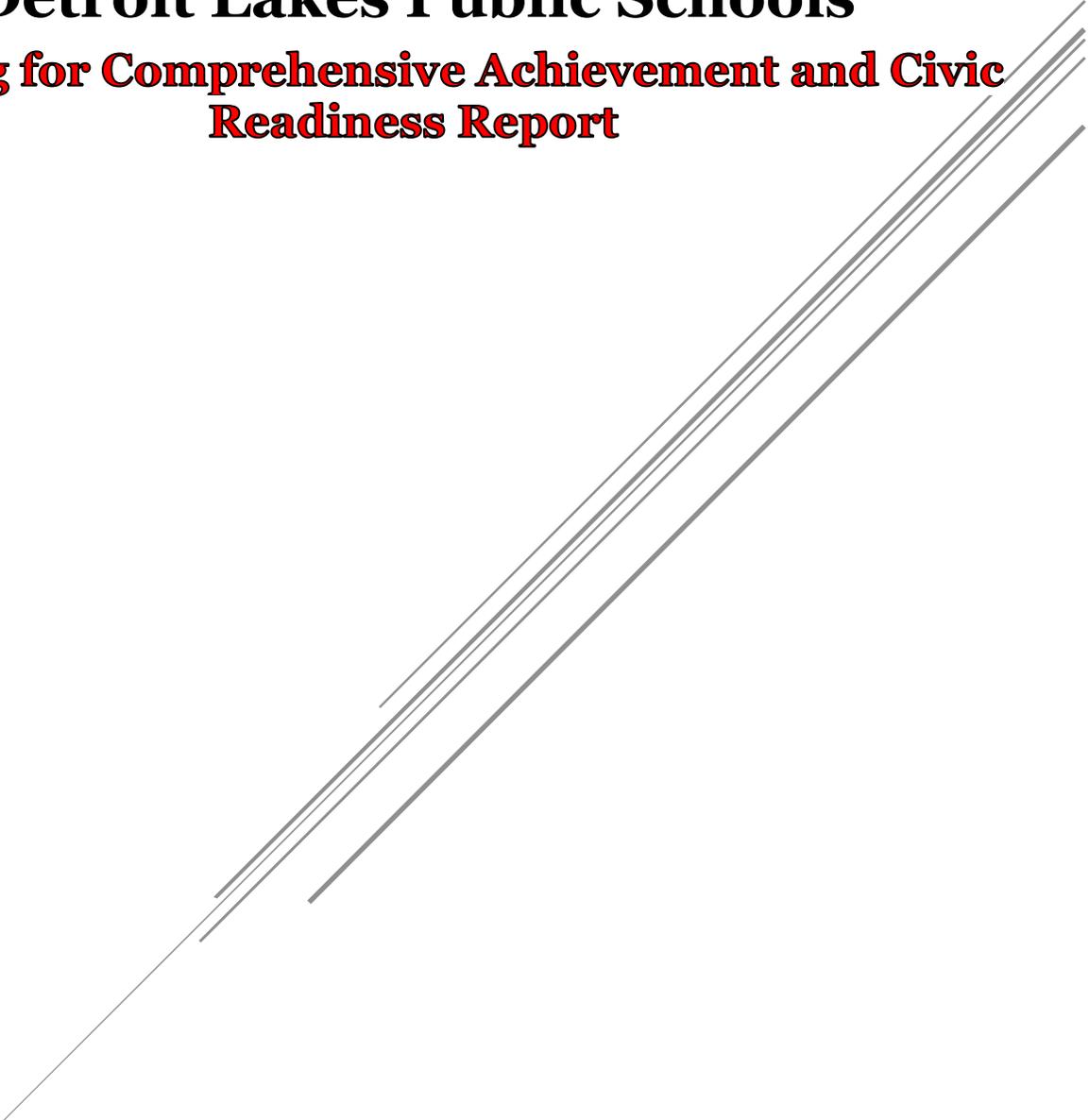


Detroit Lakes Public Schools
**Striving for Comprehensive Achievement and Civic
Readiness Report**



2024-2025

Striving for Comprehensive Achievement and Civic Readiness Report

The *Striving for Comprehensive Achievement and Civic Readiness Plan* (MN Statute 120B.11) is a comprehensive long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the Striving for Comprehensive Achievement and Civic Readiness. 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 address the following priorities to achieve *Comprehensive Achievement and Civic Readiness*.

- 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.
- Prepare students to be lifelong learners.

Detroit Lakes Public Schools' *Striving for Comprehensive Achievement and Civic Readiness Plan* for 2024-2025 can be found on our website in our [Teaching and Learning Department](#) page.

District and School Site Plans

The Detroit Lakes Public School District will implement a continuous, collaborative improvement process that integrates district and school site goals. Annually, the School Board approves goals that drive this process, aligning student achievement targets with building resources, staff development, and supporting programs. Based on a review of student achievement data, each school will set at least two goals with corresponding action plans for implementation in the next school year.

Detroit Lakes Public School District Strategic Goals

Community stakeholders have updated the Detroit Lakes School District's long-term plan through a strategic planning process. This process previously established the District's mission and belief statements, which are outlined below. Building-level goals are developed in alignment with district goals and informed by school site performance data.



For additional achievement data summary and additional information about each school and our district, refer to the [State of the District Annual Report](#).

STRATEGIC PLAN



VISION

Detroit Lakes Public Schools:
charting a course for
excellence.

MISSION

The mission of the Detroit
Lakes Public Schools is to fill
all of our sails with Laker
PRIDE.

Guiding Principles: Laker PRIDE

Purpose Relationships Innovation Development Equity

PURPOSE

Deliver educational Excellence.



Relationships

the ways we connect and
behave toward each other

Care and communicate positively and respectfully within
and across our schools and community.



Innovation

the creation, development, and
implementation of a new idea
or concept to enhance
educational opportunities

Embrace creativity and critical thinking.

- Renew and bring up to date all systems and practices
- Utilize growth mindset to hone existing intentions/objectives and explore new ideas
- Support diverse ways of thinking and doing
- Embed equity continually in every facet of our work



Development

a process that creates growth,
progress, positive change or the
addition of physical, economic,
environmental, social and
demographic components

Foster the academic, social, emotional, and cultural needs of all
learners.

