

A photograph of three children playing in a grassy field. They are holding up a large rainbow flag, which is spread out on the ground. The children are smiling and looking at the camera. The background is a lush green field with some trees in the distance. The image is partially covered by a large, stylized graphic element on the right side, which consists of a red triangle pointing downwards and a teal triangle pointing upwards, meeting at a diagonal line. The text 'STRATEGIC ROADMAP' is overlaid on the image in a large, bold, black font.

STRATEGIC ROADMAP

Every Student. Every Day.

Duluth
Public Schools

STRATEGIC PLANNING

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. In this document you will find our mission, vision, core values, desired daily experiences and strategic directions.

OUR 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.

OUR VISION

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

OUR CORE VALUES

Learning



Developing a love of learning through life-long inquiry.

Excellence



Having high standards for all through accountability, integrity and authenticity.

Equity



Creating conditions of justice, fairness and inclusion so all students have access to the opportunities to learn and develop to their fullest potential.

Collaboration



Working in partnership with staff, families, students and community.

Belonging



Providing a welcoming and accessible environment where everyone feels safe, seen and heard.



DESIRED DAILY EXPERIENCES

STUDENTS

I am accepted, cared for, and respected regardless of the color of my skin, how I identify or my beliefs.

- I have multiple options for courses including “real life” classes and extracurricular activities.
- Staff and teachers keep me safe, believe I can succeed, hear my voice, and support me.

I enjoy school, have fun, and feel like I belong.

- I feel connected to my classmates and the staff.
- My school meals have a variety of options and I am given enough time to eat and socialize.
- I have access to physical and mental health support at school.
- I know what is expected from me and know that I am treated fairly if I make a mistake.
- Important information is shared and is accessible to me.



DESIRED DAILY EXPERIENCES

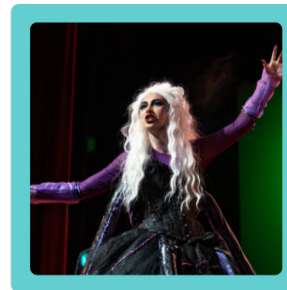
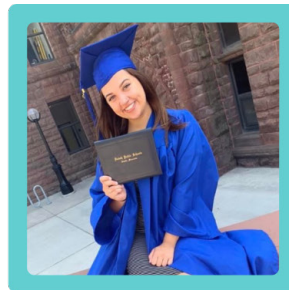
FAMILIES

My child's school values equity, diversity and inclusivity.

- My child feels welcomed, seen, heard, engaged and happy at school.
- My family has a sense of belonging with the school community where we feel welcomed by school staff and other families.
- My voice is heard and I am informed through multiple communication methods.

My child's school provides relevant and engaging academic learning experiences that support multiple pathways.

- My child has equitable access to many activities before, during, and after school.
- My child has access to resources that support their mental health and social-emotional learning.
- My child has class sizes that allow for individualized attention to meet their needs.
- My child is treated respectfully when they make mistakes.



STAFF

I am part of a diverse workforce that values relationships, teamwork, and inclusivity.

- I have systems and equitable resources to sustainably support students' academic, social-emotional/behavioral, and socio-economical needs.
- We have class sizes and caseloads that allow us to reach students' individual, social-emotional/behavioral and academic needs.

I enjoy my job and find it fulfilling.

- I have dedicated and adequate time during my workday to collaborate, prepare, connect with colleagues and grow professionally.
- I have access to and the ability to use current, relevant, educational resources and technology.
- I am provided with resources to support safety at my site for all staff and/or students.
- I have quality, meaningful professional development opportunities to support my role.
- I receive clear, timely, and relevant communication.
- I am a valued voice in the decision-making process with my colleagues and administration.

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-tiered 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.

To accomplish this, we are committed to:

- Improving schedules and programming for our elementary, middle and high schools to allow for students to have multiple options for courses including "real life" classes and extracurricular activities.
- Focusing on literacy across all content areas with additional focus on early literacy.
- Providing Social Emotional Learning for all pre-K-12 students and give access to resources that support their mental health and social-emotional learning.
- Implementing restorative practices and alternatives to suspension allowing us to improve behavior and treat students respectfully when they make a mistake.
- Improving comprehensive supports for high school students by expanding our Check & Connect program so students feel welcomed, heard, engaged and happy at school.
- Developing career pathways for all students to ensure engagement and success after high school.



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.

To accomplish this, we are committed to:

- Building trust with diverse communities through family and community engagement through multiple communication methods.
- Aligning systems to the Minnesota 10 Commitments of Equity to provide equitable resources to sustainably support students' academic, social-emotional behavioral, and socio-economical needs.
- Engaging in implicit bias training for staff and equity-based instructional leadership training for administration.
- Diversifying staff at all levels of our organization, which values relationships, teamwork and inclusivity.
- Partnering through frequent tribal consultation with the Fond du Lac Ojibwe Tribe.



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.

To accomplish this, we are committed to:

- Recruiting and retaining world-class staff while engaging in a Grow Your Own staff diversification program.
- Analyzing capacity and programing needs throughout the district to allow for appropriate class sizes and individualized student attention to meet needs.
- Providing equitable food and nutrition to give students a variety of options.
- Providing safe, high quality environments for students, staff and families.
- Continuing to seek out new grants and revenue opportunities to meet our needs.



A photograph of two children, a boy and a girl, working together on a STEM project at a wooden table. The boy, on the left, is wearing a red and black long-sleeved shirt with the text "WE RUN THIS" and a Star Wars Stormtrooper graphic. He is pointing at a green grid on the table. The girl, on the right, is wearing a light blue short-sleeved shirt and is holding a purple piece. They are surrounded by various STEM materials, including a white bin filled with green and purple pieces, a book titled "STEM", and a book titled "ED YOUNG" on a shelf in the background. A large, stylized graphic of a red and white diagonal line is overlaid on the left side of the image.

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