

**Monthly Committee of the Whole Board Meeting**

Duluth Public Schools, ISD 709

Agenda

Thursday, November 6, 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. Strategic Plan Alignment

1) Supporting Every Student

a. MTSS Action Card Update

2

b. Head Start Report

16

2) Advancing Equity - N/A

3) Improving Systems - N/A

B. Budget Update - N/A

C. Other

4. **ADJOURN**

## **COW Agenda Cover Sheet**

**Meeting Date:** November 6, 2025

**Topic:** MTSS Action Card Update

**Presenter(s):** Julie Stauber, Todd McGowan, Dr. Dale Uselman

**Attachment:** [Slides](#)

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

This presentation is a brief update for the Committee of the Whole on the MTSS Action Card from the strategic plan. An update will be provided on this year's goal for MTSS, this year's action plan for the goal, and district/school goals for informational purposes.

**This Requires School Board Approval :** No

# Supporting Every Student: MTSS Action Card Update

November 6, 2025

**Julie Stauber**

**Todd McGowan**

**Dr. Dale Uselman**



# Action Card Overview

- The **Supporting Every Student Action Card** focuses on the continued implementation of the MnMTSS model from the Minnesota Department of Education (MDE)
- Each year, we self-assess our system by using the Self Evaluation of MnMTSS Implementation for District Leadership Team (SEMI-DLT) and assess our district in five components:
  - **Infrastructure for Continuous Improvement**
  - **Family and Community Engagement**
  - **Multilayered Practices and Supports**
  - **Assessment**
  - **Data Based Decision-Making**



[MN Department of Ed Website: MnMTSS](#)

# Goal and Action Plan

- **2025-2026 SEMI-DLT Goal:**

- By Spring of 2026, the District's implementation of MnMTSS will increase from 45.7% in Spring 2025 to 48.2% as measured by the SEMI-DLT percentage of maximum of global score points.

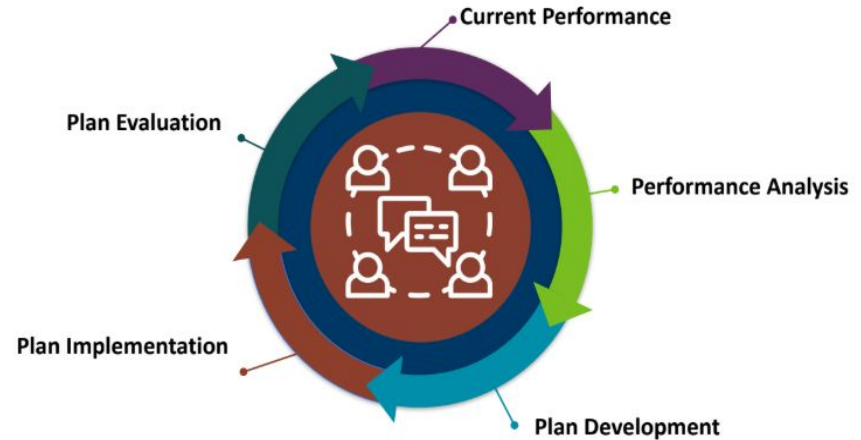
SEMI-DLT Ratings	Max Score Poss	2023			2024			2025			2026		
		2023 Score	%	Avg Score per Item	2024 Score	%	Avg Score per Item	2025 Score	%	Avg Score per Item	2025 Score	%	Avg Score per Item
<b>GLOBAL SCORE</b>	<b>202</b>	<b>76</b>	<b>37.6%</b>	<b>0.71</b>	<b>64.2</b>	<b>31.8%</b>	<b>0.60</b>	<b>92.4</b>	<b>45.7%</b>	<b>0.86</b>	<b>GOAL!</b>	<b>48.2%</b>	
Infrastructure Continuous Improvement	54	26	46.5%	0.96	21.6	40.0%	0.80	29.2	54.1%	1.08			0.00
Family and Community Engagement	10	0	0.0%	0.00	0.6	6.0%	0.12	4	40.0%	0.80			0.00
Multi-layered Practices and Supports	56	14	25.0%	0.50	13.5	24.1%	0.48	17.2	30.7%	0.61			0.00
Assessment	40	19	47.5%	0.95	16	40.0%	0.80	23.5	58.8%	1.18			0.00
Data-Based Decision Making	40	17	42.5%	0.16	12.5	31.3%	0.63	18.5	46.3%	0.93			0.00

