black	District	39.5	41.4	45.2	54.4
	State	70.4	73.5	72.1	73.9
White	District	76.7	82.6	80.1	83.7
	State	88.3	88.4	88.7	89.3
Two or More Races	District	69.7	59.6	65.1	77.5
	State	74.6	79.2	80.3	80.1

Four-Year Graduation Rate		Reporting Year 2021-2022 Class of 2021	Reporting Year 2022-23 Class of 2022	Reporting Year 2023-24 Class of 2023	Reporting Year 2024-25 Class of 2024
English Learners	District	*	*	*	*
	State	64.7	65.0	63.4	67.2
Special Education	District	52.5	57.2	52.7	58.0
	State	64.0	65.5	65.6	67.4
Free or Reduced Priced Lunch	District	51.6	54.8	54.5	64.7
	State	70.3	71.1	71.9	74.4

Note: Cells with fewer than 10 students are intentionally left blank (*) to maintain data privacy.

College & Career Readiness

Percent of Students Who Used Duluth Ready Navigator	2024-2025 2024-2025
District	91%

Lifelong Learners

Percent of Seniors with Post Graduation Plans	2024-2025
District	64%

North Star Accountability System

Every three years, the North Star Accountability Reports are released. In September 2025, the Minnesota Department of Education announced the schools and districts that are in need of additional support through the North Star Accountability System. North Star was created in response to federal legislation called the Every Student Succeeds Act, which requires every state to create an accountability system. Schools are evaluated using the following measures:

Stage 1:

- Math Achievement
- Reading Achievement
- Progress Toward English Language Proficiency

Stage 2:

- Math Progress (elementary & middle school)
- Reading Progress (elementary & middle school)
- Graduation (high school)

Stage 3:

- Consistent Attendance

Schools identified for support receive either Comprehensive and/or Targeted support.

Comprehensive is the highest level of need. District level support comes from COMPASS through the Northeast Service Cooperative. Duluth schools that were identified for Comprehensive support include:

- Area Learning Center Independent Study
- Congdon Park Elementary
- Laura MacArthur Elementary
- Lowell Elementary
- Myers-Wilkins Elementary
- Piedmont Elementary
- Stowe Elementary

Targeted support means one or more student groups are performing at or below expectations. District level support comes from COMPASS through the Northeast Service Cooperative. Duluth schools that were also identified for Targeted Support include:

- Laura MacArthur Elementary
- Lowell Elementary
- Myers-Wilkins Elementary
- Piedmont Elementary
- Stowe Elementary

Glossary

Tier 1 Supports

- Involves the delivery of high-quality core instruction that meets the needs of most students in the class.
- A core curriculum that is research-based.
- Instructional practices that are culturally and linguistically responsive.
- Universal screening to determine students' current levels of performance.
- Differentiated learning activities to address student needs.
- Accommodations to ensure all students have access to the instructional program.
- Problem-solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess.

Tier 2 Supports

- Involves the delivery of research-based intervention(s) of moderate-intensity to address the learning or behavioral challenges of most at-risk students. This is provided in addition to the daily core instruction.
- Typically involves adult-led small-group instruction.
- Duration of typically 10-15 weeks of 20-40 minute sessions 3-4 times weekly.
- Uses clearly articulated validated interventions.
- Evidence-based rather than research-based.
- High degree of fidelity of intervention implementation.
- Frequent progress monitoring every 1-4 weeks.

Social-Emotional Learning

- Is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that support their success in school and in life.

Multi-Tiered Support Systems (MTSS)

- As a systemic foundation for addressing inequity and improving outcomes for all students.

Positive Behavior Interventions and Supports (PBIS)

- Evidence-based framework for preventing problem behavior, providing instruction and support for positive and pro-social behaviors, and supporting social, emotional, and behavioral needs for all students.

Comprehensive Achievement and Civic Readiness

Annual Public Meeting:

Committee of the Whole Board Meeting

December 2, 2025



Comprehensive Achievement and Civic Readiness

In 2024, MN Legislature renamed World's Best Workforce (WBWF) to Comprehensive Achievement and Civic Readiness (CACR).

- Emphasis on supporting students' academic achievement as well as preparing them to be active members of their community after graduation
- School boards are required to develop comprehensive, long-term strategic plans that **address five goal areas** within this plan



41 ***Please note:** acronym “**CACR**” will be used for Comprehensive Achievement and Civic Readiness throughout this presentation.