- Implement and sustain PBIS at all levels
- Hone our support for social/emotional health
- Further learning and implementation of equitable feedback, assessment, grading, and reporting
- Provide professional development that supports PRIDE



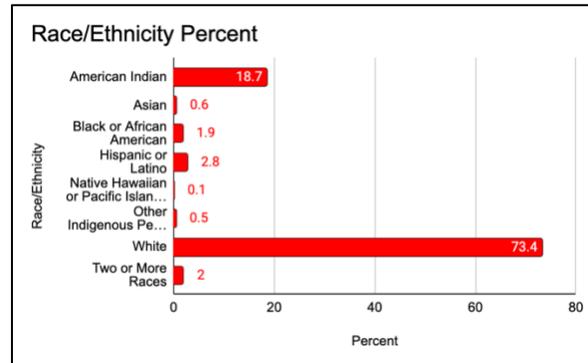
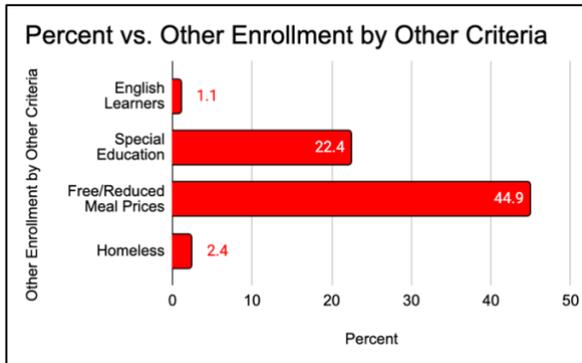
Equity

the quality of being fair (not
equal) and impartial

Ensure that our values, policies, and practices are equitable for
our students, staff, and community.

- Clarify and support understanding of equity vs. equality for all
- Actively promote equity (institutional, personal, and instructional)
- Remove systemic barriers
- Accommodate different learning styles
- Give students a voice

Detroit Lakes Public School Student Population



Assessing and Evaluating Student Progress

The District and each school will assess and evaluate students' progress toward academic standards and college and career readiness. Detroit Lakes Public Schools use assessments to guide instructional decisions and ensure continuous improvement. The [District Assessment Calendar](#) is available on our website.

Assessment Definitions:

Standardized assessments: Evaluate the effectiveness of the district's curriculum in meeting local, state, and national standards.

Classroom/student assessments: Provide teachers with data to inform instructional decisions for both the classroom and individual students.

K Readiness Assessments

- [Kindergarten Entry Profile](#), COR Advantage, produced by High Scope. COR Advantage is an observation-based assessment instrument for children from birth through kindergarten.
- Voluntary PreK (VPK) will use the Measuring Impact Plan outlined by the Department of Children, Youth and Families (DCYF). The data includes student data entered into the Minnesota Automated Reporting Student System (MARSS), Kindergarten Entry Profile (KEP) assessment data, and the annual Program survey.

Local Literacy Plan

- The [Local Literacy Plan](#) includes a range of assessments grounded in the Science of Reading. These assessments help determine if students are reading at grade level and provide tools to identify students who may exhibit characteristics of dyslexia.



ASSESSMENTS

Classroom Assessments -- All grade levels

- Formative – provides ongoing feedback during the learning process to improve instruction and student understanding.
- Summative – evaluates student learning at the end of an instructional period by comparing it against a standards or benchmark.

Access for English Language Learners (ELL)

- K-12

Minnesota Comprehensive Assessments (MCAs)

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

Assessments from Renaissance Learning

- STAR K-8, HS -- Reading & Math
- Fastbridge reading screeners for K-3

EXPLORE

- College and Career Readiness Inventory

ACT Or other College and Career Readiness Assessment (offered)

- Grade 11

YouScience

- Grades 9-12

Oral Reading Fluency Screeners

- All ages for students showing below grade level proficiency in reading

Ready for Kindergarten

Goal 1: Improve kindergarten proficiency on earlyReading Fastbridge assessment from 56% considered low risk in Fall 2024 to 58% being low risk in Fall 2025.

Our district currently works with the following partners: Headstart-MAHUBE-OTWA, licensed home daycares and area preschools. We utilize a Pre K-3 alignment group for collaboration. 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. Early Childhood Family Education provides an opportunity to begin early partnerships with families in the goal to provide their child with the best education as well as be a resource for families.

Kindergarten Entry Profile

ECFE/School Readiness, ECSE, and Head Start utilize [High Scope COR Advantage Assessments](#) for an on-going assessment to analyze trends, utilize classroom COR data and determine instructional needs as well as professional learning needs. ECFE is focused on providing proven, best practice instruction. Community education opportunities for preschool and families are available throughout the year. Becker County Health and area clinics partner to provide Early Childhood Screenings. Kindergarten screenings take place at the beginning of each school year.

Transition to Kindergarten:

The transition to kindergarten is a critical time for children and their families, each with unique experiences. The Minnesota Department of Education (MDE) has developed some tools to support this transition. Those tools and other helpful information about the transition to kindergarten can be found at [MDE Kindergarten Transitions](#).

KINDERGARTEN READINESS GUIDE

The 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: Becker County Early Childhood Initiative, representatives from Detroit Lakes School District, Frazee School District and Lake Park-Audubon School District, MAHUBE-OTWA Head Start, Early Childhood Family Education/School Readiness, and Becker County Public Health.

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 (e. 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, bedtime routine, 9-12 hours of sleep, healthy food choices, brushing teeth, well-child checkup, limit screen time)
- Performs self-care skills (dressing, socks and shoes, zipping, buttoning, hats, toileting)

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
- Can resolve after disappointment and move forward

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 information see lakesfamilies.com and/or <https://helpmeconnect.web.health.state.mn.us/HelpMeConnect>

Revised 2/2023

Early Admission Policy

[Policy 630](#), details early admission. Entrants must be five years of age on or before September 1. Exceptions are outlined in the policy.

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, may be permitted to continue their education at the same grade level in this school system.

Prepare Students to Be Lifelong Learners

Goal 2: Detroit Lakes Public Schools will successfully implement each phase of the READ Act as measured by the data submitted in the Local Literacy Plan with the goal of successfully training 100% of teachers who are expected to be trained. This is measured by the passing of the training with 80% proficiency.

Proficient reading is essential for lifelong learning as it equips individuals with the ability to access, comprehend, and analyze information across diverse subjects. Research shows that strong reading skills enhance critical thinking, problem-solving, and the ability to adapt to new knowledge. Reading also improves vocabulary and comprehension, which are vital for success in both academic and professional settings. Ultimately, a solid reading foundation fosters curiosity and continuous growth, key traits of lifelong learners.