- **This year, we created an [action plan](#) for our five focus areas:**

- MTSS Leadership Team
- Tier 1 Instruction
- Literacy
- PBIS
- Collaboratively Linked Teams

# First Focus: MTSS Leadership Team

- The [MTSS Leadership Team](#), made up of district and school leaders, will meet monthly to monitor collected data to assess implementation of MnMTSS
- The team will complete this year's SEMI-DLT and analyze our implementation progress
- The team will set goals for each of the MnMTSS focus areas, create data collection protocols, and analyze data during [team meetings](#)



# Action Plan: Five Focus Areas



- **Tier 1 Instruction (Universal Instruction for All)**

- Continue supporting teaching staff to implement clarity in learning
- Provide professional development for teaching staff on creating effective learning intentions and success criteria

- **Literacy**

- Implement 2020 MN English-Language Arts (ELA) Standards and Science of Reading practices from LETRS
- Implement new curriculum resources for secondary English-Language Arts (ELA) classrooms

- **PBIS**

- Continued focus on Climate Survey and action steps at a building level
- Continued focus on (Positive Behavior Interventions and Support) PBIS team structures supporting Tier 1 and Tier 2 implementation

- **Collaboratively Linked Teams: CITs and PLCs**

- Supporting Continuous Improvement Teams (CITs) and Professional Learning Communities (PLCs)
- CITs conduct year-long comprehensive needs assessment (CNA) aligned to state-identified questions and
- At the end of the school year, create a multi-year action plan to implement an evidence-based practice (EBP)
- During 25-26, CITs support their schools in meeting a district and school literacy goal (shared on following slides)

# Duluth Public Schools Priority Focus Areas 2025-2026

High School Grading & Assessment

Middle School Model

Morning Circles (Elem)

★ Clarity in Learning

★ Literacy Instruction

★ PBIS

1B: Knowing & Valuing Students (and Staff)

★ Collaborative Linked Teams: CITs & PLCs

**GROWTH**

**Student Outcomes**

How will we measure growth?





# District Goal

Duluth Public School will make incremental progress towards the READ Act goal of every MN child reading at or above grade level every year beginning in Kindergarten as measured by leveled indicators (FastBridge, MCAs, DRDP, Graduation rates).

\*Some elementary schools created tiered goals to reflect the district goal. A summary of those tiered goals is provided and marked with a \*.

