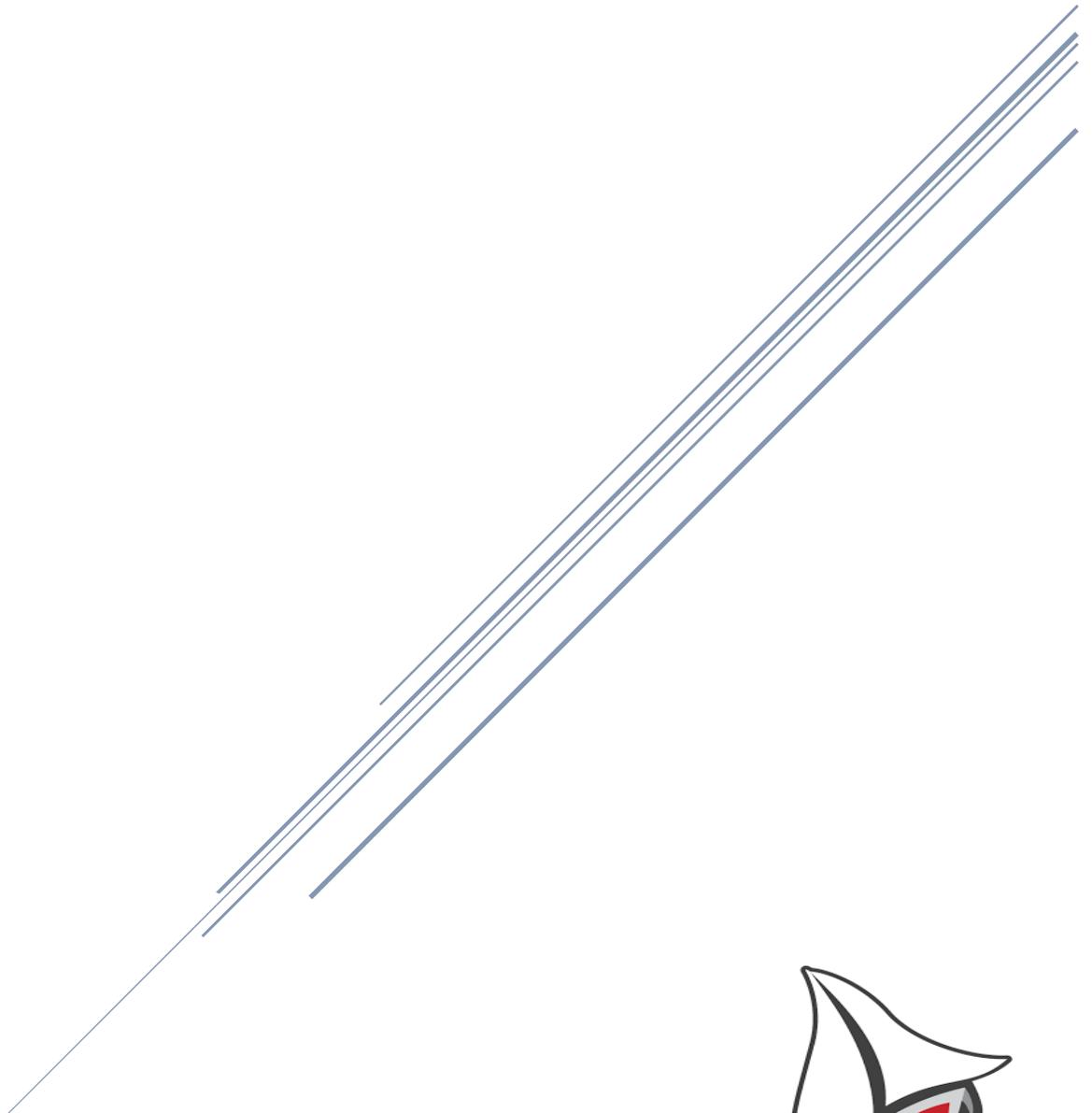


Detroit Lakes Public Schools

World's Best Workforce Plan 2020-2021

Educational Excellence for All



The World's Best Workforce Plan (MN Statute 120B.11) is a comprehensive long-term strategic plan to support and improve teaching learning with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students pre-K through high school. District and school sites will strive to create the world's best workforce by addressing the following:

- **Closing the identified achievement gap(s),**
- **Ensuring all students are ready for kindergarten,**
- **Ensuring all students in third grade achieve grade level literacy,**
- **Ensuring all students attain career and college readiness before graduation.**
- **Ensuring all students graduate from high school.**

Performance Measures

The District seeks to ensure effective education practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture. National, state, and local assessment results will be used to determine progress. Performance measures will include:

- Achievement gap performance by subgroup;
- Student performance on the Minnesota Comprehensive Assessments; High School Graduation rates; and
- Career and College readiness information.

District & School Site Plans

Successful school systems align goals and resources within the school district to achieve maximum performance. Detroit Lakes Public School District will implement a collaborative and ongoing process for improvement that aligns district goals and school site goals. The Detroit Lakes Public School District School Board annually approves goals that drive the continuous improvement process, which requires the alignment of student achievement goals, building resources, staff development resources and supporting programs. After reviewing student achievement data, each school site develops a minimum of two achievement goals, complete with building level action plans that will be implemented during the following school year.

District Strategic Goals

Through a strategic planning process, community stakeholders are revising a long-term plan for Detroit Lakes School District. The previous process created a mission statement and belief statements for the District's stakeholders; these are listed below. Building goals are then derived in alignment with the district goals and based upon school site performance data.



District Mission Statement

The mission of the Detroit Lakes Public Schools is to nurture and develop the full potential of all learners in an environment where lifelong learning is valued, excellence is expected and improvement is continuous.

Beliefs: The Detroit Lakes School Board, elected by the citizens, bases their decisions on a set of common beliefs.

We believe that...

- Education begins at birth and is the number one obligation of society, creating a caring, working partnership – children/students, community, family and school.
- The educational environment should promote a feeling of self-worth in all children/students and other members of the partnership.
- We must seek means to allow students the opportunity to succeed.
- Education should develop programs that allow students to grow healthily, academically, artistically, emotionally, and physically.
- Every person learns, in different ways and at different times.
- Education is an investment, not an expense.
- Education must preserve and encourage freedom of thought, responsibility, and expression.
- The educational system, students, and community must be receptive to and able to accommodate change.
- Students and staff have the right to a safe and orderly school environment.
- Teachers should be dedicated, effective, and qualified professionals.
- Quality education requires on-going staff development.
- Excellence should be encouraged, identified, and rewarded.
- Education should enhance the quality of life.
- Students should develop a positive work attitude that will prepare them to be productive citizens.
- Curriculum should be inclusive and respectful to all people and cultures.

High Student Achievement

The primary goal of our district is for all Detroit Lakes students to demonstrate high student achievement.