Comprehensive Achievement & Civic Readiness

CACR Plan Goal Areas:

- 1. All children ready for school.**
- 2. All racial and economic achievement gaps between students are closed.**
- 3. All students are ready for career and college.**
- 4. All students graduate from high school.**
- 5. All students are prepared to be lifelong learners.**

Alignment: District Roadmap & CACR Plan

Duluth's Comprehensive Achievement & Civic Readiness Plan organizes strategies aligned to each goal under the three strategic directions of the District Strategic Roadmap:

- **Supporting Every Student**
- **Advancing Equity**
- **Improving System**



Process to Develop 2025-2026 CACR Plan



Review

District staff reviewed 2024-2025 CACR Annual Plan goals, strategies, and results

Draft

Developed the 2025-2026 draft annual plan based on feedback from various district stakeholders and updated data

Meetings

Annual meetings held: District Advisory Committee 11/24/25 and Committee of the Whole Board Meeting 12/2/25

Final

2025-2026 Comprehensive Achievement and Civic Readiness Annual Plan finalized

Posting

2025-2026 CACR Annual Plan posted to Duluth Public Schools website

Submission

2024-2025 Summary CACR Report submitted to MDE by 12/15/25

Results:

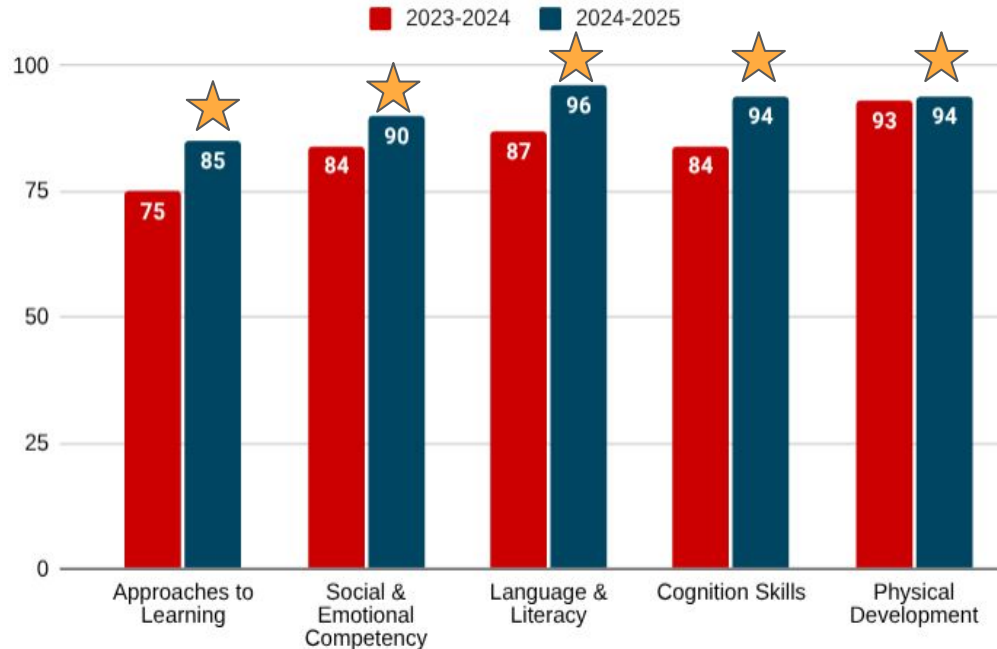
2024-2025

Comprehensive Achievement
and Civic Readiness (CACR)
Plan Goals

Kindergarten Readiness

2024-2025 Goal 1:

By Spring 2025, **85%** of 4-year-old children who participate in Duluth Public Schools preschool programs score within "End of the Year Before Kindergarten Range" in **4 out of 5** domains as measured by Desired Results Developmental Profile.



Percent of Preschool Students Meeting End of Year Benchmark in 4 out of 5 Domains

Result:

Duluth Public Schools 4 year old preschool students scored at least 85% meeting end of year benchmarks in **5 out of 5** domains.

Goal met

★ In addition, spring 2025 student outcomes increased in 5 out of 5 domains as compared to spring 2024 student outcomes.

Achievement Gaps: READING

2024-2025 Goal 2:

By Spring 2025, **63.8%** of students will be proficient in Reading, as measured by the annual statewide accountability assessments (MCAIII Reading and MTAS, all students tested).

No student group will have a proficiency rate lower than **58.8%**.

(MCA III Reading
assessed in
grades 3-8 & 10)

47



Results:

55.7% of “*All Students*” considered proficient on MCA III Reading spring 2025.

