

# Duluth

## Public Schools

### COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS

2024-2025



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# Overview

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

This plan was established in 2013 under Minnesota Statutes 2023, section 120B.11, and requires school districts and charter schools to create comprehensive, long-term strategic plans to support and improve teaching and learning. It is intended to serve as a foundational document that aligns educational initiatives that serve students in pre-k and beyond and is based upon the five following goals:

- Ensuring all children are ready for school.
- Closing all racial and economic achievement gaps between students.
- Preparing all students for career and college.
- Ensuring all students graduate from high school.
- Ensuring all students are 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.

There are many district plans and policies that support the Comprehensive Achievement and Civic Readiness goal areas. Those plans/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
- Early Kindergarten Procedures:
  - Student Promotion, Retention, and Program Design, Policy 513 and 513R

## 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-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.

**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

As a result of these efforts, 92% of teacher positions were filled before the start of the school year.

Current Staff Demographics:

- Over 76% of teachers hold Master's degrees or higher.
- Over 74% of teachers are experienced.
- All racial/ethnic groups are represented by licensed teaching staff, except for Native Hawaiian or Other Pacific Islander.
- Approximately 5.2% of teachers are of color or American Indian.

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 23% 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.

In 2024, Duluth Public Schools has partnered with the Minnesota Careerforce Center on the Drive for 5 grant. Ideally, this collaborative effort will increase diversity in 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**

**600+**

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

**55%**

of Head Start students served identify as a race other than white



## ***Student Achievement Goal***

By Spring of 2025 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***

- All preschool children receive Early Childhood screening within 45 days of enrollment
- Delivery of content through developmentally appropriate practices of teaching
- Full implementation of a behavioral framework called the Pyramid Model
- Districtwide, 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 at the beginning and end of the school year, and as a program option
- Continue to provide high quality Early Childhood Family Education (ECFE) and parent education services in schools and sites district-wide so that all families have access
- Continued mental health support at the preschool level
- All preschool teachers trained in Early Childhood LETRS

### ***Advancing Equity***

- Prioritize serving the most vulnerable population within our community (homeless, foster care, etc.)
- Added preschool programming to Congdon Park
- Families in Transition programming for children whose families have experienced homelessness in the past year
- Provide programming at community sites

### ***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 Preschool
- 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***

**Long-Term:** By 2024-2025, 63.8% of students will be proficient in reading, as measured by the annual statewide accountability assessments (all students tested). No student group will have a proficiency rate lower than 58.8%.

### ***Strategies Implemented***

#### ***Supporting Every Student***

- Indigenous Cohort added to Denfeld to embed a cultural perspective into core content curriculum as students enter the high school environment
- All schools implementing Positive Behavioral Interventions and Supports (PBIS) frameworks to support student social-emotional behavioral needs
- Piloting of FAST Bridge screening for all 9th and 10th graders in the fall of 2024 to gauge student reading proficiency levels
- Addition of advisory into the Middle School Model to support all students' academic, emotional, and social development

#### ***Advancing Equity***

- Ongoing implementation of the Misaabekong Ojibwe Language Immersion, Oshki-Inwewin preschool, and the Nueva Visión Spanish Immersion programs at Lowell Elementary and Lincoln Park Middle School
- Special Services Department added two extra weeks to the Extended School Year (ESY) Program to support recovery services needs
- Addition of multicultural elective courses in high schools
- Increased professional development focus on culturally responsive literature and teaching strategies
- Focus on inclusion in staff professional development (an entire staff development day as well as being woven into all training days).

#### ***Improving Systems***

- Collaboration with the Minnesota Department of Education's COMPASS staff to develop and implement support systems\*
- Addition of an Ojibwe Language and Cultural Specialist to support Misaabekong and Oshki-Inwewin programming
- Implementation of structured literacy practices (educator training and new curricular resources)
- Specific Interventionists added at Myers Wilkins and Laura MacArthur to support students experiencing homelessness
- Expanded EduClimber training to support data-driven instructional decision-making
- Addition of bi-weekly district-influenced PLC's to focus on identifying skills and concepts from standards, mapping learning progressions, communicating learning intentions and developing success criteria in order to increase clarity for students on what they are learning and how to be successful
- Attendance initiatives to encourage higher rates of student attendance



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



**56**

CTE courses offered in grades 9-12

**1,163**

students enrolled in at least one CTE course

**403**

students taking more than 2 courses in one career field (concentrators)

**87%**

of concentrators graduate with in 4 years

**Student Achievement Goal:**

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.

**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 that 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 concurrent college credit through our College in the Schools (CITS) courses
- Advanced Placement (AP) courses provide opportunities for students to take AP tests that colleges may honor in place of course work
- Many CTE courses offer Articulated Credit honored by our partner Post-Secondary Institutions
- Through the MN Bilingual Seals program, students can take an exam to earn World Language college credit. In 2024, 85 students attempted the assessment: 50 received a certificate, 17 earned a gold seal (equivalent to college credits), and 1 achieved a platinum seal, the highest level.