Indicators of Progress:

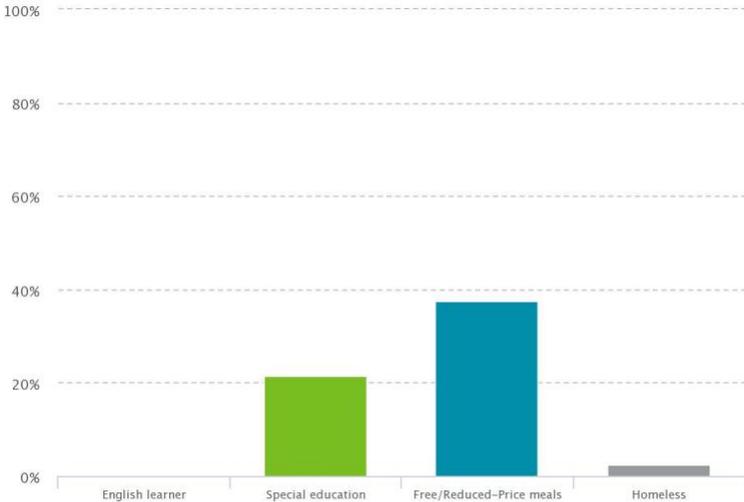
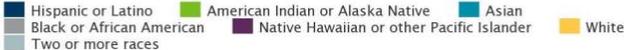
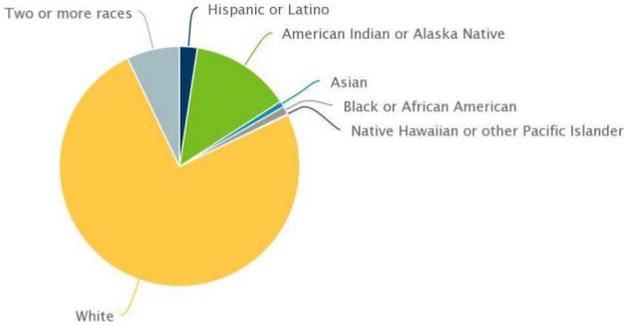
- Score at or above grade level on reading, math, and science assessments
- Closing the identified achievement gap(s); the District will exceed state average proficiency ratings in all sub groupings of the Minnesota Comprehensive Assessments

- Curriculum and instruction will be aligned to state and national standards
- Ensuring all students are ready for kindergarten
- Ensuring all students in third grade achieve grade level literacy
- Ensuring all students attain career and college readiness before graduation
- Ensuring all students graduate from high school



District Demographics

MDE Report Card: [DLPS link](#)



Assessing and Evaluating Student Progress

The District, and each school site, will assess and evaluate students' progress toward meeting academic standards and toward college and career readiness. Detroit Lakes Public School District has identified assessments to provide data for instructional decisions relating to learning and instruction and continuous program improvement.

Assessment objectives:

- System wide assessment: Measure the effectiveness of district curriculum in meeting local, state and national standards.
- Classroom/student assessments: To inform teachers regarding instructional decisions for the classroom and individual students.

Assessments

Access for English Language Learners (ELL)

- K-12

Minnesota Comprehensive Assessments (MCAs)

- Reading: 3-8, 10
- Math: 3-8, 11
- Science: 5,8, HS

STAR Assessment from Renaissance Learning

- K-8, HS
- Reading
- Math

EXPLORE

- College and Career Readiness Inventory

ACT Or other College and Career Readiness Assessment

- Grade 11

Read Well by Third Grade Plan

- K-3 Reading Assessments for; phonemic awareness, phonics, fluency, vocabulary, comprehension

K Readiness Assessments

- Utilize K readiness standards for assessments

Classroom Assessments

- Formative
- Summative

Kindergarten Readiness

Detroit Lakes Public Schools Kindergarten Readiness Guide

The Detroit Lakes Public School District Kindergarten Readiness Guide has been developed to support caregivers with the necessary skills and concepts students need for success in Kindergarten. It is based on local, state and national standards. This guide was developed by the local Kindergarten Readiness Leadership Team and is represented by the following educational systems: Mahube-Otwa Headstart, ECCE – Early Childhood Family Education/School Readiness, Community Health of Becker County, Detroit Lakes Public School District and Becker County Early Childhood Initiative.

Listening/Speaking

- Consistently listens to stories read aloud
- Understands verbal and non-verbal cues
- Follows 2-3 step directions
- Uses language for a variety of communication purposes
- Initiates and participates in conversations
- Responds accurately to simple questions
- Demonstrates use of positional vocabulary (up/down, top/bottom, etc.)

Math/Science

- Names basic shapes, colors, patterns
- Counts to 15
- Counts objects one at a time to 10
- Identifies numbers 0 to 10
- Compares, sorts and organizes things by common similarities (ie. soft/hard, small/big, wet/dry)
- Explores in nature and understands living and non-living things
- Experiments with scientific, age-appropriate materials and concepts

Physical Development

- Develop small muscle control and coordination - through use of a variety of tools (pencils, silverware, paint brushes, scissors, etc.)
- Develop large muscle control and coordination - through a variety of activities (running, jumping, dancing, balancing, throwing)
- Under caregiver guidance, leads a healthy lifestyle (exercise, 8-10 hours of sleep, healthy diet, well-child checkup, limit screen time)
- Performs self-care skills (dressing, feeding, toileting, tying shoes)

Social/Emotional Development

- Able to communicate their needs and feelings using words
- Works and plays well with others (taking turns, sharing, respect)
- Is able to follow rules and routines
- Comfortably separates from caregiver
- Names and expresses a range of emotions
- Consistent participation in early childhood (Birth - 5 years) academic opportunities

Writing

- Tries to write, scribble or draw
- Identifies and writes name
- Understands and uses writing as a form of communication

Reading

- Predicts what will happen next in stories and retells a simple story using pictures
- Recognizes familiar signs and logos
- Familiar with the components of books
- Recognizes and identifies at least 12 letters (upper/lower)
- Says real or made-up rhyming words
- Understands that letters have sounds and printed text carries meaning

Art

- Imaginative in their play
- Willingness to explore various art mediums (paint, crayons, etc.)
- Participates in music and movement



For more detailed information please see the District website at www.dlschools.net.
Any questions please contact Roosevelt Elementary: 218-847-1106 or Rossman Elementary: 218-847-9268.



Due to COVID-19 and Distance Learning, no State or Local standardized assessments (i.e., MCAs, STAR and ACT) were administered in the Spring of 2020. The ACT was not administered to the Junior class in April 2020, this assessment was postponed until October 2020. Additional information regarding the district's Safe Return to Learn plan can be found on our website.

Goal #1: The percentage of Kindergarten students with proficient localized pre-kindergarten entry assessments results will increase from 66% in 2019-20 to 68% in 2020-21.

Our district currently works with the following partners: Headstart-Mahube-Otwa, licensed home daycares and area preschools.

We currently have a Pre K-3 alignment group. This group includes school district staff, Early Headstart center childcare providers, family childcare providers, Early Childhood Special Ed (ECSE) teachers, and Early Childhood Family Education (ECFE) teachers, family educators and social service representation. Team members will attend work sessions to review our Guide to School Readiness and analyze current data of incoming Kindergarten students. We will identify areas of strength and areas of need and develop a plan to move forward to enhance opportunities in low areas. We will align the curriculum components being utilized by entities to provide opportunities for children to develop and master readiness skills. Expected outcomes are a shared depth of understanding regarding how to support a continuum of development for these students.



ECFE is focused on providing proven, best practice instruction. Community education opportunities for preschool and families are available throughout the year.



- [Early Childhood Community Education](#)

Kindergarten screenings takes place individually at the beginning of each school year. From that data, teachers group students based on previous knowledge and plan instruction to fit the needs of the students. Students are tested on ability to read, letter identification and sounds, recognizing high frequency words, and writing letters.