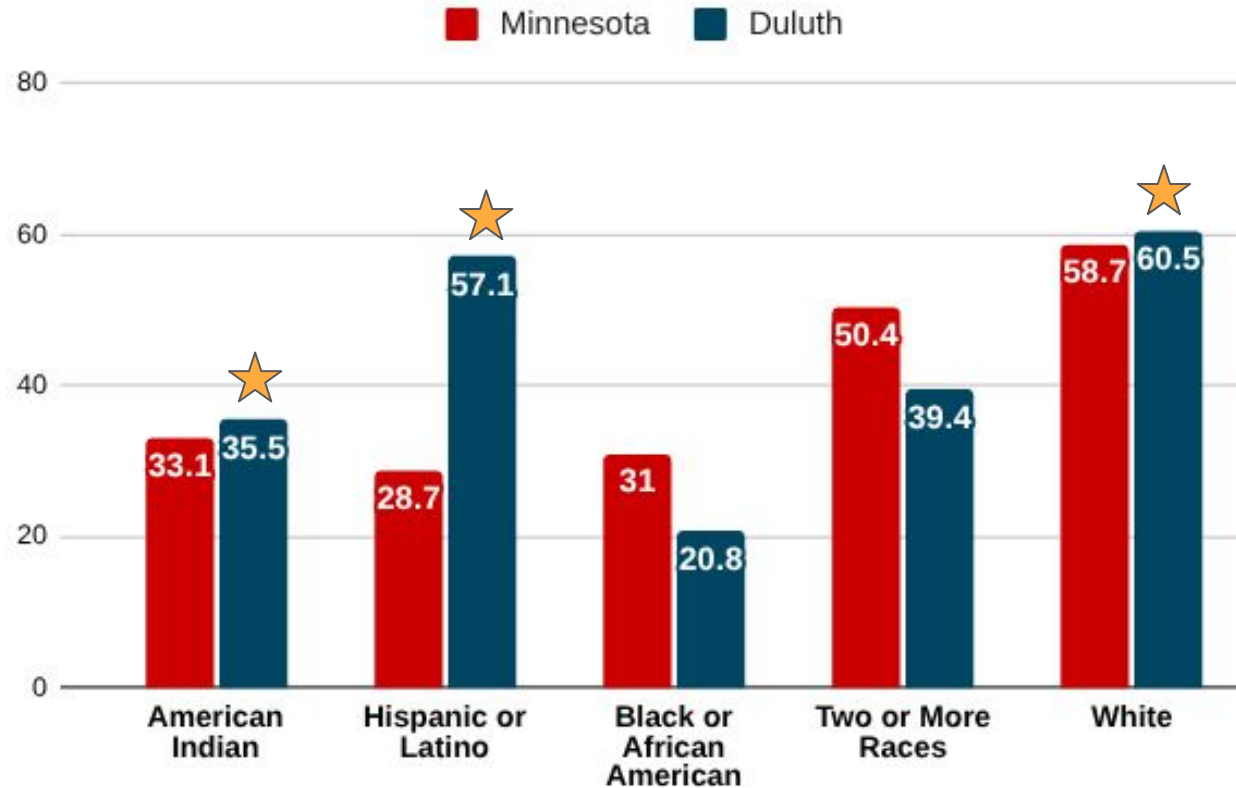
Goal not met.

★ However, Duluth outperformed MN overall on average by **+ 6.1%** points as indicated on this graph.