In addition, another indicator will be DLHS student will complete [a DLHS Scorecard](#) in accordance with requirements from the state, which will serve as evidence of preparation for lifelong learning.

Local Literacy Plan

The Detroit Lakes School District has a Local Literacy Plan that is reviewed annually and submitted to MN Department of Education (MDE). The data is reviewed and analyzed for instructional improvement based on MCA proficiency in reading. This plan is linked on our website under our [Teaching and Learning page](#). Through full implementation of the READ Act, all students will be able to proficiently read.

Multi-Tiered Systems of Support (MTSS)

The Multi-Tiered Systems of Support, (MTSS) process strengthens instruction for all students while addressing individual challenges. Detroit Lakes Public Schools is implementing the MnMTSS framework as its MTSS framework. MnMTSS framework is a systemic, continuous

improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices, and relies on the understanding and belief that every student can learn and thrive. In addition, it engages an anti-bias and socially just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.

MTSS is a preventative framework focused on delivering high quality instruction in the area of academics and social-emotional learning. MTSS is foundational to implementing the [Detroit Lakes Public School's Strategic Plan](#) in providing comprehensive rigorous, effective and responsive instruction to all students. This will allow DLPS to deliver educational excellence for all students.

TIER 1: UNIVERSAL INSTRUCTION

Universal instruction (Tier 1) is provided to all students and includes both academic and social-emotional learning.

- Core instruction for all students.
- Standards-aligned curriculum and evidence-based strategies.
- Effective for 80% or more of students.

TIER 2: SUPPLEMENTAL INSTRUCTION

Tier 2 provides additional support for students not making progress in Tier 1. It aims to remediate skill deficits and prevent further gaps.

- For students not progressing in Tier 1.
- Targeted, validated interventions.
- Frequent progress monitored.
- Supports about 15%-20% of students.

TIER 3: INDIVIDUALIZED & INTENSIVE INSTRUCTION

Tier 3 offers individualized, intensive support for students with significant, persistent deficits.

- For students not progressing in Tier 2.
- Highly targeted, explicit instruction by trained staff.
- Frequent progress monitored.
- Supports about 5%-10% of students, including those receiving special education services.



Gifted and Talented Education Programming

Eligibility for the Gifted and Talented program is based on multiple factors, including assessment data (STAR, MCA) and teacher feedback. Parent input, as well as input from extracurricular advisors, is also considered. Our teachers consistently use formative assessments to tailor instruction to meet the unique needs of all learners. For more details, contact your child's school administrator regarding your child's needs.



STEAM and Enrichment Opportunities

Both elementary schools offer a STEAM teacher, ensuring all students have access to enrichment programs focused on science, technology, engineering, art, and math (STEAM). These programs also include opportunities for additional enrichment interventions. As students advance to higher grade levels, they are encouraged to participate in a range of gifted and talented activities such as Math Masters, Math Competitions, Knowledge Bowl, and Robotics. In addition, students can explore leadership opportunities, clubs, and various extracurricular activities, helping them to develop and refine their skills and interests.

Professional Development and Support for Gifted Education

Detroit Lakes Public Schools emphasize professional development for teachers, focusing on research-based strategies that enhance the education of gifted and talented students. This includes methods for differentiation in the classroom and the application of best practices and procedures. Academic acceleration for gifted and talented students is determined at the individual school level. Parents are encouraged to communicate with their child's teacher or principal to discuss their child's specific needs and ensure they receive the appropriate services.

All Racial and Economic Gaps Between Students are Closed

Goal 3: In the 2024-25 school year, we will reduce the reading achievement gap by 2% for all racial and economic student groups, as measured by state standardized assessments, compared to their 2023-2024 proficiency results.

This goal will be achieved by increasing proficiency among student groups currently performing below the overall school average. Detroit Lakes Public Schools will employ district-wide strategies such as strengthening intervention systems, providing high-quality core instruction, and implementing the Multi-Tiered System of Supports (MTSS). Additionally, we will enhance family engagement and foster strong partnerships between families and schools in supporting their children's education. Below are specific programs and plans currently in place to support these efforts.

- American Indian Department designated staff and programming
- Success and Achievement in Learning (SAIL) – Targeted Services
- Title 1 for reading and math and Schoolwide Title
- Achievement and Integration Reading Interventionists
- Integrate diverse, high quality instructional materials
- Social Emotional Learning including cultural components
- Cultural Competency training



At our middle school and high school, a program called BARR (Building Assets, Reducing Risks) is being implemented. It is a proven model that improves the education system predicated on two pillars -- relationships and data. It is designed to create strong schools and communities by empowering students, teachers and families with data, so that schools can realign existing resources to nurture a unified and personalized culture of support for success for every student. As part of our BARR program, we utilize I-Time lessons. These lessons are life skills learning lessons that are designed to improve student connections to school, resilience skills, and relationships. Our core teachers do these short lessons each week in their classes.