Alternative Delivery of Specialized Instructional Services (ADSIS), Title One utilizing LLI materials, Special Education services, behavior interventionist services, guided reading and math groups within the classroom, whole and small group instruction all are utilized to benefit the growth of incoming kindergarteners. Specific crucial benchmarks and resulting learning targets are continually focused on until students find success.

Early Admission Policy



Per district policy, entrants must be five years of age on or before September 1. Exception: Children who transfer into the Detroit Lakes School District, who have been currently participating in a kindergarten educational program in an accredited school, will be permitted to continue their enrollment in kindergarten. Evidence of this enrollment is the responsibility of the parent. Private nursery schools and similar organizations are not recognized as meeting this exception.

Under-age children with superior ability and above average social/emotional maturity may be admitted according to the following procedure: Children who will be five years of age between September 1 and December 31 may be considered for early entrance to kindergarten. The parent or guardian of such children shall meet with the principal of the school that the child would normally attend, to discuss the program, and to obtain an early admission application form. The completed form shall be returned to the principal. If the principal feels that kindergarten entrance is a possibility, the child will be recommended for psychological evaluation. The evaluation will be made by the school psychologist, who will make a recommendation to the building principal. The recommendation of the principal will be reviewed by the superintendent or designee. The parents will then be notified as to whether or not the child will be admitted.

First Grade Enrollment

Entrants must be six years of age on or before September 1. Exception: Children who transfer into the Detroit Lakes School District, who have been successfully participating in a kindergarten or first grade educational program in an accredited school, will be permitted to continue their education at the same grade level in this school system. Evidence of this enrollment is the responsibility of the parent. Private nursery schools and similar organizations are not recognized as meeting this exception.



- [Link to district policy](#)

Read Well by Third Grade

Goal #2: Third grade students grade level literacy will improve from 60.1% proficiency in 2018-2019 to 62.1% in 2020-21 as measured by 2021 Reading MCAs.

The Detroit Lakes School District has a Read Well by Third Grade plan that is reviewed annually. The data is reviewed and analyzed for instructional improvement. The determining benchmark used is MCA proficiency in reading. Detroit Lakes district goal will be 62.1% of students in third grade will achieve grade level literacy as measured by 2021 Reading MCAs.

Learner Support Services in place to show this improvement include:

Due to COVID-19 and the model shifts needed, the Detroit Lakes Public School committed to checking out devices to all K-12 students to continue their learning while not being able to attend school. For families in need of internet, DLPS provided hotspots.

Tier 1 strategies in place

Reading curriculum alignment is being done. Enhancement in the area of cultural literacy is occurring through ensuring access to American Indian Literature at all levels. Guided Reading is in place in every classroom. Classroom teachers meet with students in small groups. Groups are determined by reading level and mastery of skills to differentiate instruction. Formative assessments along with standardized assessments, such as STAR, DRA2 are also used to form groups for differentiation and help screen for dyslexia. DLPS also have professional learning communities (PLCs) in place where teachers meet weekly to plan instruction, plan assessments, analyze data, and use this information to change and grow in their instruction.

Alpine Data Warehouse is used for easy access to data to help make these instructional decisions.

Tier 2 strategies in place

Tier 2 strategies in place in DLPS include Title One programming. This programming includes elementary teachers and paraprofessionals. Scheduled intervention time is provided for students that demonstrate a need. These staff members work with students who need additional support in reading and math. Formative assessments along with standardized assessments, such as STAR, are used to select students. Targeted Services is an optional after school program provided to students who need extra support. Guidelines for selection are similar to that of Title One. Leveled Literacy Intervention is a program used to teach guided reading lessons. PRESS is a skill-based intervention implemented by paraprofessionals and title one teachers.

Tier 3 strategies in place

Reading Interventionists work with our students who have not qualified for special education. Behavior interventionists are available at each elementary school to assist with positive behavior interventions. DLPS has Alternate Delivery of Specific Instructional Services to provide instruction to who need additional academic support. Special education services are provided for all students that have an approved Individualized Education Plan.

Additional support to attempt to close the achievement gap is provided by American Indian Education Department staff which supports students in all three tiers as determined by need. DLPS also utilizes Achievement and Integration funding to provide additional reading support to focus on closing the achievement gap in the area of student receiving free and reduced lunch as well as our American Indian students. Mental Health Partnerships are in place to support the District work aligned with PBIS. Mental health professional learning is occurring throughout the district, specifically focuses on trauma sensitivity training. Truancy interventions are available to support students and families.

Gifted and Talented Education (GATE) Programming

Process to Assess and Identify Students for Participation in Gifted and Talented Programs

We use multiple factors for determining eligibility for Gifted and Talented programming. Assessment data from MCA and STAR Assessments in reading and math, as well as grade-level summative assessments are used in combination with teacher feedback/observation to select students for programming. Additionally, parent input and requests are considered. All of our teachers use formative assessments to differentiate instruction based on student needs.

Due to COVID 19, during the 2020-2021 school year, this program is being administered in unique ways at each building through classroom teachers as well as other specialists utilizing unique learning opportunities utilizing technology.

Acceleration

Academic acceleration of gifted and talented students is determined at the individual school and student level. Determination of acceleration is based off of assessment data (MCA and Star testing), observation and feedback from teachers and principal, and input from parents. At higher levels, students are encouraged to participate in the gifted and talented activities that are offered such as Math Masters, Math Competition, Knowledge Bowl, and Robotics.

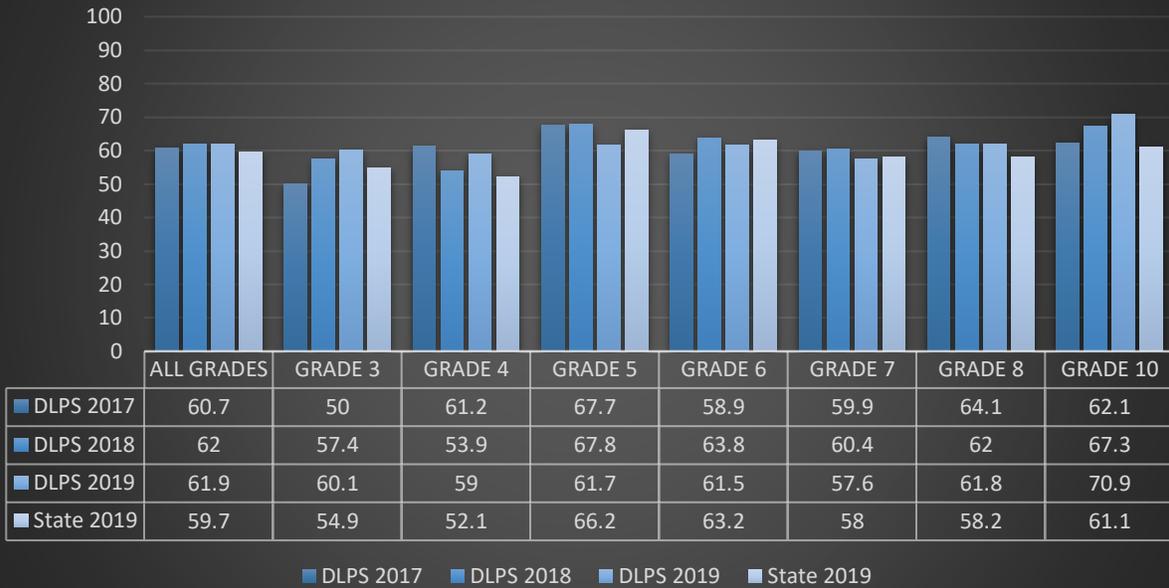
2019 MCA Science, Math and Reading Data

Due to COVID 19, we do not have MCA test scores to report for 2019-2020. On the MCA science, math and reading tests, students do not receive a pass or failing grade. A student's test score places them into one of four categories which are not meeting state standards, partially meeting state standards, meeting state standards or exceeding state standards. The following charts illustrate student proficiency percentages for Detroit Lakes' students as compared to the state averages. Proficiency is defined as test scores that meet or exceed state standards in the subject area. For most grade levels and subject areas Detroit Lakes' students are scoring at or above the state averages.