2025-2026 Scoring Rubric For District Goal				
Leveled District Indicators	1-Unsatisfactory	2-Basic	3-Proficient	4-Distinguished
Literacy Readiness for Kindergarten	% of 4 year old Duluth site based preschool students at "low risk" spring 2026 is <b>lower than</b> the % at "low risk" fall 2025 as measured by DRDP Phonemic Awareness	% of 4 year old Duluth site based preschool students at "low risk" spring 2026 is <b>0-24.9% higher than</b> at "low risk" fall 2025 as measured by DRDP Phonemic Awareness	% of 4 year old Duluth site based preschool students at "low risk" spring 2026 is <b>25-49.9% higher than</b> at "low risk" fall 2025 as measured by DRDP Phonemic Awareness	% of 4 year old Duluth site based preschool students at "low risk" spring 2026 is <b>50% or higher than</b> at "low risk" fall 2025 as measured by DRDP Phonemic Awareness
Kindergarten	% of students at "low risk" spring 2026 is <b>lower than</b> the % at "low risk" fall 2025 as measured by FastBridge Early Reading: subskill Letter Sounds	% of students at "low risk" spring 2026 is <b>0-6.1% higher than</b> at "low risk" fall 2025 as measured by FastBridge Early Reading: subskill Letter Sounds	% of students at "low risk" spring 2026 is <b>6.2-9.9% more than</b> the % at "low risk" fall 2025 as measured by FastBridge Early Reading: subskill Letter Sounds	% of students at "low risk" spring 2026 is <b>10% or more than</b> the % at "low risk" fall 2025 as measured by FastBridge Early Reading: subskill Letter Sounds
Primary Elementary 1st Grade	% of students at "low risk" spring 2026 is <b>&lt; 5% increase</b> of at "low risk" fall 2025 as measured by FastBridge Early Reading Composite	% of students at "low risk" spring 2026 is <b>5-15.3% increase</b> of at "low risk" fall 2025 as measured by FastBridge Early Reading Composite	% of students at "low risk" spring 2026 is <b>15.4-19.9% increase</b> of at "low risk" fall 2025 as measured by FastBridge Early Reading Composite	% of students at "low risk" spring 2026 is <b>20% or more than</b> the % at "low risk" fall 2025 as measured by FastBridge Early Reading Composite
Primary Elementary 2nd Grade	% of students at "low risk" spring 2026 is <b>lower than</b> the % at "low risk" fall 2025 as measured by FastBridge aReading	% of students at "low risk" spring 2026 is <b>0-7.9% increase</b> of at "low risk" fall 2025 as measured by FastBridge Early (1st) / aReading (2nd)	% of students at "low risk" spring 2026 is <b>8-12.9% increase</b> of at "low risk" fall 2025 as measured by FastBridge Early (1st) / aReading (2nd)	% of students at "low risk" spring 2026 is <b>13% or more than</b> the % at "low risk" fall 2025 as measured by FastBridge Early (1st) / aReading (2nd)
Intermediate Elementary (3, 4, & 5)	% of students meeting or exceeding the standards as measured by Reading MCA decreased from Spring 2025 to Spring 2026 ( <b>&lt; 55.4%</b> )	% of students meeting or exceeding the standards as measured by Reading MCA is <b>0-1.9% higher</b> spring 2026 than spring 2025	% of students meeting or exceeding the standards as measured by Reading MCA is <b>2-4.9% higher</b> spring 2026 than spring 2025	% of students meeting or exceeding the standards as measured by Reading MCA is <b>5% or higher</b> spring 2026 than spring 2025
Middle School (6, 7, & 8)	% of students meeting or exceeding the standards as measured by Reading MCA decreased from Spring 2025 to Spring 2026 ( <b>&lt; 54.6%</b> )	% of students meeting or exceeding the standards as measured by Reading MCA is <b>0-1.9% higher</b> spring 2026 than spring 2025	% of students meeting or exceeding the standards as measured by Reading MCA is <b>2-4.9% higher</b> spring 2026 than spring 2025	% of students meeting or exceeding the standards as measured by Reading MCA is <b>5% or higher</b> spring 2026 than spring 2025
High School (10th)	% of students meeting or exceeding the standards as measured by Reading MCA decreased from Spring 2025 to Spring 2026 ( <b>&lt; 53.3%</b> )	% of students meeting or exceeding the standards as measured by Reading MCA is <b>0-1.9% higher</b> spring 2026 than spring 2025	% of students meeting or exceeding the standards as measured by Reading MCA is <b>2-4.9% higher</b> spring 2026 than spring 2025	% of students meeting or exceeding the standards as measured by Reading MCA is <b>5% or higher</b> spring 2026 than spring 2025