Achievement Gaps: READING

**Additional Data -
Reading MCA III
Spring 2025:**

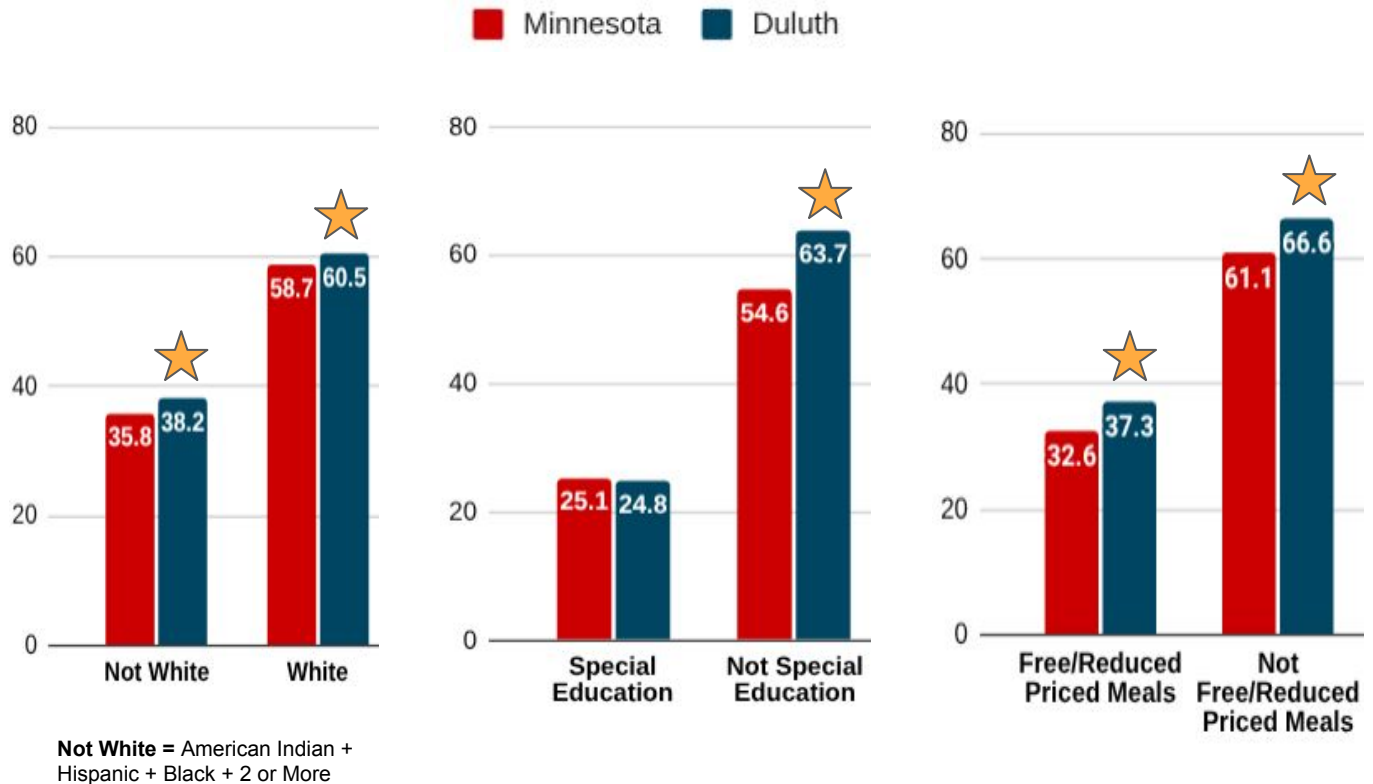
Ethnic / Race
Groups



Achievement Gaps: READING

Additional Data - Reading MCA III Spring 2025:

Comparison
Groups



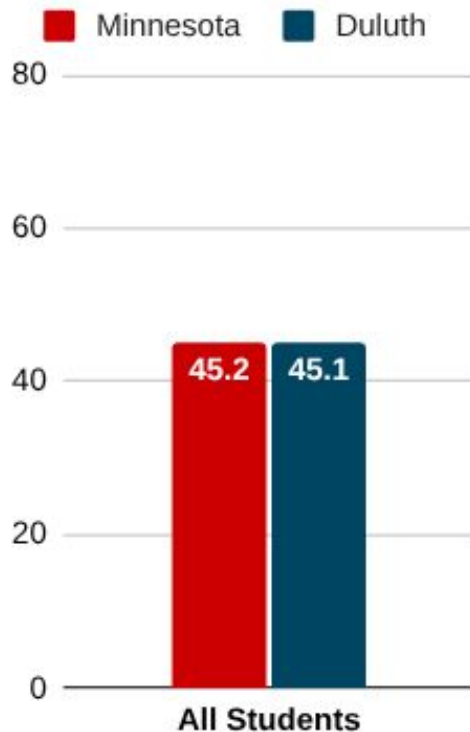
Achievement Gaps: MATH

2024-2025 Annual CACR
Plan did not include a
Math goal.

However, Math
achievement gap
reduction is important.

Data included in this
presentation for
informational purposes

(MCA III Math assessed in
grades 3-8 & 11)



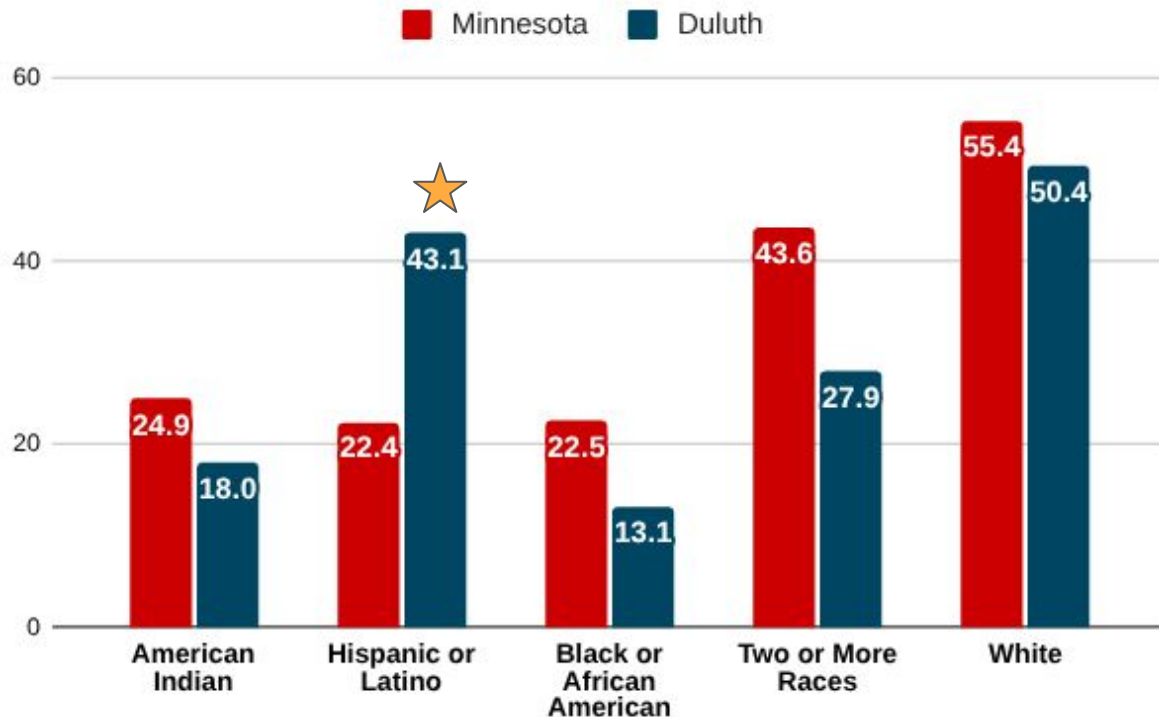
Results:

Duluth performs about the
same for “All Students” in
Math as compared to MN
on average as indicated
on this graph.