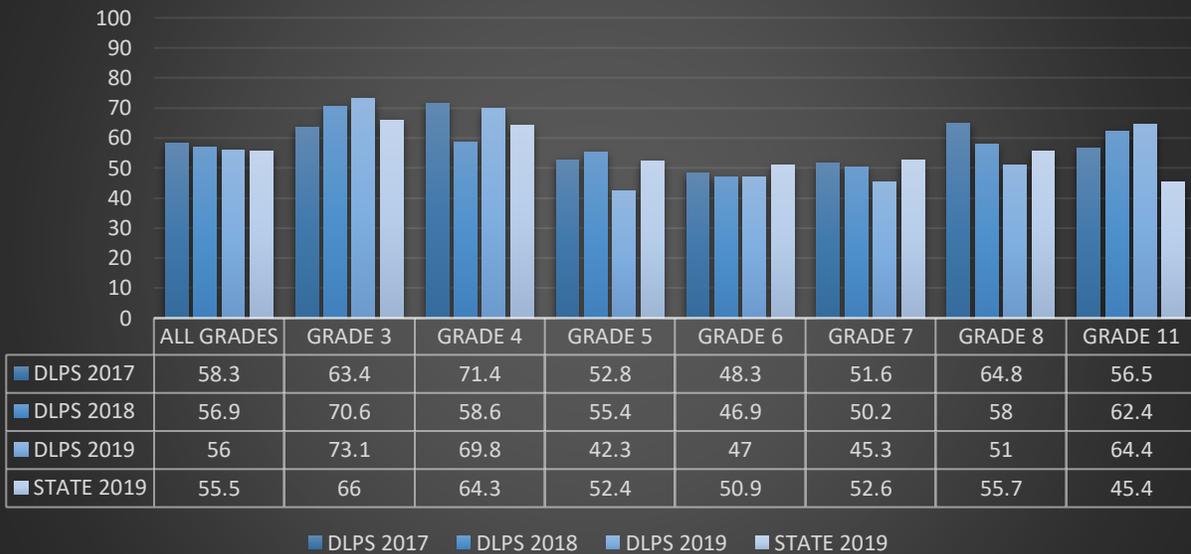
The [Minnesota Report Card](#) gives all stakeholders easy access to understandable district and school data.

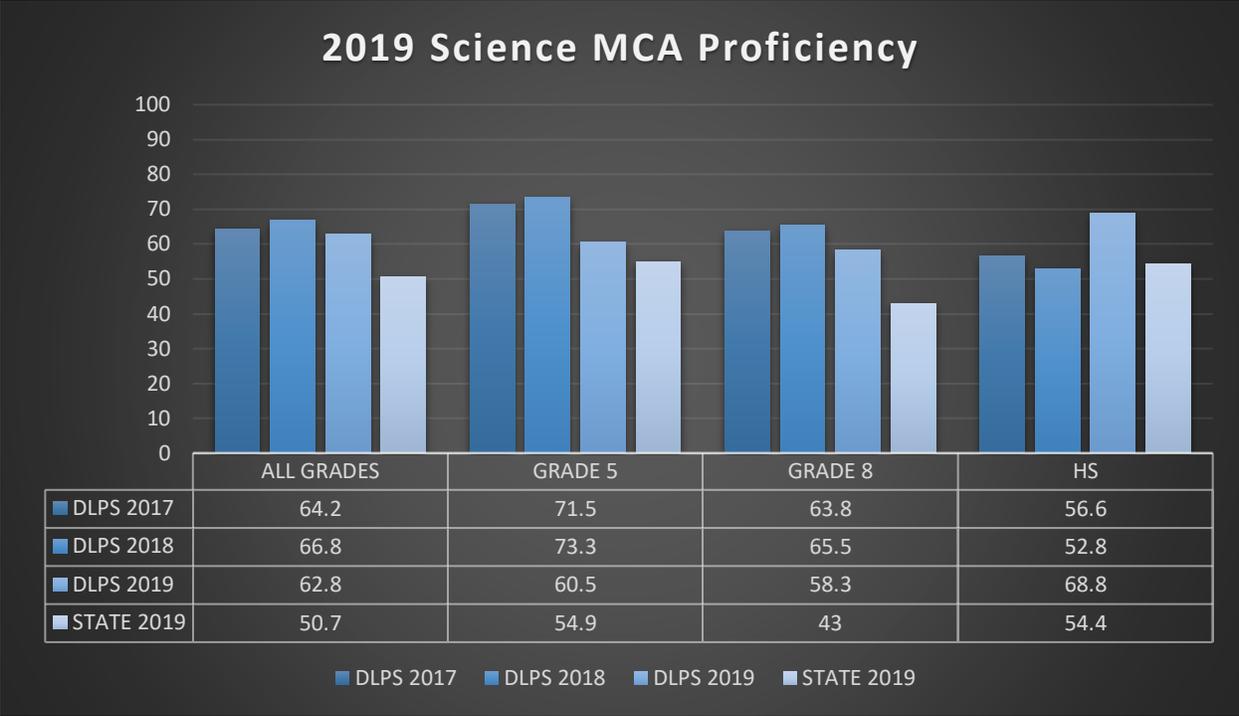
This tool is designed to provide parents, educators, schools, districts and citizens with easy access to **district and school information, test results, demographic information** and other critical data in a centralized location. Choose from several reports to learn more about the state of education in your local district, a specific school, or the state as a whole.

2019 Reading MCA Proficiency



2019 Math MCA Proficiency





Increasing Proficiency and Opportunities for All Students

Goal #3: Decrease the identified achievement gap in district-wide reading for American Indian and Two or More Races from 23% in 2019 to 21% in 2021. Decrease the identified achievement gap in district wide reading for students receiving Free and Reduced meals from 27.7% in 2019 to 25% in 2021.

Reading Goals

Closing the identified achievement gap district wide for American Indian and Free and Reduced students as measured by MCA reading data. This goal’s strategies focus is to increase proficiency and opportunities for our American Indian students. Due to COVID-19, there has been a strategic focus to ensure families have appropriate learning materials in their homes to help provide students with access to what they need.

American Indian Students

- The proficiency gap between the American Indian students combined with two or more races and the non-American Indian and two or more races students enrolled October 1 in the Detroit Lakes

Public Schools using all state reading accountability tests (MCA, MTAS) will decrease from 23% in 2019 to 21% in 2021.

Free and Reduced Students

- The proficiency gap between the Non-Free & Reduced students and the Free & Reduced students enrolled October 1 in the Detroit Lakes Public Schools using all state reading accountability tests (MCA, MTAS) will decrease from 27.7% in 2019 to 25 % in 2021.

Strategies used throughout the district to help close the American Indian and the Free and Reduced lunch students' achievement gap for reading and math compared to non-American Indian and non-free and reduced lunch students.