# Elementary School Goals

- **Congdon:** By Spring 2026, 3-5th grade Congdon Park students will increase reading proficiency from 2025 73.9% to 2026 77.9% proficiency as measured by state standardized assessment (MCA & MTAS).
- **Homecroft:** Homecroft students will make incremental progress (percent of progress varies from 2-10% by grade-level) toward grade level proficiency in reading as measured by leveled indicators (FastBridge or MCAs).\*
- **Lakewood:** The Lakewood students will increase their Fast reading percentage from 69% in the fall of 2025 to 75% in the spring of 2026 using the K-1 Early Reading Composite and the Group Screening Report for Grades 2-5.
- **Laura MacArthur:** During the 25-26 SY all grade levels will move 80% of students scoring in the some risk category of the Fastbride literacy test to low risk between the fall and spring assessments by utilizing and tracking Tier 1 and 2A interventions.

# Elementary School Goals

- **Lester Park**: Lester Park students will make incremental progress (percent of progress varies from 2-10% by grade-level) toward grade level proficiency in reading as measured by leveled indicators (FastBridge or MCAs).\*
- **Lowell**: The percentage of students at “low risk/grade level” in spring 2026 will be 60% or higher in Kindergarten or will increase by 5-10% more in 1st-5th grade as measured by Fastbridge.
- **Myers-Wilkins**: Myers-Wilkins students will make incremental progress (percent of progress varies from 2-19% by grade-level) toward grade level proficiency in reading as measured by leveled indicators (FastBridge or MCAs).\*
- **Piedmont**: By Spring 2026, the percentage of all tested 3rd-5th students who meet or exceed reading standards will improve from 2025 57.6% to 2026 61.6% as measured by MCA + MTASS.
- **Stowe**: The percentage of students at “low risk” or meeting standards in the spring of 2026 is 2 -15% higher (percentage varies by grade-level) than at “low risk” in the fall of 2025 as measured by FastBridge or MCA (dependent by grade-level.)\*

# Secondary School Goals

**Care and Treatment:** 70% of students with a minimum of 90 days of enrollment will gain 1/2 grade from pre to post Star testing in math and reading.

**ALC/AEO:** By June 2026, our “School within a School” (SWS) and Independent Study (IS) programs for Duluth secondary schools, (Denfeld, Duluth East, and ALC) will demonstrate improved student outcomes. We will achieve this by fostering equitable access to support through enhanced feedback and communication in Professional Learning Communities (PLCs) and Minnesota Early Indicator and Response System (MEIRS) groups. The success of this initiative will be measured by a 10% increase in the course completion rate for students enrolled in the SWS and IS programs, as compared to the baseline data from the 2024–2025 school year.

By June 2026, our “School with a School” program will increase its course completion rate from 74% during the 2024–25 school year to 84%.

**Lincoln Park MS:** By spring of 2026, at least 80% of LPMS teachers will have implemented 5 identified literacy strategies based on data collected through a site-developed practice profile.

# Secondary School Goals

**Ordean East MS:** By the Spring of 2026, the number of students scoring in the areas of Low Risk and College Pathway (combined) at OEMS will increase from 79% in the fall to 80%, while also decreasing the number of students in the area of High Risk from 7% in the fall to 5%, as measured by the Fast aReading assessment.

**Denfeld High School:** By the end of the 2025-2026 school year, 100% of Denfeld Teachers will be implementing research based vocabulary instruction as measured through a Practice Profile

**Duluth East High School:** The percentage of students meeting or exceeding the standards on the Spring 2026 MCA Reading test will increase from 63.1% to 65.1% or higher.



# Contact Information



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# COW Agenda Cover Sheet

**Meeting Date:** November 6, 2025

**Topic:** 2024-25 Head Start Data Report

**Presenter(s):** Barbara Eckberg

**Attachment:** slide deck

**Brief Summary of Presentation or Topic (no more than a few sentences):** A brief summary of Head Start data for the 2024-25 program year

**This Requires School Board Approval :** no





# Duluth Preschool

Committee of the Whole Report for the 2024-25 program year

## 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.

## Federal Grant FY 26

We have received notice that our Federal Grant will go into competition sometime after July 2025.