Achievement Gaps: MATH

**Additional Data -
Math MCA III
Spring 2025:**

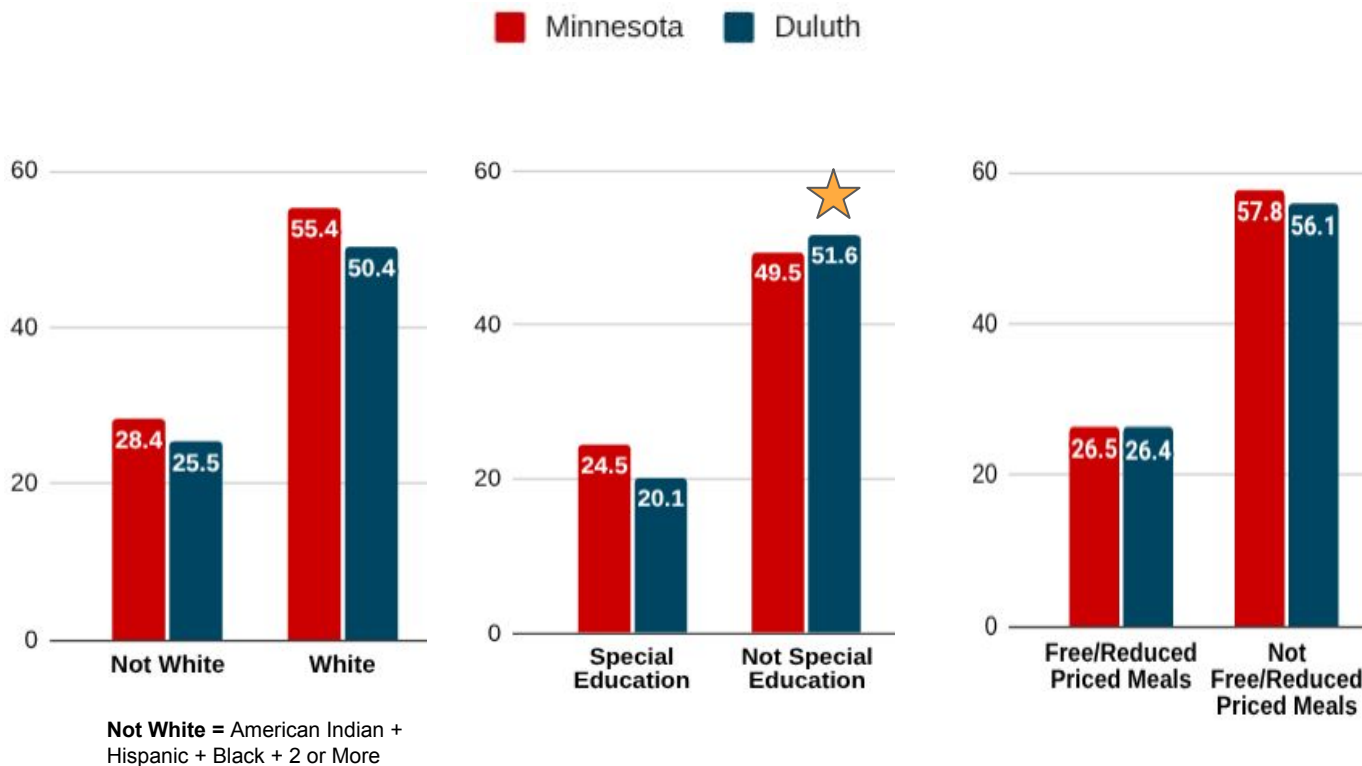
Ethnic / Race
Groups



Achievement Gaps: MATH

**Additional Data -
Math MCA III
Spring 2025:**

**Comparison
Groups**

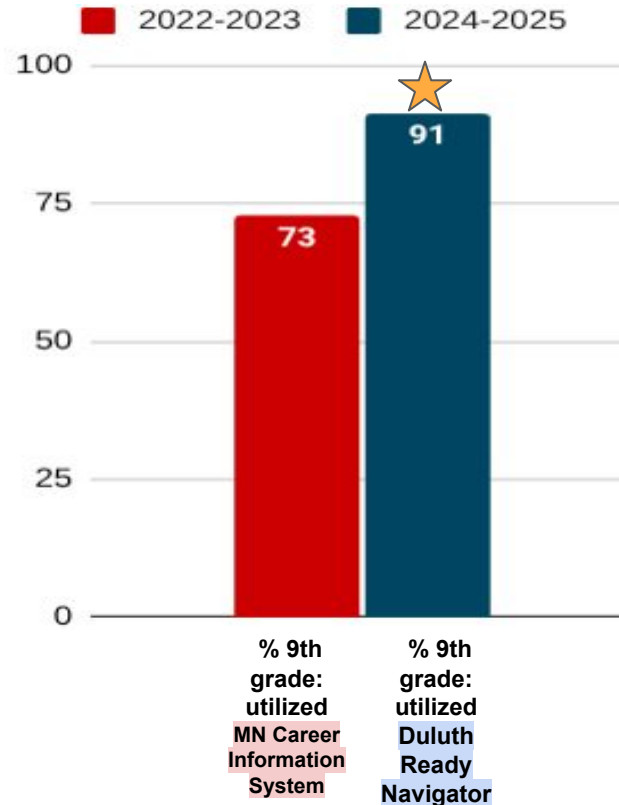


College and Career Readiness

2024-2025 Goal 3:

By the end of their 9th grade year, **90% or more** of students will use the exploration tools in the Duluth Ready Navigator program to develop a Personal Learning Plan based on their individual interests, skills, and career goals.