- Title 6 (Headstart to grade 12)
- Reading Intervention in Summer School (K-2)
- Title 1 for reading and math
- Free breakfast and healthy snacks
- Achievement and Integration Reading Interventionists
- Integrate diverse curriculum materials
- Social Emotional Learning Counselor
- American Indian Counselor
- American Indian Liaison
- Parent involvement
- Trauma Informed Practices
- Target Services/SAIL Program
- Home visits



College and Career Readiness

Goal #4: Ensure all students are career and college ready before graduation as indicated by 95% students participating in a college and career work experience before graduating in 2021 as compared to 90% in 2020.

College and Career Readiness Map

College & Career Readiness: Students' Successful Transition to Postsecondary and Employment
School counselors will guide all students to take rigorous coursework.

Due to COVID and variety of learning models, field trips may and other activities may be virtual. Guest speakers are also presenting virtually. The presentations are recorded for students who are unable to attend synchronously.

GRADE 5

Through a field experience:

- Students will be introduced to a variety of local industries and occupations and develop

an awareness of jobs within the community.

- Spring local business field trip.

GRADE 5 and grade 6:

Through an interactive classroom presentation:

- Students will learn about a variety of traditional and nontraditional occupations; will develop an awareness of personal abilities, skills, and interests; and learn about the various ways in which occupations can be classified (ASCA Standards: C:A1.2, C:A1.3, C:B1.4).
- Complete (modified) Career Cluster Inventory

GRADE 7:

Students will learn about the variety of traditional and nontraditional occupations. Students will develop an awareness of personal abilities, skills, interests and motivation. Students will identify personal skills, interests and abilities, and relate them to current career choice. Students will learn to use the Internet to access career-planning information (ASCA Standards: C.A1.2, C.A1.3, C.B1.2, C.B1.6, C.B2.1).

- Using MCIS JR, complete the Career Cluster Inventory
- Discussion in Social Studies class each Winter

GRADE 8:

Students will identify post-secondary options consistent with interests, achievement, aptitude and abilities. Students will understand how school success and academic achievement enhance future career and vocational opportunities. Students will learn about the variety of traditional and nontraditional occupations. Students will understand the relationship between educational achievement and career success (ASCA Standards: A:B2.7, A:C1.6, C:A1.2, C:C1.1).

- Using MCIS JR
- Annual College Visit (NDSU, MSUM, MState)
- Discussions in Social Studies classes each Fall

GRADE 9:

Freshman Seminar: As we continue to look at improving our high school programming, this is an area that we will continue to review. One of our goals is to help our students develop a ten-year plan as they are ready to graduate from high school. We believe this will help our students have a higher percentage of completion by knowing their own personal goals and being able to follow through with it. This is being done in the Freshman Seminar courses that we added for all 9th grade. These activities are completed in Seminar class, English class, and in conjunction w/the Counselors coming into the classroom.

- Complete Career Cluster Inventory and/or YOUSCIENCE
- Complete Reality Check
- Complete Learning Styles Inventory
- Explore Occupations related to above inventories
- Learn/complete a resume

- Mock Job Interview
- Discuss goal setting (SMART goals)
- Create 1 SMART goal
- Create 10 grade course plan/personal learning plan and review transcript
- Review Graduation requirements
- Social/Emotional Learning activity
- Seminar class
- Job/Career Expo with local/regional businesses
- Business tours

GRADE 10:

- Create 11 grade course plan and review transcript and review graduation requirements.
- Provide information about post-secondary options for students and parents.
- MState program showcase during the statewide ACT
- Students take the Sophomore introductory course in their chosen pathway
- 2 Industry related field trips in the sophomore pathway course.



By The End of

9th

- Attend the Academy Career Expo
- Participate in Freshmen Seminar Class
- Complete Job Hunting and Mock Interview Unit
- Revisit 10 Year Plan
- Launch Digital Portfolio
- Complete You Science Aptitude Test
- Select Academy and Pathway



By The End of

10th

- Participate in two pathway site visits
- Complete entry level course in pathway sequence
- Attend M-State Career Pathway Activity Day
- Update Digital Portfolio
- Revisit 10 Year Plan

GRADE 11:

- Complete Career Cluster Inventory, Work Importance Locator, and Occupational sort in MCIS during Economics class in the fall and the spring when Counselor go into that class.
- Discuss different post-secondary testing options--determine which is the best fit for each students' needs. Completed during registration and ACT prep in the spring.

- Prepare for the ACT, ACCUPLACER, or ASVAB test. Be able to articulate why you would choose to take any of these. Done during registration. Each junior is given an ACT prep book and info on accessing online test prep on MCIS.
- Complete a 12th grade course plan- Registration
- Plan and take a college visit(s) -we encourage students to take visits, and this year we'll be planning a junior college visit to the FM area.
- Introduction to Financial Aid -Econ classes
- Create/update MCIS account-Econ Class
- Juniors may be in a quarter or semester internship if they choose to take it as an elective course.
- CNA & First Responders certification courses students may take as an elective option.

GRADE 12:

- Career goals (senior meeting)
- Postsecondary education goals plan (senior meeting)
- Senior Meeting (Talk about options for Post-High School, solidify schedule for the year, credit checks, etc.)
- College Fair at Scheels Arena
- College visit to FM area schools
- College Representatives come to our school
- Retake ACT, if necessary
- Attend Financial Aid Night with parents
- Seniors attend human resource sessions on interviewing, job applications and the use of social media in job searches
- Seniors participate in a job fair
- Seniors may be in a quarter or semester internship if they choose to take it as an elective course.
- CNA & First Responders certification courses students may take as an elective option.



By The End of

11th

- Complete Job Shadow Experience
- Update Digital Portfolio to Include Resume and Personal Statement
- Complete second course in the pathway sequence
- Attend College Fair
- Revisit 10 Year Plan