Funding Type	Federal Head Start
Program Operations	\$2,841,531
- Training and Technical Assistance	\$28,958
Federal Funded Enrollment	190
<b>Total Funding</b>	<b>\$2,870,489</b>

Federal Grant FY 26

# Duluth Head Start Program Information Report 2024-25

## Head Start

190 Head Start slots funded in the Duluth Preschool Program

- 74 3 year olds
- 137 4 year olds
- 1 5 year old



212 Head Start Children were served in the 2024-25 program year

123 children were projected to enter Kindergarten for the 2025-26 school year

## Duluth Head Start Program Information Report 2024-25

### DRPD (Desired Results Developmental Profile)

- Teacher observations and student portfolios
- Authentic Assessment completed 2 times per program year
- Observations in 8 developmental domains
  - approaches to learning
  - social/emotional development
  - language
  - literacy
  - math
  - physical development/health
  - science
  - cognition
- Creative Curriculum
- Pyramid Model Framework/Second Step

# Duluth Head Start Program Information Report 2024-25

## Who is enrolled in Head Start?

- 14 dual language learners
- 13 children identify as hispanic/Latino
- 44 children identified as African American/Black
- 2 children identified as Asian
- 73 children identified as White
- 54 children identified as multi racialor biracial
- 54 children were referred to early intervention for assessment
- 33 children were determined to have a disability under IDEA
- 86 (41%) children were supported through early intervention and an IEP Individual Education Plan)



# Duluth Head Start Program Information Report 2024-25

## Family Snapshot

*201 families were served and supported by Head Start*

- 19 families experienced homelessness
- 25 children were in foster care at some point during the program year
- 136 families received SNAP benefits
- 123 families reported that at least one parent was employed
- 21 parents had a baccalaureate degree
- 64 parents had an associate/vocational degree or some college

# **Duluth Head Start Program Information Report 2024-25**

## **Broad Grant Goals remain for the 2025-26 Program Year**

### **1. High Quality Inclusion: Navigating Trauma**

- a. Partnership with Early Childhood Special Education

### **2. Meeting the Unique Needs of our Community**

- a. Oshki-Inwewin: A loop program that infuses curriculum with Ojibwe language and perspectives at a site where an Ojibwe Immersion School operates.
- b. Nature Based Programming at all sites
- c. Artist in Residence Program for full day classes

### **3. Fostering Resilience with a Focus on Health and Wellness**

- a. YMCA Collaboration: Safety Around Water classes for 72 children annually;
  - i. Family Day Passes for all Head Start families
  - ii. Swim lessons for Head Start parents
- b. Health and Wellness Opportunities for Families and Staff



# **Duluth Head Start Program Information Report 2024-25**

## **2025-26 Program Year**

### **1. High Quality Inclusion**

- a. Meeting weekly as an early childhood leadership team: ECFE/PreK/ECSE
- b. P-3 Initiative Membership, supported by the MN Department of Children, Youth and Families
- c. CLASS and Danielson Framework teacher evaluations- crosswalk

### **2. Meeting the Unique Needs of our Community**

- a. Membership in Every Child Ready Duluth
- b. First Street Buildout Planning, supported by the Community Education Leadership and Team

### **3. Fostering Resilience with a Focus on Health and Wellness**

- a. Staff Wellness supported through Reflective Consultation
- b. Preschool Support Team assisting teachers and families in addressing challenging child behaviors



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Questions?