53



Results:

91% of enrolled 9th graders used the exploration tools in the Duluth Ready Navigator to develop a Personal Learning Plan.

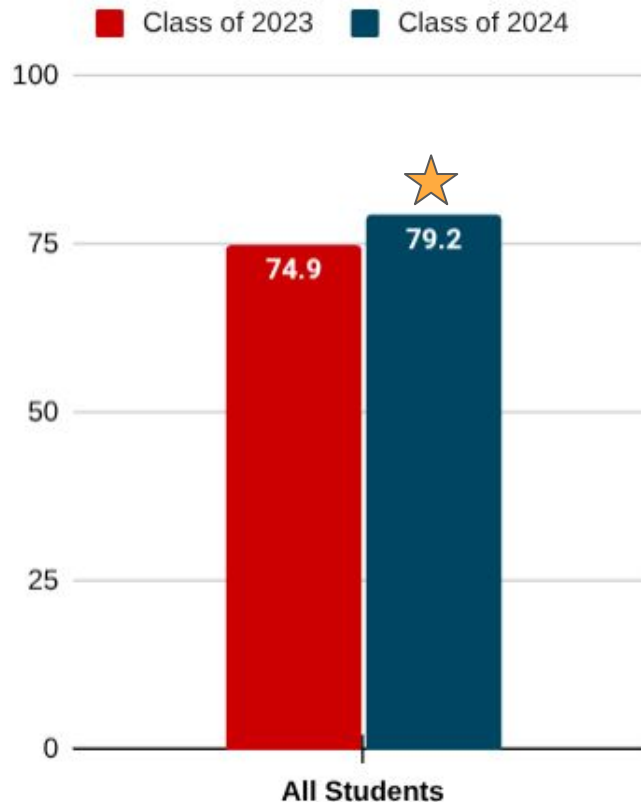
Goal met.

Graduation

(4-Year Graduation Rate: 2025 Reporting Year - 2024 Graduating Class)

2024-2025 Goal 4:

By 2025 reporting year (class of 2024), the 4-year graduation rate will be **90%**, with no groups lower than 85%.



Results:

79.2% of “*All Students*” eligible to graduate within 4 years graduated.

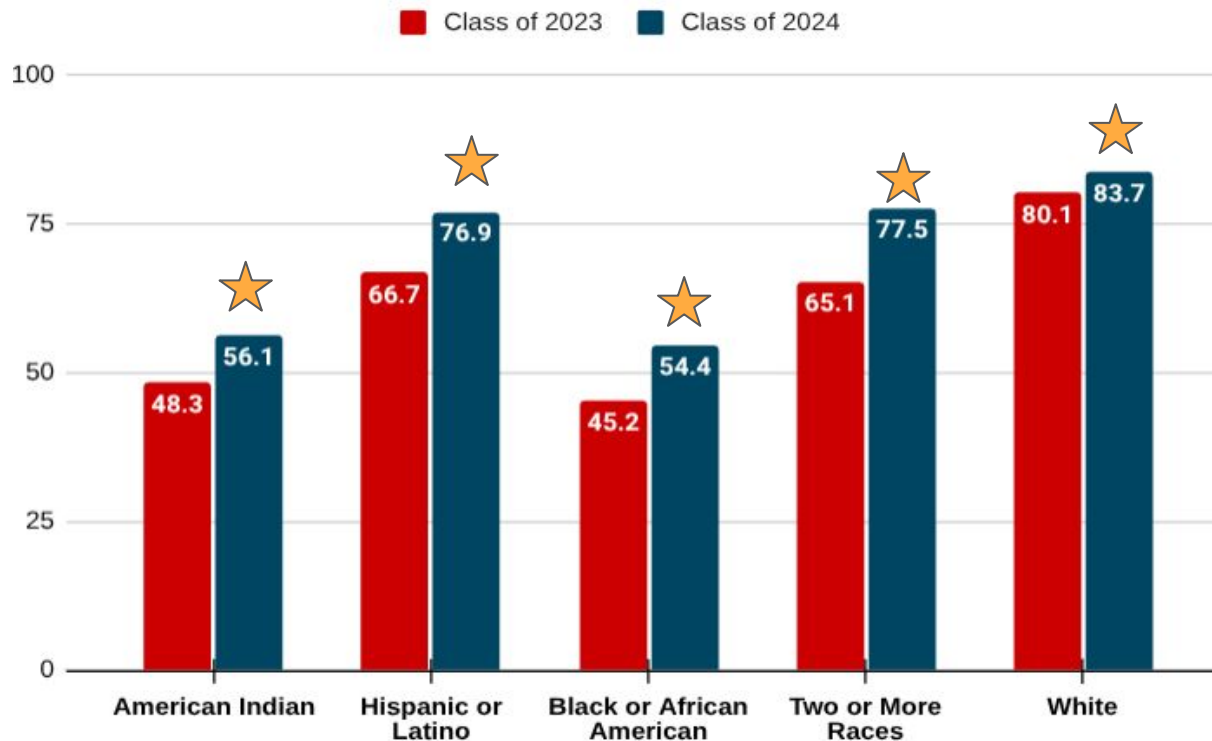
Goal not met.