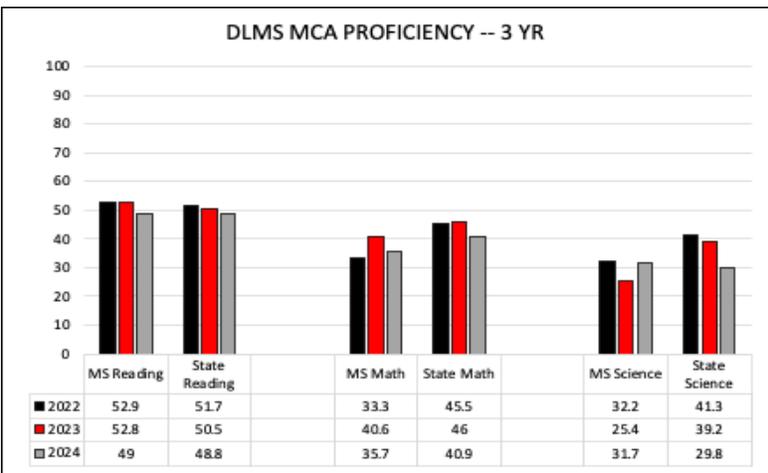
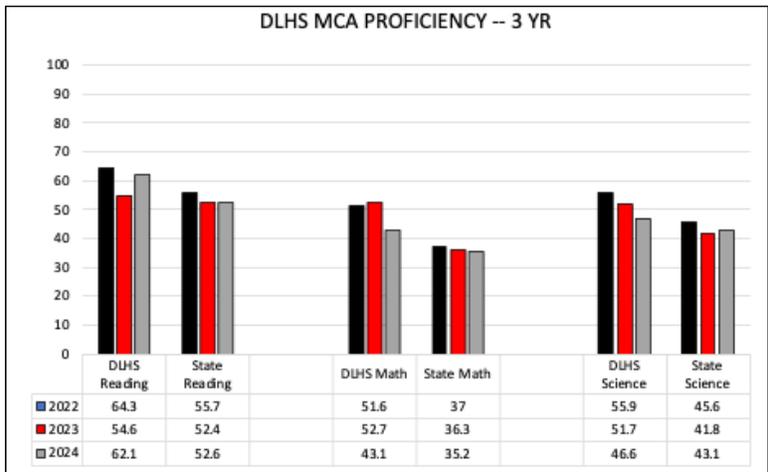
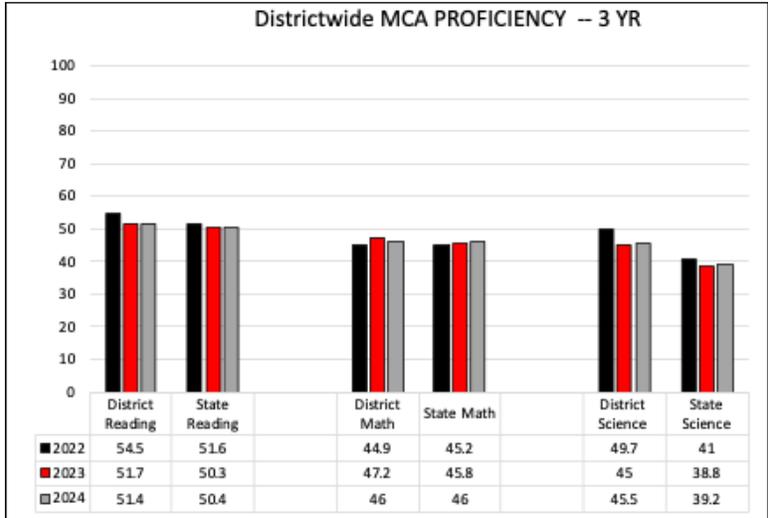


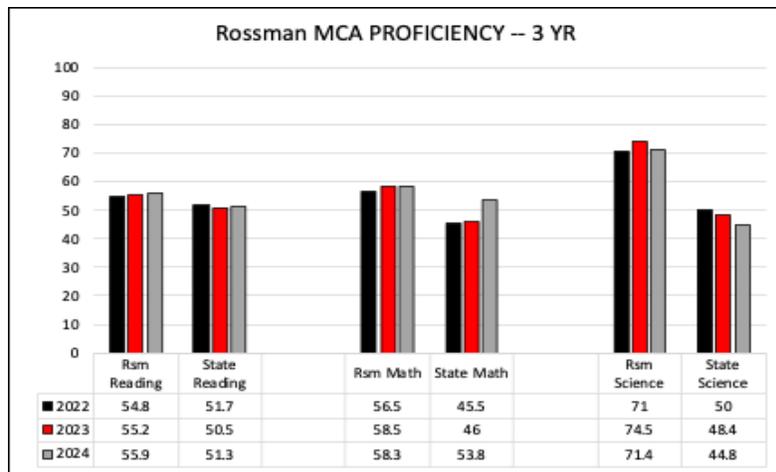
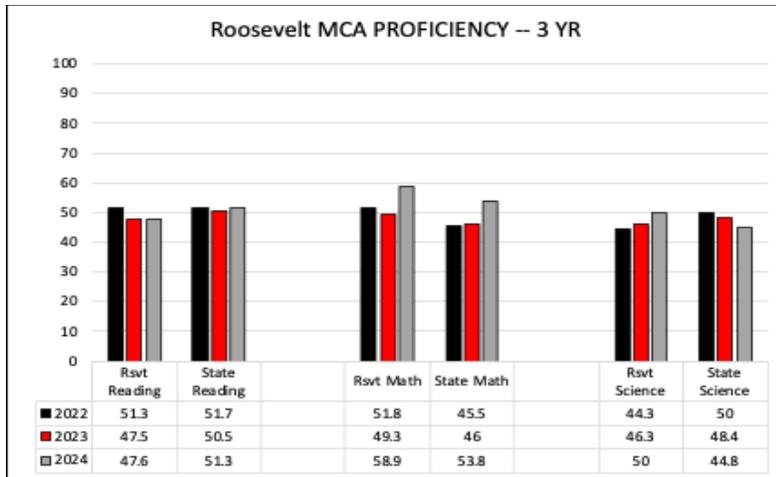
2024 Minnesota Comprehensive Assessments (MCA) Proficiency Data

On the Minnesota Comprehensive Assessments -- 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.

