

# Supporting Every Student: MTSS Action Card Update

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# 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.

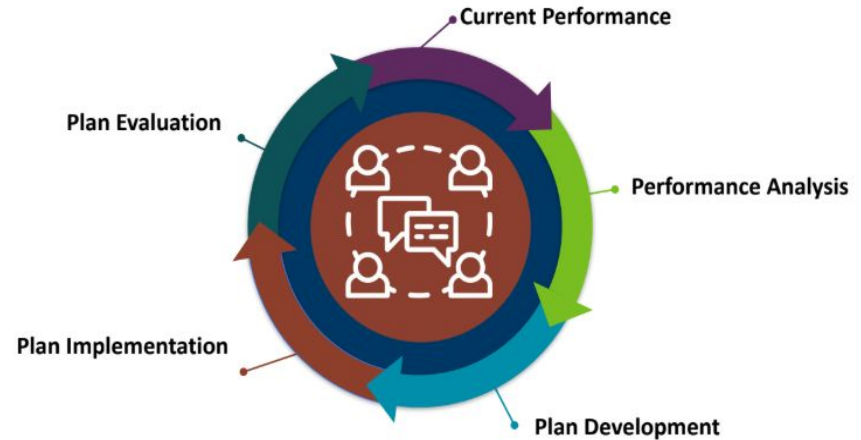
SEMI-DLT Ratings	Max Score Poss	2023			2024			2025			2026		
		2023 Score	%	Avg Score per Item	2024 Score	%	Avg Score per Item	2025 Score	%	Avg Score per Item	2025 Score	%	Avg Score per Item
<b>GLOBAL SCORE</b>	<b>202</b>	<b>76</b>	<b>37.6%</b>	<b>0.71</b>	<b>64.2</b>	<b>31.8%</b>	<b>0.60</b>	<b>92.4</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



# 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</b> than 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</b> than 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</b> than 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</b> than 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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