**Advancing Equity**

- New Middle School Model includes advisory and flex time to meet the needs of all students
- New course options 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

**Improving Systems**

- Additional required 9th grade Futures course in which students create a Personal Learning Plan
- High school counselors/career centers make referrals to Duluth Adult Ed for college prep and career path courses
- During the 24-25 school year, district began implementation of a 6 year subscription to Kuder’s Galaxy and Navigator Career Readiness programming for students in K-12
- Evidence-based practices training for Setting III staff focuses on assessment, skill acquisition, behavior management, documentation, and professional conduct.

\* Indicates a change based on feedback from the District Advisory Committee



# 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:***

By Spring of 2025, the four-year graduation rate of the All Students group will increase to 90%. No student group will have a four-year graduation rate below 85%.

### ***Strategies Implemented***

#### ***Supporting Every Student***

- Indigenous Cohort added to Denfeld to embed to support students entering the high school environment
- Additional FTE for Denfeld and East to support seniors and juniors who are making efforts to recover credits to graduate on time
- Addition of site champions for our data system to all school sites to help support staff in utilizing data to support students

#### ***Advancing Equity***

- Continued use of the Check & Connect program to provide mentors to students in grades 6-12 who are at risk of dropping out of school based on attendance, grades, and behavior data. The district has added a goal within Check & Connect that 80% of students supported will be students of color and/or special education status, providing additional focus on improving those 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 days districtwide
- In 2023-24, the district reduced the self-transportation boundary to 1 mile allowing more students access to district buses in an attempt to reduce absenteeism

#### ***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.
- Science of Reading (LETRS) training for many teachers and literacy training for paraprofessionals
- Implementation of new Middle School Model including advisory, flex time, and expanded course offerings

# 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 seniors will have a confirmed post-graduation plan. This includes enrollment in post secondary education options, enlisted in a branch of the military, or an employment opportunity.

### ***Strategies Implemented***

#### ***Supporting Every Student***

- By the Fall of 2025 implement a comprehensive K-12 College, Career, and Life Readiness curriculum aligned to state standards
- Fall 2024 implementation of advisory periods at middle schools to allow opportunities for development of career, employment, and life skills.
- New Middle School Model allows for more student choice during the Academics, Relearning, Enrichment, and Activities (AREA) period
- Continuation of 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***

- Targeted efforts to increase enrollment of students in marginalized groups into our Career and Technical Education programming, advanced courses, and college credit opportunities

#### ***Improving Systems***

- Fall 2024 implementation of our K-12 College, Career, and Life Readiness preparation platform
- Continuation of the partnership with the Duluth Public Library for the PORT card which allows students to access a variety of resources through the public library
- All staff who teach reading in Kindergarten through 3rd grade and support staff who teach reading in grades Kindergarten through 12th grade are being trained in the science of reading (LETRS) per Minnesota legislation



**DULUTH READY**  
COLLEGE - CAREER - LIFE

# 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
2019-20	N/A	N/A
2020-21	76	78.2
2021-22	92.1	94.4
2022-23	93.2	94.7
2023-24	92.9	94.7



# All Children Ready for School

By Spring of 2024, 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.

The domains of Approaches to Learning, Social & Emotional, Language & Literacy, Cognition, and Physical growth across all demographic groups will be monitored.

<b>Percent of Students Who Scored within the End of the Year Before Kindergarten Range in 4 of 5 Domains</b>	<b>2023-2024</b>
Approaches to Learning	75
Social & Emotional	84
Language & Literacy	87
Cognition	84
Physical	93

# Achievement Gap Reading

**Long-Term:** By 2024-2025, 63.8% of students will be proficient in reading, as measured by the annual statewide accountability assessments (all students tested). No student group will have a proficiency rate lower than 58.8%.

Percent Proficient All Accountability Assessments Reading - All Grades		2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students	District	56.4	56.6	55.7	56.8
	State	52.5	51.1	49.9	49.9
American Indian	District	29.8	27.3	33.6	33.7
	State	33.0	32.9	31.9	32.1
Asian	District	58.8	74.1	76.1	74.4
	State	50.0	46.6	44.5	44.6
Hispanic or Latino	District	44.3	59.6	54.1	56.6
	State	31.6	31.0	29.7	28.7
Native Hawaiian or Pacific Islander	District	*	*	*	*
	State	32.0	28.7	27.2	28.7
Other Indigenous Peoples	District	*	*	*	*
	State	26.8	31.4	36.0	25.0
Black or African American	District	22.1	23.5	16.7	17.6
	State	30.7	30.7	30.5	31.1
White	District	61.7	61.6	60.4	61.6
	State	59.5	59.4	58.4	58.7

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## 2024-2025 Comprehensive Achievement and Civic Readiness