# COW Agenda Cover Sheet

**Meeting Date:** November 6, 2025

**Topic:** 2024-25 Head Start Governance Training

**Presenter(s):** Barbara Eckberg

**Attachment:** slide deck

**Brief Summary of Presentation or Topic (no more than a few sentences):** A required training for the governance board, per Head Start Performance Standards

**This Requires School Board Approval :** no

# Duluth Preschool

**Governing Board Training**

## Duluth Preschool STARTED with HEAD START in 1965!!



President Lyndon B Johnson, declared War on Poverty in his 1965 State of the Union Speech and a team of experts from Yale and Harvard set to work developing a preschool program that would help communities meet the needs of disadvantaged preschool children.

**Fun Fact #1:** The original Head Start program in Duluth was an 8 week summer program at Lincoln Park Elementary School.

**Fun Fact #2:** We are the only Head Start program in MN where a school district is the grant recipient.

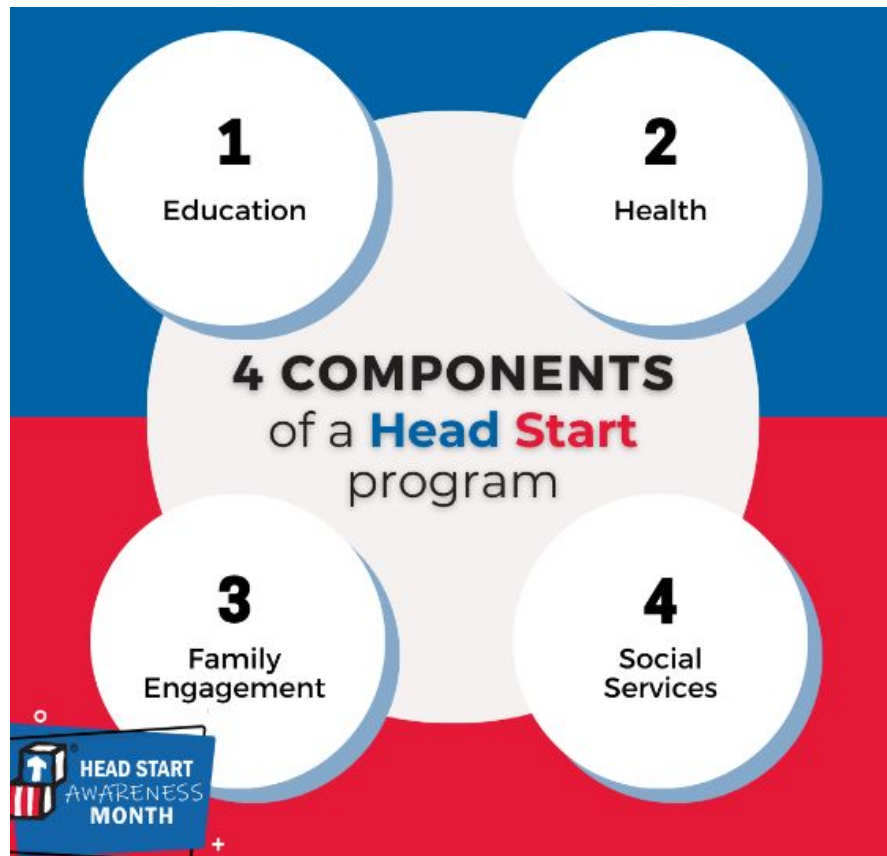
# Comprehensive services set Head Start apart

**Health:** We support families in securing health insurance, a medical and dental home, and access to mental health resources.

**Social Services:** programs and services that improve the well-being of individuals, families, and communities

**Family Engagement:** Community and family events/ Site parent committees and Parent Policy Council are a part of our program governance. Family Engagement data is collected through the Child Plus platform

[Comprehensive Services: The Foundation of Head Start](#)