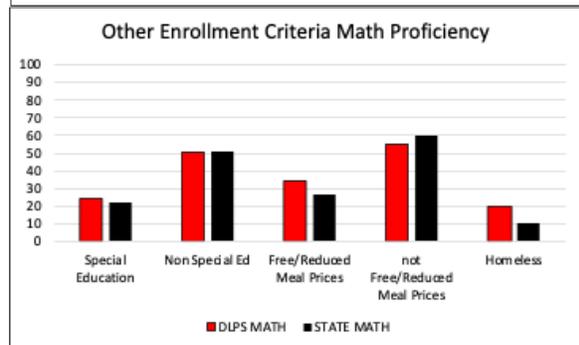
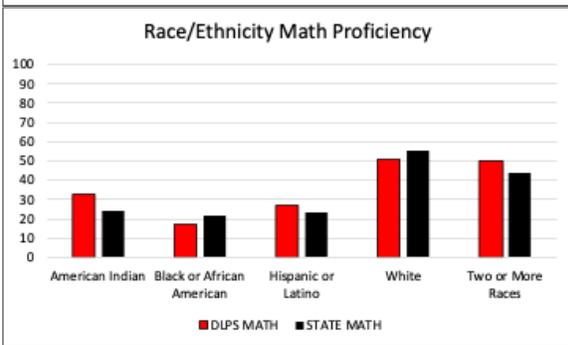
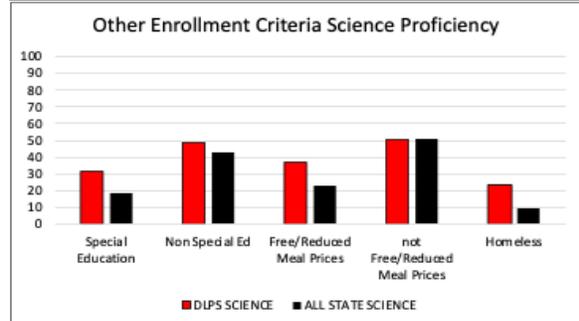
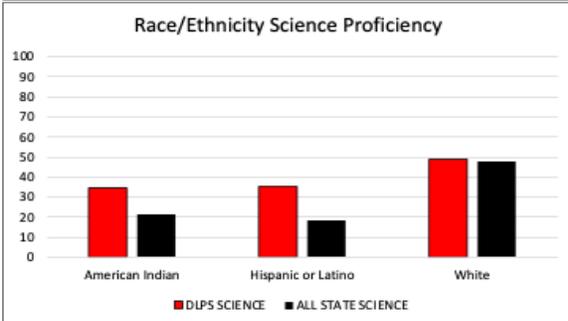
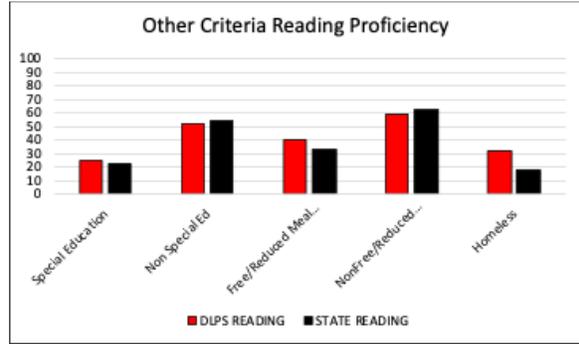
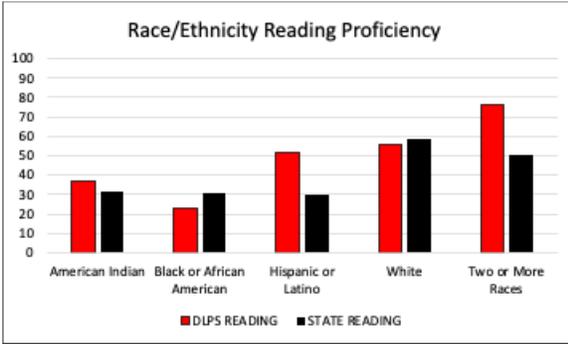
The [Minnesota Report Card](#) gives all stakeholders easy access to understandable district and school data. This tool will provide disaggregated data by grade level, demographics, and schools. This tool is designed to provide parents, educators, schools, districts and citizens with easy access to district and school information, test results, demographic information and other critical data in a centralized location.

When comparing assessment results from year-to-year use caution when interpreting trend data as assessments change when academic standards are revised. Participation rates are measured; however, families have the right to sign off on a [parent refusal form](#) in order to have their child not participate in MCA testing.





2023-2024 Racial and Economic Achievement Gap Data



College and Career Readiness

Goal 4: Ensure 100% of the graduating class of 2025 participates in college and career work experiences.

Strategies: Exposure to College and Career Experiences

GRADES K-5

- Various field trips to local businesses, as well as guest speakers.

GRADE 6-8

Students explore a range of traditional and nontraditional occupations while developing an understanding of their personal abilities, skills, interests, and motivations. They will identify and connect these attributes to potential career paths and post-secondary options aligned with their achievements, aptitudes, and interests. Students will also learn how academic success contributes to future career and vocational opportunities, and understand the critical link between educational achievement and career success.

- Use MCIS or YouScience to help identify areas of interest and aptitude
- College campus visit (NDSU, MSUM, MState)
- I-Time lessons within BARR framework
- Lessons on traditional and non-traditional occupations.

DETROIT LAKES HIGH SCHOOL

ACADEMIES OF DETROIT LAKES HIGH SCHOOL

At the heart of our educational model is a unique academy structure centered around five distinct pathways: Business/Entrepreneurship, Information Technology, Production, Health Science, and Human Service. These pathways empower our students to delve into areas of interest, fostering a sense of purpose and equipping them with valuable skills for success in the 21st century.



Each academy course has three components: 1. Industry aligned content, 2. Work-based learning activities, and 3. Guest speakers or teachers. More than 90 business and community partners provide authentic learning experiences for our students at DLHS. In addition, many of these partners serve on our academy advisory boards ensuring that curriculum meets industry standards and helping to develop experiential learning opportunities within our pathways. As noted in the graphic above, each grade level participates in different work-based learning activities throughout the academy experience.



HUMAN SERVICES



HEALTH SCIENCES



PRODUCTION



INFORMATION TECHNOLOGY



BUSINESS & ENTREPRENEURSHIP

For more details about Detroit Lakes Senior High Life Ready, College Ready and Career Ready plans, visit the [DLHS webpage](#). DLHS students will complete a [DLHS Scorecard](#) in accordance with requirements from the state, which will serve as evidence of preparation for lifelong learning.

ADULT AGED 18-22: Additional High School Transition Planning

Laker Transitions is a program designed to assist adult-aged students with disabilities learn employment and independent living skills, along with facilitating post-secondary education and training opportunities. Students will learn about and be able to access community agencies that will support transition goals. Students learn skills encouraging them to be involved members in the community while accessing their greatest level of independence in employment, daily living, post-secondary education and training, community participation, and recreation/leisure.

Project LIFE at Laker Transitions is a comprehensive, multi-year transition-to-adulthood program in which individuals who are between the ages of 18–22 years old with disabilities can develop, practice and strengthen skills that are high predictors for increased adult independence and successful, integrated community employment. Project LIFE offers a targeted course of study in combination with participation in experiential life skills education and authentic work-based learning experiences in the local community. Utilizing evidence-based transition education concepts, Project LIFE is a proven program model that supports students with disabilities on their journey to adulthood and greater independence. Project LIFE's focus is: LIFE at work, LIFE at home, and LIFE in the community.