By The End of

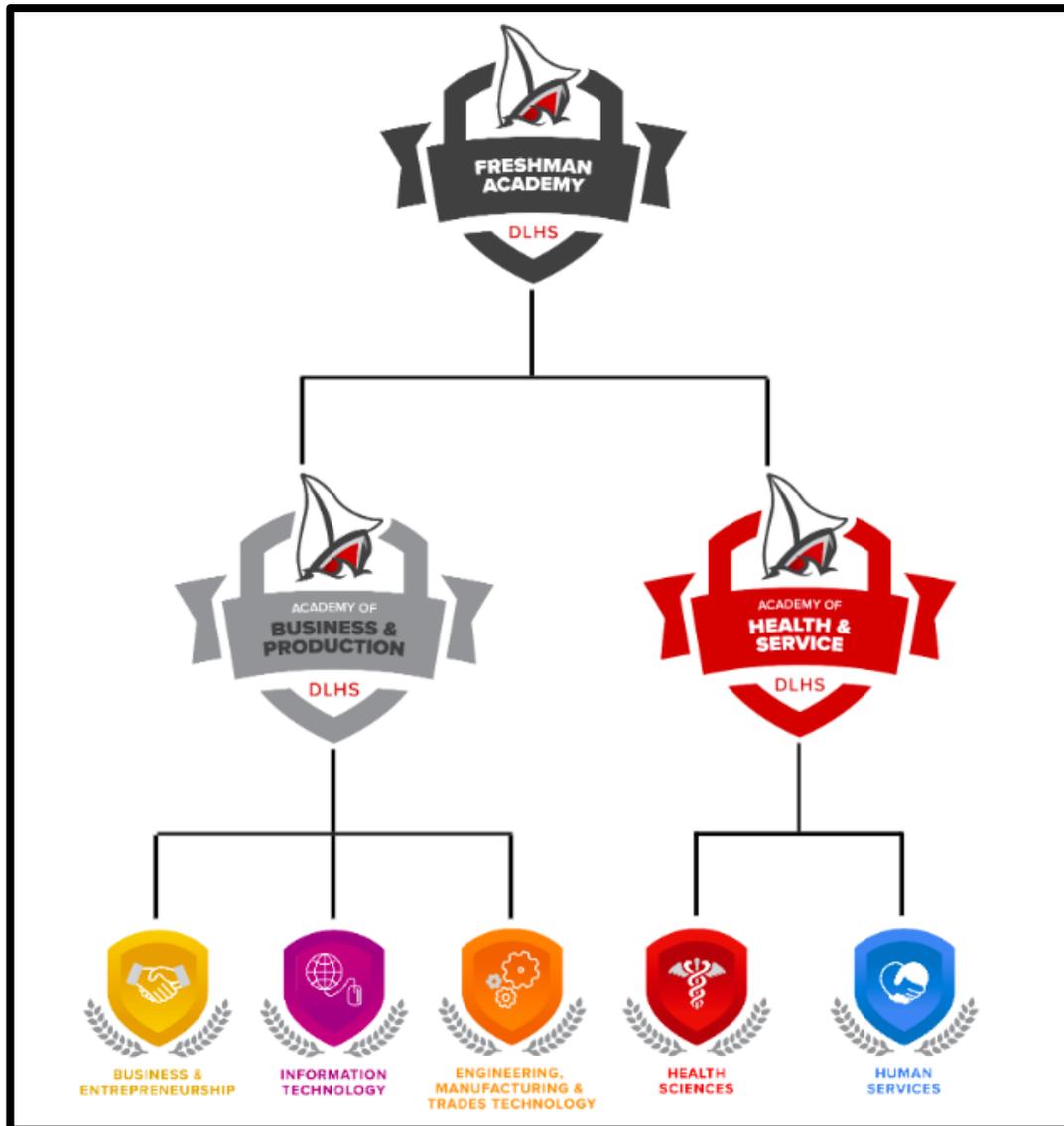
12th

- Complete capstone project and internship
- Finalize electronic portfolio
- Complete third course in the pathway sequence
- Apply for financial aid and scholarships
- Review 10 year plan
- Have a post HS plan and several ways to get there

Additional High School Transition Planning - 9th grade through 21 years old programming

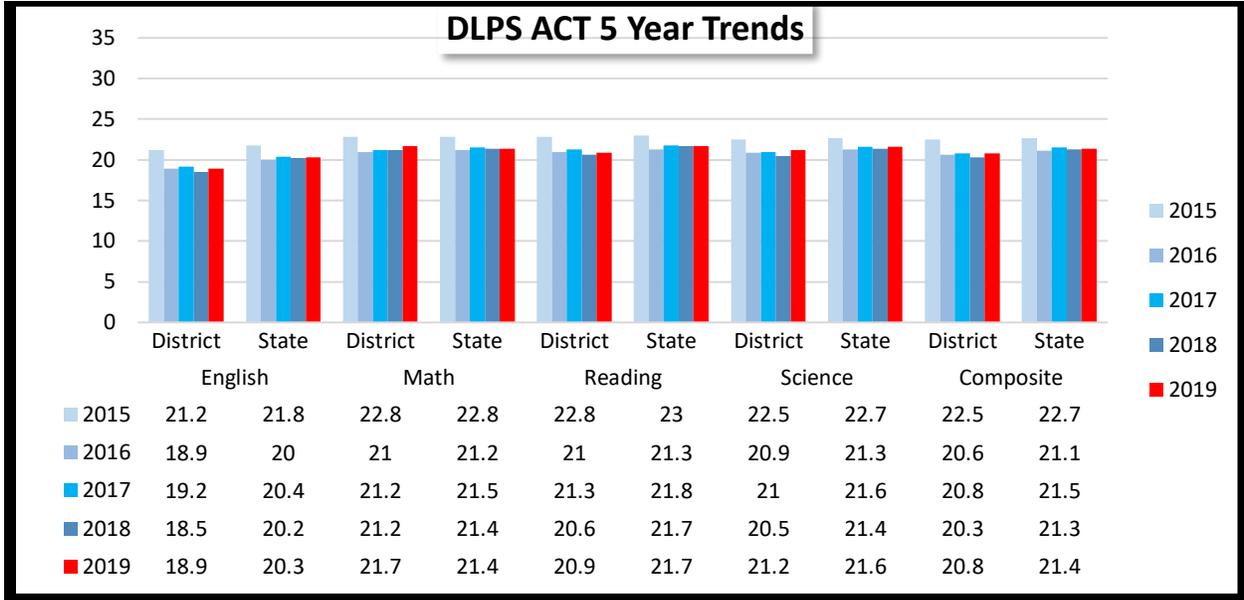
- Interest inventories
- How to Find a Job
- How to Get a Job - Resume, References, Applications, Interviews
- How to Keep a Job - Personal Appearance, Supervisor Interactions, Co-Worker Interactions, Customer Service, Job Descriptions, Coping Strategies, Bullying and Harassment
- How to Leave a Job - Resignation Letter, Getting Laid Off or Fired, Coping with Unemployment
- Work Experience in the Laker Shop (School Store)
- Transition Experience with 1:1 job coach in community sites
- On our school wide ACT day, career exploration opportunities occur for our high school students.

HIGH SCHOOL ACADEMY MODEL



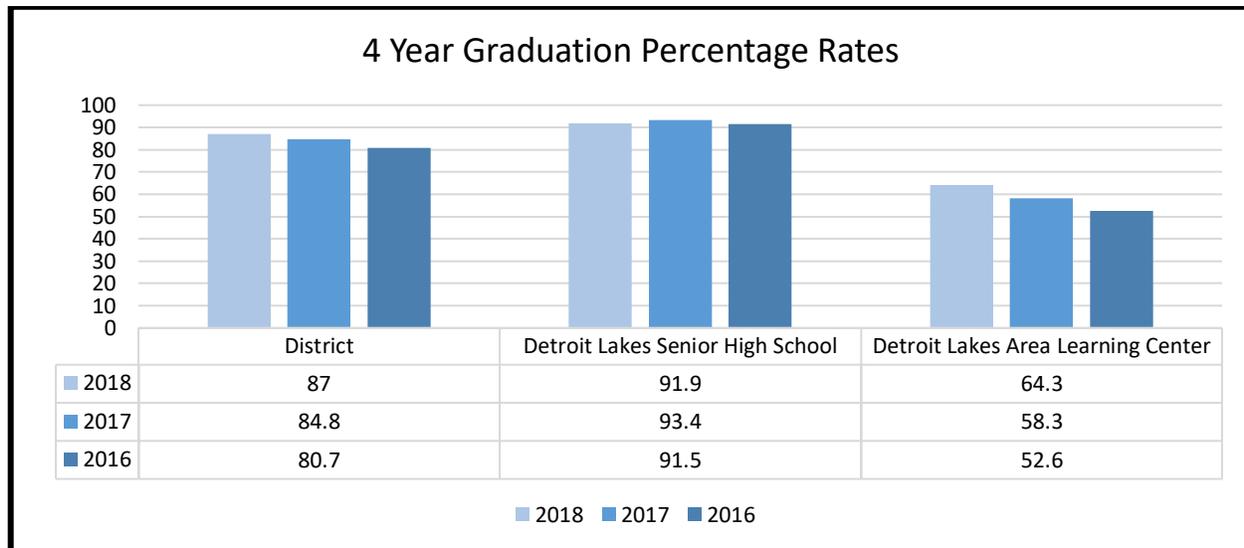
Detroit Lakes Public Schools ACT Results

The American College Test or ACT is the admissions test most widely required by colleges in the Midwest. The test has a point range from 1-36. ACT College and Career Readiness Benchmarks.