★ However, Duluth’s 4-year graduation rate from Class of 2023 to Class of 2024 increased by **+ 4.3%** points as indicated on this graph.

Graduation

(4-Year Graduation Rate: 2025 Reporting Year - 2024 Graduating Class)

**Additional Data -
4-Year
Graduation :
Ethnic / Race
Groups**

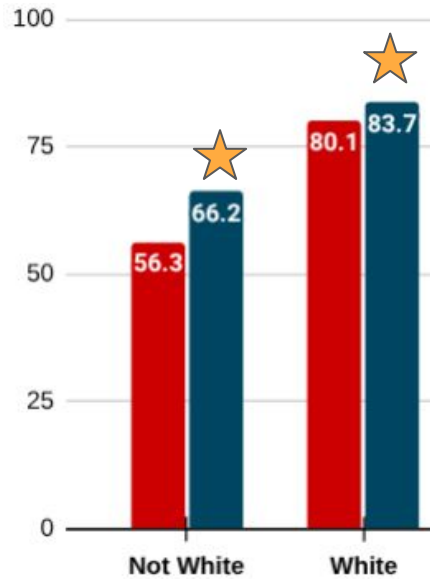


Graduation

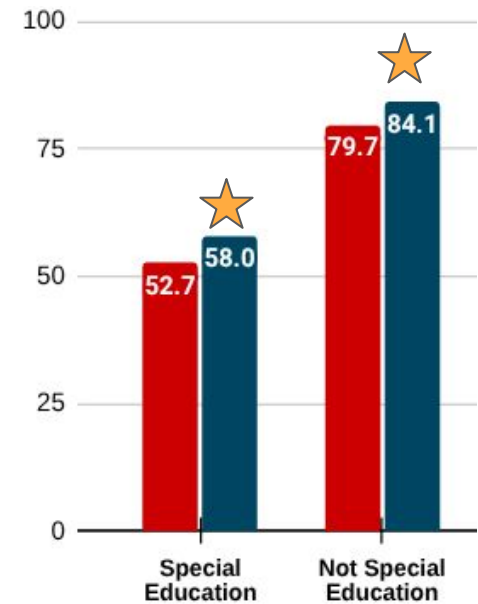
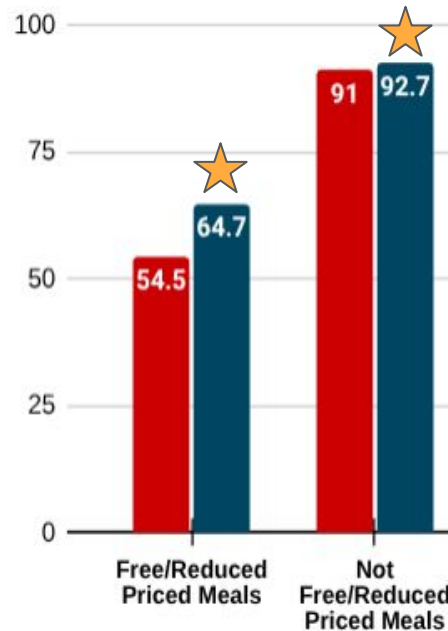
(4-Year Graduation Rate: 2025 Reporting Year - 2024 Graduating Class)