Project SEARCH is a nine-month post high school transition program that provides training and education leading to employment for individuals with disabilities. It is a collaboration between interns, families and guardians, Essentia Health, Detroit Lakes School District, Becker County, and Vocational Rehabilitation Services. Interns are immersed in the workplace and participate in three internships to explore career options while learning transferable job skills. The ultimate goal upon completion of the Project SEARCH program is competitive, integrated employment.



The PAES Lab is a hands-on assessment of employment potential. Participants clock in and go to work exploring nearly 300 jobs in five career areas (Computer/Technology, Construction/Industrial, Processing/Production, Consumer/Service, Business/Marketing) that are based upon typical skills found at community-based job sites. Participants find out what job skills they are good at and what job skills they like to do.

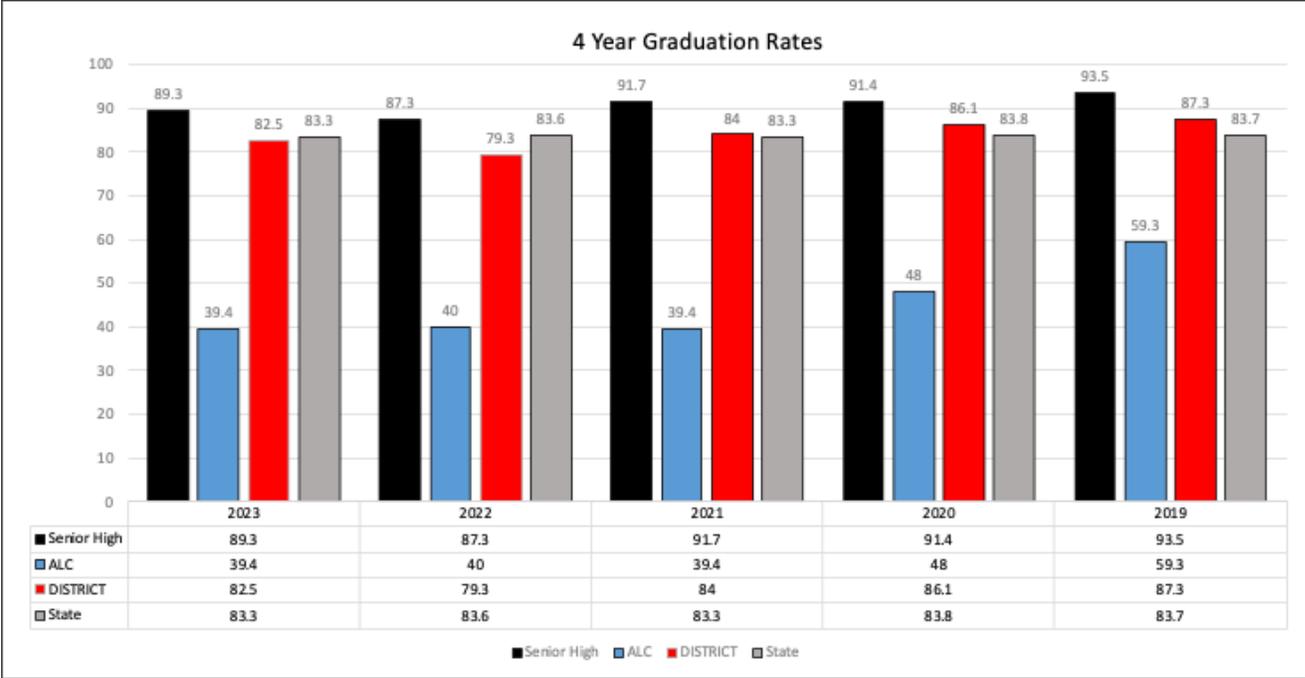
Community Education and Adult Basic Education

Detroit Lakes Community Education aims to improve the quality of life for all by offering lifelong learning opportunities. It is part of a statewide network in Minnesota that connects schools and communities, providing programs for all ages, from infants to seniors, with a focus on citizen engagement and collaboration.

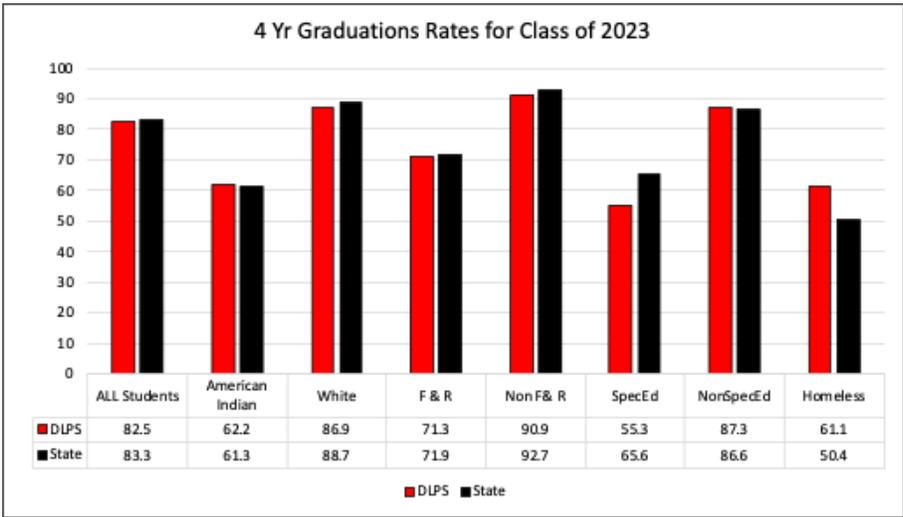
Adult Basic Education (ABE) is available across Minnesota at little to no cost. Serving around 65,000 adults annually, ABE offers programs such as GED, ESL, Career Pathways, and U.S. Citizenship. To qualify, participants must be at least 17, not enrolled in K-12, and need academic skill improvement. More details are available on the [Community Education website](#).

Graduation Rates

Goal 5: Increase the 4-Year graduation rate to 90% in 2025, up from 82.5% for the class of 2023.



*Graduation rates are reported one year after the cohort graduates.



A breakdown of graduation data according to state and local demographics can be accessed at the [Minnesota Report Card](#). The 4-year rate is measuring if a student enrolled as a freshman, graduates from high school within 4 years. If not, they are considered not graduating. If a student



graduates in 5 years or earns a GED, that student count is considered not graduating for our 4 year rate.