Percent Proficient All Accountability Assessments Reading - All Grades		2020- 2021	2021- 2022	2022- 2023	2023- 2024
Two or More Races	District	46.3	43.8	40.0	42.9
	State	51.3	50.7	49.8	50.4
English Learner	District	25.0	15.4	21.2	31.7
	State	9.1	11.5	11.0	10.2
Special Education	District	24.0	24.0	24.0	24.8
	State	25.8	25.7	25.6	25.5
Free/Reduced Priced Meals	District	35.4	33.1	36.8	38.1
	State	32.4	31.5	33.3	33.4

*Note: Due to the pandemic, tests were not administered in 2019-2020 and in 2020-2021 there were historically low testing participation rates. Year-to-year comparisons should be made with caution. 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		2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students	District	45.4	46.0	46.0	46.7
	State	44.2	44.8	45.5	45.5
American Indian	District	16.3	17.5	18.4	19.8
	State	22.1	23.2	23.6	24.4
Asian	District	72.2	69.0	79.2	79.5
	State	43.3	42.2	42.4	43.2
Hispanic or Latino	District	41.9	22.6	47.4	48.6
	State	21.2	38.6	23.2	22.4
Native Hawaiian or Pacific Islander	District	*	*	*	*
	State	27.9	24.9	23.4	*
Other Indigenous Peoples	District	*	*	*	*
	State	19.6	24.3	28.2	28.3
Black or African American	District	10.7	11.2	6.1	9.0
	State	18.0	20.1	21.0	21.9
White	District	50.3	51.2	51.3	51.9
	State	52.3	54.3	55.2	55.6

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## 2024-2025 Comprehensive Achievement and Civic Readiness

Percent Proficient All Accountability Assessments Math - All Grades		2020- 2021	2021- 2022	2022- 2023	2023- 2024
Two or More Races	District	35.7	34.1	28.2	29.8
	State	40.3	41.9	43.0	43.5
English Learner	District	29.4	20.0	29.0	35.7
	State	9.2	12.2	13.0	12.5
Special Education	District	20.4	21.4	21.1	23.4
	State	22.5	23.8	24.4	24.7
Free/Reduced Priced Meals	District	23.9	24.5	25.7	28.8
	State	22.7	23.4	26.8	27.0

*Note: Due to the pandemic, tests were not administered in 2019-2020 and in 2020-2021 there were historically low testing participation rates. Year-to-year comparisons should be made with caution. 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 2020-2021 Class of 2020	Reporting Year 2021-22 Class of 2021	Reporting Year 2022-23 Class of 2022	Reporting Year 2023-24 Class of 2023
All Students	District	75.4	71.5	76.7	74.9
	State	83.8	83.3	83.6	83.3
American Indian	District	42.9	46.6	43.6	48.3
	State	55.7	52.5	61.3	61.3
Asian	District	80.0	83.3	90.0	*
	State	89.1	87.4	87.2	85.4
Hispanic or Latino	District	79.2	57.7	65.5	66.7
	State	70.4	69.3	69.3	69.2
Hawaiian or Other Pacific Islander	District	*	*	*	*
	State	73.1	65.6	59.6	64.8
Other Indigenous Peoples	District	*	*	*	*
	State	*	*	51.6	54.4
Black	District	53.2	39.5	41.4	45.2
	State	69.2	70.4	73.5	72.1
White	District	81.9	76.7	82.6	80.1
	State	89.0	88.3	88.4	88.7
Two or More Races	District	55.0	69.7	59.6	65.1
	State	73.5	74.6	79.2	80.3

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Four-Year Graduation Rate		2020-21 Class of 2020	2021-22 Class of 2021	2022-23 Class of 2022	2023-24 Class of 2023
English Learners	District	*	*	*	*
	State	66.2	64.7	65.0	63.4
Special Education	District	64.2	52.5	57.2	52.7
	State	65.0	64.0	65.5	65.6
Free or Reduced Priced Lunch	District	54.7	51.6	54.8	54.5
	State	71.6	70.3	71.1	71.9

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

# College & Career Readiness

**2022-2023:** By the end of their 9th grade year, 90% of students will use the exploration tools in the Minnesota Career Information System to develop a Personal Learning Plan based on their individual interests, skills, and career goals.

Percent of Students Who Used MCIS Career Exploration Tools	2022-2023
District	73%

# North Star Accountability System

Every three years, the North Star Accountability Reports are released. In August 2022, 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 or Targeted support.

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

- Area Learning Center
- Myers-Wilkins Elementary
- Piedmont Elementary
- Laura MacArthur Elementary

**Targeted** support means the district mostly provides the support in improvement efforts with some additional support from COMPASS through Northeast Service Cooperative. Duluth schools that were identified for Targeted Support include:

- Academic Excellence Online
- Lowell Elementary

Two schools will receive **Continuing** support:

- Congdon Park Elementary
- Stowe Elementary

Additionally, the Duluth Public School District, as a whole, has been identified under the World's Best Workforce as a district with a high percentage of schools identified for Comprehensive and/or Targeted Support. The District receives additional support from Collaborative Partnerships to Advance Student Success (COMPASS) through the Northeast Service Cooperative.

# Glossary

## **Tier I 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 II 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.