

Duluth

Public Schools

**COMPREHENSIVE
ACHIEVEMENT
AND CIVIC
READINESS
2025-2026**



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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

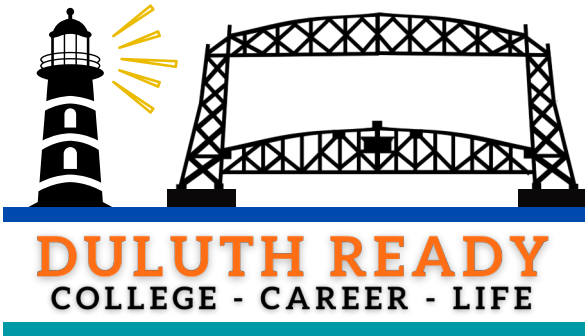
- Special Services Department continues to provide three weeks of summer Extended School Year (ESY) Programming to monitor progress and support intervention
- Focus on Cultural Competency professional development to support teaching staff in culturally responsive classroom instruction

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

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

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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

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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

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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.