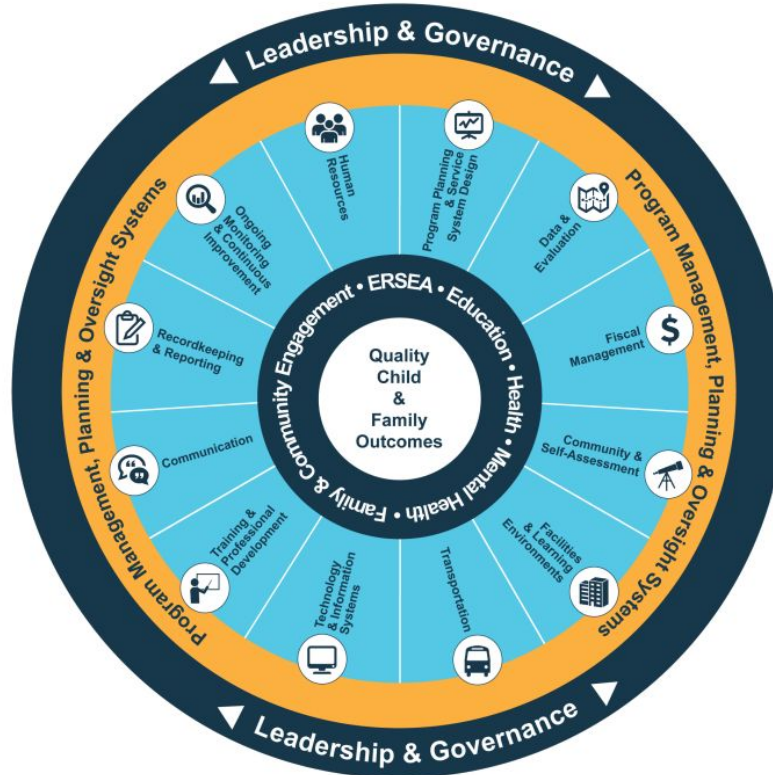
# Head Start Parent, Family, and Community Engagement Framework

Positive & Goal-Oriented Relationships

Equity, Inclusiveness, Cultural and Linguistic Responsiveness

PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership	Program Environment	Family Well-being	Children are:
Professional Development	Family Partnerships	Positive Parent-Child Relationships	Safe
Continuous Learning and Quality Improvement	Teaching and Learning	Families as Lifelong Educators	Healthy and well
	Community Partnerships	Families as Learners	Learning and developing
	Access and Continuity	Family Engagement in Transitions	Engaged in positive relationships with family members, caregivers, and other children
		Family Connections to Peers and Community	Ready for school
		Families as Advocates and Leaders	Successful in school and life