2020-2021 Graduation Rate Goals

90% of all students will graduate from Detroit Lakes Public Schools in 2021. This is an increase of 3% as compared to 87% in 2018.



Effectiveness of Instruction and Curriculum: Review Process

District curriculum will be reviewed on a continuous cycle utilizing teams of teachers at elementary, middle school and the high school level. Input will be sought through the District Curriculum Site Council and our Curriculum and Instruction Committee. Throughout the process, review teams will support the implementation of the District mission, vision, values and strategic plan. Curriculum strengths and weaknesses will be identified, along with best practice instructional methods, to best prepare our students for career and college readiness. The committee working on the specific curricular area will utilize the MN state benchmarks as a guide in determining the curriculum for each grade and/or subject area.

Detroit Lakes Curriculum Cycle

We believe that our curriculum cycle is an ongoing review cycle. Each year, we review MN state standards and benchmarks along with identified essential learning outcomes and learning targets. The curriculum cycle plan correlates with the state’s plan in writing and revising state standards and benchmarks. When a curricular area is on the cycle, a committee will be formed to analyze the scope and sequence as well as select the necessary materials.

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Math, K-5 Music Art	Science K-5 Business FACS Careers & Guidance	Math 6-12	PE World Language	ELA K-5	ELA 6-12	Science 6-12 Ag Industrial Tech
2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Social K-5 Health	Social 6-12	Math, K-5 Music Art	Science K-5 Business FACS Careers & Guidance	Math 6-12	PE World Language	ELA K-5

Effectiveness of Instruction and Curriculum: Teacher Evaluation

District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to principal evaluations and teacher evaluations. A teacher development and evaluation process has been developed that encompasses all requirements of MN State Statute 122A.40.

This plan includes:

Evaluation and Observation Process: *Enhancing Professional Practice: A Framework for Teaching*, by Charlotte Danielson, was selected as the basis for our supervision and professional growth plan. Teachers are observed and evaluated by their principal. Principals will observe using the framework, which includes a set of performance scales that describe four levels of performance for each of the twelve adopted components. The four levels –unsatisfactory, basic, proficient, and distinguished – are written to describe four typical levels of performance as teachers gain experience and acquire advanced skills. Charlotte Danielson’s most current framework will be the tool used for observation (this includes a wide variety of rubrics for many school positions). Tenured teachers will have a minimum of two observations leading up to one formal, summative evaluation of all 12 adopted components during year one of the cycle. Untenured teachers will be evaluated three times per year on five components the first year, an additional four (nine total) the second year, and 12 components the last year. All aspects of this cycle (for both tenured and untenured teachers) are conducted by principals.

Student Achievement and Growth: The teacher evaluation process will use data from valid and reliable assessments aligned to state and local academic standards and will use state and local measures of student growth to determine thirty-five percent of teacher evaluation results. Teachers and supervising administrators will collectively determine which student achievement data to collect.

Individual Goal Development Plans and Student Engagement: At the end of year one--the formal summative conducted by the principal--the teacher will set a teaching goal. The goal will be a focus through peer review (year two), and student engagement/reflection (year three).A variety of forms may be used to measure student engagement. Teachers will choose a tool for measuring student engagement at the end of year one of the evaluation cycle and collect data throughout the following two years. Teachers will then reflect upon the data in written form.

Peer Review: The peer review process involves a teacher teaming up with an instructional coach to work together for the year. The instructional coach will video tape the teacher’s instruction at least three times throughout the year followed by post observation dialogues including goal setting.



Information is confidential and stays between coach and teacher. A confirmation of the observation date will go to the principal for documentation.

Professional Learning Communities: Teachers will participate in professional learning communities. We believe that our PLC/ELO/assessment work will suffice for the state’s “measures of student growth” which determine 35% of a teacher’s evaluation. Teachers will be asked to set a goal for student growth and monitor that growth over the year.

Teachers have an opportunity to apply for [Best Practices Grant](#) that would allow them to have additional professional learning in order to build the capacity throughout our district.

District new teacher induction – Mentor Program		
<p>Mini-sessions prior to back-to-school in-services</p> <p>Separate, two-day in-service prior to back-to-school in-services</p> <p>Monthly meetings on various topics for the large group</p>		
Mentor Obligations		
1st year mentee	2nd year mentee	3rd year mentee
Mentee observed three times during the school year prior to principal visits.	Mentee observed twice during the school year.	Mentee observed once during the school year.
Show mentee the building routines.	Explain and reinforce District routines.	Explain and reinforce District routines.
Explain/show mentee the district routines.	Encourage involvement in school committees.	Encourage involvement in school committees.
Meet regularly with mentee. Try to touch base a minimum of two or three times a week.	Check with mentee once a week.	Check with mentee once every week to two weeks.
<p>Observe other teachers, utilizing Danielson Framework (peer review). Mentors may assist mentees with components to focus on for each visited teacher; time should be allowed for discussion between observed teacher and new teacher.</p>		
<p>Mentor may accompany mentee to mentor/mentee activities, such as after school meetings, the Fall Drive-In, or the Meet and Greet at a local restaurant, and school tea(s).</p>		
<p>Mentor may encourage mentee to take half day(s) professional day provided to observe other teachers in his/her area or expertise.</p>		

Mentor may help mentee to build his/her portfolio.

Mentor will make every effort to attend mentor meetings.

Mentor will make every effort to meet with mentee at new teacher workshop.

Effectiveness of Instruction and Curriculum: Principal Evaluation

District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to principal evaluations and teacher evaluations. A principal development and evaluation process has been developed that encompasses all requirements of MN State Principal Evaluation Statute 123B.147.

This plan includes:

Evaluation and Observation Process: The MN established Principal competencies were used as the basis for our supervision and professional growth plan for principals. Principals are observed and evaluated by the superintendent, at a minimum, once per year, with a formative review every year. Performance measurement areas of Functional Domains, Programmatic Domains, Interpersonal Domains, and Contextual Domains are addressed using four levels – unsatisfactory, developing, proficient, and exemplary.



School Performance Measures: Principal evaluation will include school performance measures. These measures are set by the building leadership team, principal and superintendent.

Principal Growth and Improvement Plan: Principals will annually develop two goals, complete with action plans for professional growth. This process will be done collaboratively with the Superintendent and/or the Director of Curriculum and Instruction.

2020-2021 District Professional Development Plan Professional Development Goals

We value and support . . .