If students are enrolled in Laker Transitions or Project Search, they will officially graduate once they exit out of that programming. At this time, they would be classified as continuing, therefore, not graduating in 4 years. [Policy 613 – Graduation Requirements](#)

Effectiveness of Instruction and Curriculum

Review Process

The district reviews curriculum continuously, with teacher teams from elementary, middle, and high school levels. Input is sought through the District Advisory Council and our Teaching and Learning Committee. Throughout the process, review teams support the implementation of the District mission, vision, values and strategic plan identifying strengths and weaknesses, along with best practice instructional methods, to best prepare our students for career and college readiness.

Detroit Lakes Curriculum Cycle

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. The curriculum review cycle is adjusted to align with MDE standards adoption website.

Teachers and administrators participate in a standards and material selection process that involves a deep dive into the standards and benchmarks. Materials are researched and examined throughout the year to determine which materials will best help teachers teach the standards to our students and that which materials will be most engaging for our students. This process occurs over a long period of time with a variety of educator meetings and sharing with the colleagues to provide feedback. The chart below outlines the extensive process that educators go through prior to making a purchasing recommendation. To view the MN Standards, what our curriculum is aligned with, please visit the [**MDE Academic Standards**](#) website.

Curriculum Review Cycle Framework	
Needs Assessment	<ul style="list-style-type: none"> • Review the current standards. • Review the current program and analyze the data. • If new standards are being implemented by the state, then analysis of what is needed to teach each standard and benchmark is identified.
Alignment and Recommendations	<ul style="list-style-type: none"> • Determine recommended changes and do a vertical alignment discussion and analysis. • Identify and revise essential learning outcomes (ELOs). • Select materials for core instruction to be examined by teaching teams. • Utilize evidence based reports to ensure quality materials. • Make recommendations that are brought forward to staff and the Teaching and Learning Committee. • Overview shared with the District Advisory Committee and feedback opportunity. • If needed, review feedback with the Teaching and Learning Committee to determine if the selection team should review. • Board approves through the budget approval process.
Implementation	<ul style="list-style-type: none"> • Identify and provide systematic professional learning for implementation of new materials. • Implement recommended essential learning outcomes and programs. • Utilize PLCs to examine effectiveness of instruction. • Development of pacing guides, assessments and yearly overview.
Reflection and Continuous Improvement	<ul style="list-style-type: none"> • Analysis of data and feedback from teachers, make adjustments and revisions. • Review state standards • Continue

To view the MN Standards, visit the [MDE Academic Standards](#) website

Material Selection & Examination Cycle

2023-24	2024-25	2025-26	2026-27	2027-28
K-5 Science HS Math Ext. MS Math Ext. Art/Music	6-12 Social St.	Math 6-12 *K-5 Social St. – new standards work. *K-5 New Math standards work	K-12 ELA • Including ELL	PE/Health HS/MS Singletons • Business IT • Spanish • FACS • Finance • Other
2028-29	2029-30	2030-31	2031-32	2032-33
Elem Social St. Ethnic Studies	6-12 Science	K-5 Science Art/Music	Math 6-12	6-12 Social St.

*Changes may occur due to standard changes at the state or due to budgetary restrictions.

For more details regarding implementation cycle of new standards and links to the MN Academic Standards, you can go to the [MDE Academic Standards website.](#)

Effectiveness of Instruction: Teacher Evaluation

Effectiveness of Instruction: Teacher Evaluation

The district has developed a three-year teacher evaluation process in accordance with MN State Statute 122A.40

- Year one: formal summative by licensed administrator
 - Detroit Lakes Public Schools has adopted the most current [Charlotte Danielson Framework for Teaching](#) for use as the formal evaluative tool by the administrator.
 - At the end of year one the teacher will set a teaching goal. The goal will be a focus through peer review (year two), and student engagement/reflection (year three).
- Year two: peer review with instructional coaches
 - The peer review process involves a teacher teaming up with an instructional coach to work together for the year. The instructional coach may record the teacher's instruction at least three times throughout the year followed by post observation dialogues, including goal setting and data collection.
- Year three: independent reflection and study of student engagement
 - Teachers reflect on their goal(s) of the previous two years, adjust, and monitor student engagement. Teachers may also observe colleagues' classes to widen knowledge of strategies, both academic and behavioral.

Professional Learning Communities (PLCs): Teachers participate in professional learning communities to improve the skills and knowledge of how they teach and the content knowledge of what they teach (Frey, et. al.) and to improve learning outcomes for students. The PLCs are part of MTSS process to ensure there is collective efficacy being utilized with grade level and content level teams.

New Teacher Supports

District new teacher induction – Mentor Program		
1st year mentee	2nd year mentee	3rd year mentee
<ul style="list-style-type: none"> • Additional two-day professional learning prior to in-service. • Monthly meetings 		
Mentee observed by mentor 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 mentees. Try to touch base a minimum of two or three times a week.	Check with the mentee once a week.	Check with the mentee once every week to two weeks.
<ul style="list-style-type: none"> • Separate, two-day in-service prior to back-to-school in-services • Monthly meetings on various topics for the large group • Mentor will make every effort to meet with the mentee at the new teacher workshop. • Mentors may accompany mentee to mentor/mentee activities. • Mentor will make every effort to attend mentor meetings. • Mentor will encourage mentee(s) to 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. 		

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.
- 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,
- with action plans for professional growth. This process will be done collaboratively with the Superintendent and/or the Director of Curriculum and Instruction.

Professional Development

A sustained professional development program enhances teachers' ability to deliver high-quality instruction, design assessments, and assign grades consistent with district policy. Professional development activities are an integral part of broad school-wide and district-wide educational improvement goals. Effective professional development may be school-based, collaborative, and differentiated in its delivery. District and site professional development plans for effective classroom instruction must include research-based training components of theory, demonstration, guided practice, feedback and coaching. Professional Learning Communities are essential to this process. Site teams in each building assist in providing information regarding specific needs.



Building Goals aligned with the Strategic Plan

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 as well as allocate budgets according to the goals and approved plans. 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 and budgets based on their student needs.

Building Goals

- 2024-25 [Roosevelt Building Goals](#)
- 2024-25 [Rossman Building Goals](#)
- 2024-25 [Detroit Lakes Middle School Building Goals](#)
- 2024-25 [Detroit Lakes Senior High School Building Goals](#)
- 2024-25 [Detroit Lakes Alternative Learning Center Building Goals](#)

District Advisory Committee

A function of our District Advisory Committee is to ensure community awareness in phases of planning and improving the instruction and curriculum affecting state and district academic standards. The District Advisory Committee, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include teachers, parents, support staff, students, and other community residents. During the approval of this plan, we are officially appointing members to this committee.