**Additional Data -
4-Year
Graduation :**

Comparison
Groups



Not White = American Indian +
Hispanic + Black + 2 or More



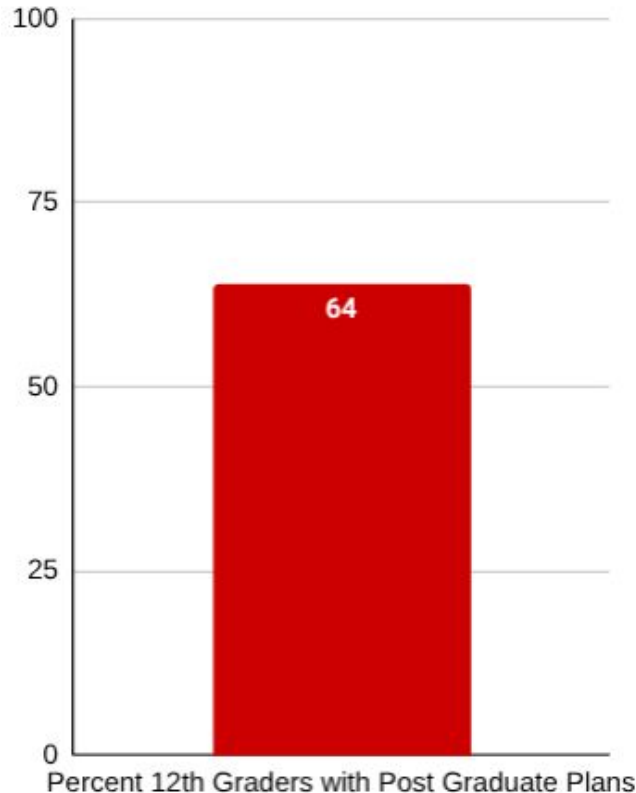
Lifelong Learners

2024-2025 Goal 5:

By Spring of 2026, 90% or more of seniors will have a confirmed post-graduation plan.

This includes enrollment in a post-secondary education option, enlisted in a branch of the military, or an employment opportunity.

57



Results:

Results will be shared spring 2026 as this is considered a multiple year goal.

For the Class of 2025, post-grad plans were gathered via a student survey.

This will continue for class of 2026, which will be the second year of this two year goal.

2025-2026
Comprehensive Achievement and
Civic Readiness (CACR)
Plan Goals

Kindergarten Readiness

2025-2026

Goal 1: All Children Ready for School



Duluth Preschool Staff will teach Approaches to Learning, Social Emotional Competency, Language & Literacy, Cognitive Skills, and Physical Development to ensure by Spring of 2026, 85% of four-year-old children who participate in Duluth Public Schools preschool programs will score in the “End of the Year Before Kindergarten Range” in 4 out of 5 domains as measured in the Desired Results Developmental Profile.

Achievement Gaps: READING

2025-2026

Goal 2: All Racial and Economic Achievement Gaps Between Students Closed



Each student will be provided high-quality instruction that includes communication of what they are learning and how they will be assessed (Teacher Clarity), which will reduce reading and math achievement gaps in all student race, economic, and comparison groups as measured by state accountability assessments.

Reading MCA IV reduction of achievement gaps will be analyzed by:

- Race / Ethnic Groups
- Not White (American Indian + Hispanic + Black + Two or More Races) as compared to White
- Qualified for Special Education & Not Qualified for Special Education
- Qualified for Free/Reduced Lunch Program & Not Qualified for Free/Reduced Lunch

College and Career Readiness

2025-2026

Goal 3: All Students Ready for Career and College



For the 2025-2026 school year, 100% of all content-area teacher leads (grades 6-12) will guide the design and prepare for the implementation of one or more standards-aligned, high-leverage instructional lesson(s) per course that explicitly requires students to develop skills in one or more of Minnesota's four College and Career Readiness (CCR) Competency Domains: 1. Employability Skills, 2. Mindsets & Social Awareness, 3. Career Development, and 4. Transitional Skills) as measured on a curriculum tracking document.

Graduation



2025-2026

Goal 4: All Students Graduate from High School

An early warning system will be utilized to increase the number of 9-12 grade students that are “on track” for four-year graduation as measured by state graduation rates.

Lifelong Learners

2025-2026

Goal 5: All Students are Lifelong Learners



By Spring of 2026, 90% or more of seniors will have a confirmed post-graduation plan. This includes enrollment in a post-secondary education option, enlisted in a branch of the military, or an employment opportunity.

(This two year goal is considered a multiple year goal thus outcomes will be reported spring 2026).

District Advisory Committee: Feedback Form Responses



Feedback Responses:

- 1. How understandable was the content of the Annual 25-26 CACR Plan?**
 - Responses indicate content is understandable to very understandable

- 2. If there was something hard to understand, identify area and include page number and section.**
 - ✓ Grade levels added to slides 9 (Reading) & 10 (Math) for increased clarification
 - ✓ Ensuring every grade level includes diverse perspectives in regards to ELA standards (pg7)?
 - Revised to include: "...and teams monitor implementation of all standards"

- 3. When looking at the strategies in the plan, do you have any suggestions for additions or deletions?**
 - ✓ Clarification on comparison groups - MDE sets the comparison groups; see MN Report Card on MDE site
 - ✓ Providing high-quality daily instruction and materials is not a new approach, but included as a strategy
 - Goal 2 adjusted to be more specific
 - Who monitors the early warning system and uses the data? How will we ensure students do not fall through the cracks of the early warning system?
 - ✓ Addition of Capti ReadBasix (pg 7) should list other assessments too
 - Added Fast & MCA and word "assessment"

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