1. Positive collaboration to benefit staff and students
2. Student background/information that guides instruction
 - College and career readiness
 - Cultural diversity
 - Student well-being
 - Parent involvement
3. Engagement of staff and students
 - Authentic and real-world learning
 - Critical thinking
 - Technology for learning

Site Teams

Each school site will utilize a Building Leadership Team to analyze school site data, set building goals, and create annual action plans to improve instruction and student achievement. The site teams ensure that the building goals align with the district goals. Site teams set the priority for their building staff's professional learning based on their student needs.

District and Building Goals

[Roosevelt Building Goals](#)

[Rossman Building Goals](#)

[Detroit Lakes Middle School Building Goals](#)

[Detroit Lakes Senior High School Building Goals](#)

[Detroit Lakes Alternative Learning Center Building Goals](#)

[Q Comp Building Goals 2019-20](#)

[2018-2019 WBWF and A & I Summary](#)

District Advisory Committee

The Detroit Lakes Public School District Curriculum Advisory Committee comprised of a group of citizens; teachers, parents, administrators and other community residents is established to give input and advise in all areas of curriculum development, instruction and student achievement. This committee will make recommendations to administrators and the School Board on goals and outcomes for student achievement.

As a member of this committee, many are leaders of subcommittees that ensure the implementation and analysis of the components and results of the World's Best Workforce Plan including Achievement and Integration and building goals. We have a large community and parent presence within our Academy Advisory Boards.

District Advisory Committee Members 2020-2021

First Name	Last Name	Role
Joe	Carrier	Indian Education Coordinator
Pam	Daly	Instructional Coach
Katie	Biggar	Teacher
Keith	Eckhoff	Instructional Coach/parent
Rhonda	Fode	Instructional Coach/Indian Education Adv Committee
Jane	Foltz	School Board
Mark	Jenson	Superintendent
Barb	Groth	Paraprofessional



Renee	Kerzman	Director of Ed and Technology
Kris	Swenson	Rossman Teacher/parent
Jason	Kuehn	Principal/parent
Amy	Lakin	Science Teacher
Peter	Lundin	Principal
Trish	Mariotti	Principal/parent
Cara	Myers	Special Ed Teacher/parent
Karen	Nudell	Director of Federal Programs
Jill	Perkins	Instructional Coach/parent
Fran	Rethwisch	ECFE and Parent Ed Coordinator
Mike	Suckert	Principal/parent
April	Thomas	Board Member/parent
Karilee	Traurig	Ass't Principal/parent
Darren	Wolf	Principal
Maria	Amundson	Teacher/parent

Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.



In our Human Resource department required STAR and other personnel reports are created each year. As an administrative team, hiring and transfer processes are completed with the student and district needs in mind. Attention is given to creating an equalization of experience and diversity for students in all buildings across the district when possible. Our hiring practices and mentoring program support our teachers to provide excellence in the classroom to ensure positive learning experiences for all learners. Due to teacher shortages, retention issues, and union contracts, it is sometimes difficult to ensure equalization of staffing across the district. We have begun tracking the number of inexperienced teachers in each building and will cross reference with student demographics and needs to ensure that our students with the highest needs are being served by excellent educators.

Experienced teachers are defined as teachers with three or more years of teaching experience. Effective teachers are defined as teachers that have had consistently proficient evaluations. Whenever possible, the intervention teachers are experienced teachers so that we have our experienced, proven effective teachers working with our most at-risk students. In addition, in our school with the most diverse and low-income families, a concerted effort is made to hire experienced teachers and teachers of color. With new hires and multiple schools, collaboration occurs at the administrative level to ensure distribution of effective, in-field, experienced teachers are placed according to student needs.



American Indian Education Program

[American Indian Education Program Goals 2020-21](#)

Achievement and Integration

Purpose

The purpose of the *Achievement and Integration for Minnesota* program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. [Read Minnesota Statutes, section 124D.861.](#) [Read Minnesota Statutes, section 124D.862.](#)

Achievement and Integration Plan 2020-2023

Goal Statement #1: The proficiency gap between the American Indian students and the non-American Indian students enrolled October 1 in the Detroit Lakes Public Schools using all state reading accountability tests (MCA, MTAS) will decrease from 23% in 2019 to 21% in 2021.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity.

Goal Statement #2: 80% of teachers who are placed in Achievement and Integration positions will be experienced and effective teachers as indicated by their years of service and their evaluations with a goal of hiring cultural diverse, experienced teacher in these roles.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Teacher Equity

Goal #3: Build on deeper college and career exploration through collaborative experiences between Pelican Rapids and Detroit Lakes students and staff in increasing amounts each year to prepare for post high school life.

Aligns with WBWF area: All students are ready for career and college.
Goal type: Integration

Quality Compensation Program

There must be an annual report to a local school board on the implementation and effectiveness of ATPPS and recommendations must include each of the following required components. During the 2020-21 school year we are undertaking our fifth year of MN Quality Compensation Program. We utilize each of the following required components.

- Teacher leader/career advancement options
 - PLC Leaders, Mentors, Research Team, Q Comp Leadership Team
- Job-embedded learning opportunities
 - Our professional learning communities met for a minimum of 180 minutes per month. We used six early outs to assist in the process. Trained research team members led sessions on how to implement vocabulary strategies.
- The teacher evaluation system
 - [DLPS adopted teacher evaluation plan](#)
- Increased teacher compensation for performance using measures of student growth and literacy
- A report on the implementation and effectiveness of the alternative teacher professional pay



- 97% of teachers participated in alternative pay goals; 96 leadership roles were fulfilled by teachers.

Quality Compensation Program -- Building Goals 2020-2021

The percentage of all students ages 6 mo-5 years old in Early Childhood Special Education at Lincoln Education Center who exceed the present numerical level (0-7) on the COR Advantage for Language, Literacy, Communication will increase from 83.0% 2019 to 84.0% in 2021.

The percentage of all students enrolled October 1 in grades 3-5 at Rossman Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA and MTAS) will increase from 64.4% in 2019 to 65.4% in 2021.

The percentage of all students enrolled October 1 in grades 3-5 at Roosevelt Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA and MTAS) will increase from 58.5% in 2019 to 59.5% in 2021.

The percentage of all students enrolled October 1 in grades 6-8 at Detroit Lakes Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA and MTAS) will increase from 59.3% in 2019 to 60.3% in 2021.

The percentage of all students enrolled October 1 in grade 10 at Detroit Lakes High School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA and MTAS) will increase from 74.0% in 2019 to 75.0% in 2021.

The percentage of all students enrolled October 1 in grades 9-12 at Detroit Lakes Area Learning Center who meet or exceed the proficient score in STAR Reading Inventory in May will increase from 36.1% in 2019 to 37.1% in 2021.

Annual Staff Development Budget

The Detroit Lakes School District is required by law to annually set aside two percent general education aid for staff development which is approximately. \$370,000. A portion of that allocation will be earmarked within the operating budget each year for World's Best Workforce implementation with emphasis on exploration of career academies and achievement gap reduction.

Annual Reporting: This report shall be published annually on the Detroit Lakes School District website. <http://www.dlschools.net/> A report will be presented in a public setting to review student achievement goals, local assessment outcomes and plans for improvement. The World's Best Workforce Plan, The World's Best Workforce Plan and Achievement and Integration Plan Summary was presented to and approved by the Detroit Lakes Board of Education on December 21, 2020.



EDUCATIONAL EXCELLENCE FOR ALL

The mission of the Detroit Lakes Public Schools is to nurture and develop the full potential of all learners in an environment where lifelong learning is valued, educational excellence is expected, and improvement is continuous.