# Head Start Management Wheel





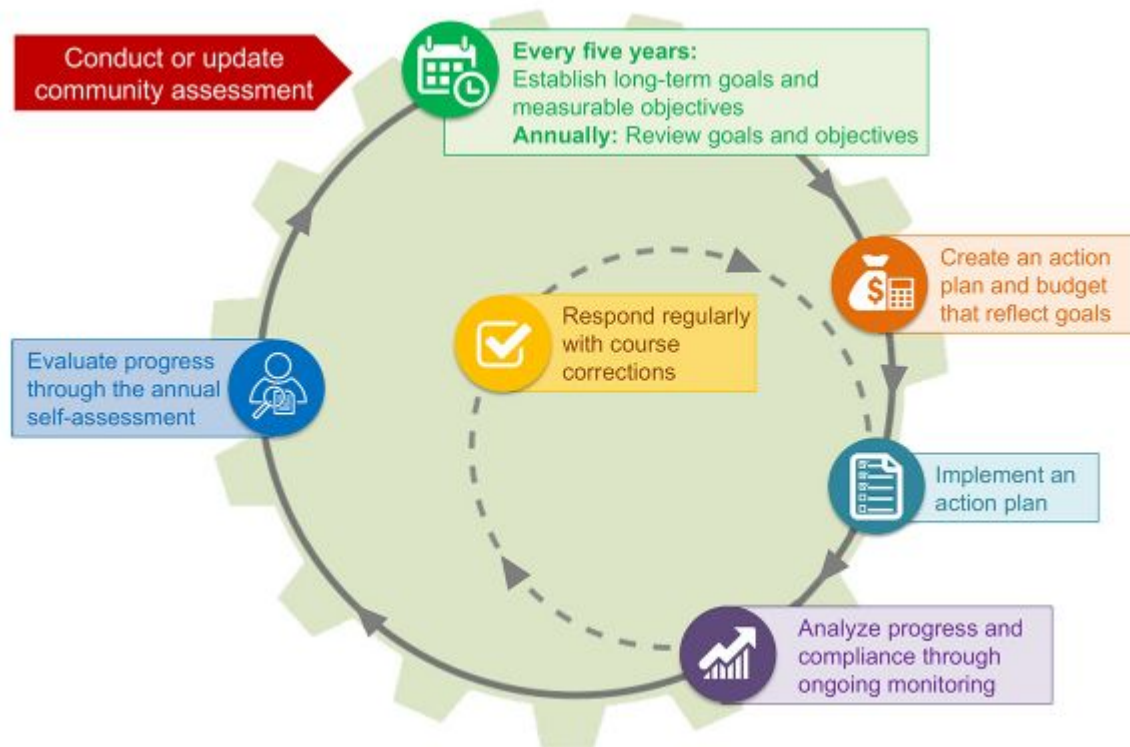
## Head Start Performance Standards

### **Provide Head Start grantee requirements for:**

- Eligibility, recruitment, selection, attendance
- Early childhood education and development
- Health and safety
- Health promotion
- Nutrition
- Disabilities
- Parent involvement
- Family partnerships
- Community partnerships
- Administrative and financial management
- Transportation and facilities



# We currently in a one year grant cycle extension



# Head Start Leadership and Governance



# Membership and Responsibilities

Policy Council	Governing Board/ School Board
<p>Each agency must establish and maintain a Policy Council responsible for the direction of the Head Start program at the agency level.</p> <p>In Duluth, Head Start parents are eligible to run for Policy Council. Elections are held each fall, with parents from all program options and locations. Current Policy Council members facilitate the election of new board members prior to dissolving their leadership roles.</p>	<p>The Head Start Act (2007) clearly defines who should be part of the Governing Body. This requirement is very intentional to ensure the Governing Body is diverse and represents the skill set needed to run a federally funded organization that serves our nation's most vulnerable children and their families.</p> <p>In Duluth, the Governing Board is elected by the citizens of Duluth when they elect ISD709 School Board members.</p>
<p>Parents of children currently enrolled in each program option must be proportionately represented on Policy Council.</p>	<p>The Governing Board have legal and fiscal responsibility for the program.</p>

# Membership and Responsibilities

Policy Council	Governing Board
A Policy Council must use ongoing monitoring results, data on school readiness goals and other information to conduct its responsibilities.	Adopt practices that assure active, independent, and informed governance of the Head Start agency and be responsible for ensuring compliance with Federal laws.
A member must stand for one year. If a member intends to serve another year, they must stand for re-election.	Responsible for other activities as outlined in the Head Start Act of 2007.
The Policy Council must include in its By-Laws, how many one year terms a person may serve, not to exceed five years. Current <u>By-Laws</u> state a member may serve 5 years.	Governing Body oversees Policy Council.
A program must seat a successor Policy Council before an existing Policy Council may be dissolved.	Governing Board members may not receive money from the Head Start grantee.
	Impasse Policy with Policy Council.



# Membership and Responsibilities

Policy Council	Governing Board
A program must enable low income members to participate fully in their Policy Council responsibilities by providing if necessary, reimbursements for reasonable expenses incurred by the low income members.	
Policy Councils work in concert with Governing Boards to provide oversight for the Head Start Program.	
Impasse Policy with Governing Board.	

# The Big Three: Regulations that Guide Head Start: Live links

[Head Start Program Performance Standards](#)

[Head Start Act](#)

[Uniform Administrative Requirements](#), Cost Principles and Audit requirements for federal awards