The district advisory committee

- shall engage in discussions regarding
 - academic standards
 - student achievement goals and measures
 - program evaluations
- shall listen to input from buildings and provide input on
 - the curriculum process,
 - professional development
 - Ask questions/give feedback on development for the Striving for Comprehensive Achievement and Civic Readiness, Title and Parent Engagement Plans and Achievement and Integration plans aligned with our strategic plan.

Parents on the committee apply by filling out a survey sent to them via the school newsletters. Each year, the membership is reviewed. Additional input is sought from community and parents through other district and building committees. Parents on the District Advisory Committee are appointed for a 2 year term. The school board approves these members during plan approval. Staff members on the committee are also parents or community members that serve on their building leadership teams. Approval of this plan is official designation of the following members:

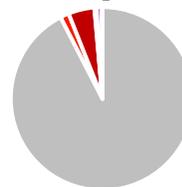
District Advisory Committee Members 2024-2025

NAME	Role
Toni Bristlin	<i>Rossman Parent</i>
Pam Daly	<i>Union Rep for Professional Learning</i>
Heidi Evans	<i>HS Teacher/Parent</i>
Tyler Fode	<i>Elem Teacher/Parent</i>
Rhonda Fode	<i>American Indian Parent Advisory Committee Representative/ Community Member</i>
Gery Gencheva	<i>Rossman Parent</i>
Josh Hochgraber	<i>DLMS and DLHS Parent</i>
Tiffany Hoggarth	<i>DLHS Parent</i>
Lindsay Jacobus	<i>Rossman Parent</i>
Mark Jenson	<i>Superintendent/Community Member</i>
Renee Kerzman	<i>Director of Curriculum, Instruction and Technology/Community Member</i>
Trisha Mariotti	<i>Elem Principal/Parent</i>
Jamie McDougall	<i>DLHS Parent</i>
Cara Myers	<i>ALC Teacher/Parent</i>
Mickey Okeson	<i>School Board/Community Member</i>
Josh Omang	<i>HS Principal/Parent</i>
Britton Ramsey	<i>DLHS Parent</i>
Mary Rotter	<i>School Board/Parent</i>
Megan Smith	<i>Roosevelt and DLHS Parent</i>
Kris Swenson	<i>Elem Teacher/Parent</i>
Tom Trowbridge	<i>DLMS and DLHS Parent</i>
Kym Westholter	<i>DLMS and DLHS Parent</i>

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 \$300,000. Expenditures are approved at board meetings within the budget items of the agenda each month. A portion of that allocation will be earmarked within the operating budget each year for Striving for Comprehensive Achievement and Civic Readiness implementation and sustaining quality professional learning with an emphasis on exploration of career academies and achievement gap reduction, as well as district and building goals aligned with the strategic plan. Building allocations are managed by site teams. Detailed budget breakdown of expenditures is available upon request. Site team members are represented on the District Advisory Committee and facilitate expenditures at the building level. The overall district budget's main expenditure is utilized to pay for salaries and benefits to staff and substitutes for embedded professional learning as well as staff development outside of school hours.

Staff Development Funding



- Salary and Benefits for PD
- Contracted services
- Travel
- Vehicle Chargeback

Staff Development Goals 2024-2025

Professional development goals and objectives align with our Strategic Plan.

1. Relationships

- Build positive dialogue between parents, community members and school personnel to support our students through diverse opportunities. This will be accomplished by providing strategies to learn and collaborate about different cultures and perspectives.

2. Innovation

- Examine multiple perspectives as we implement new curriculum and standards.

3. Development

- Grow further learning of student feedback in assessment, grading and learning through student voice and choice.

4. Equity

- Actively promote equity (institutional, instructional, and personal) through culturally relevant curriculum and teaching.

Equitable Access to Excellent Teachers

The Every Student Succeeds Act (ESSA), signed on December 10, 2015, requires states to report if low-income and minority students are disproportionately taught by ineffective, out-of-field, or inexperienced teachers. Our Human Resources department generates annual STAR and personnel reports to ensure compliance and comparability. Hiring and transfers prioritize student and district needs, aiming for equitable access to experienced and diverse educators. Despite teacher shortages, collaborative efforts focus on placing effective, in-field teachers where they are most needed. In 2024, approximately 86% of our teachers had three or more years of experience, and over 90% were rated as effective based on consistent evaluations. Schools

serving diverse and low-income populations prioritize hiring experienced and diverse teachers, especially for intervention roles working with at-risk students. We offer ongoing supports for teachers along with professional development that is specific to the needs of our district and staff in our ongoing efforts to strive to support instructional excellence throughout the district staff.



American Indian Education Program

Mission: Improve American Indian (AI) student achievement and graduation rates through academically rigorous, culturally responsive instruction, family and student engagement and collaborative partnerships with school and community.

Vision: All AI students are empowered as lifelong learners to become fully engaged leaders, stewards, and citizens. Support and services provided by the AI Education Department include:

Academic

- Intervention support
- Ojibwe Culture Classes (Language/Culture/History/Traditions)
- Additional College, Career and Real Life Opportunities

Activities

- Quiz Bowl
- Drum & Dance Team
- Annual Powwow
- American Indian Student Council
- Young Artists/Young Writers Competition
- Graduation Celebration -- Eagle Feather Ceremony

Parent Committees -- Contact Joe Carrier, American Indian Education Coordinator, to learn more about joining these committees.

- American Indian Parent Advisory Committee (AIPAC)
- Johnson O'Malley (JOM) Committee

For more detailed information and contact information, visit our [website](#).

Achievement and Integration Plan

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.](#) The goals for this plan are three year goals and results are reported annually to MDE.

Partnering Districts: Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one:

West Central Multidistrict Cultural Collaborative

1. ISD #549 Pelican Rapids RI- Racially Isolated
2. ISD #548 Perham A- Adjoining
3. ISD #150 Hawley A- Adjoining
4. ISD #544 Fergus Falls A- Adjoining
5. ISD #22 Detroit Lakes A- Adjoining
6. ISD #550 Underwood A-Adjoining
7. ISD #23 Frazee V -Voluntary
8. ISD #542 Battle Lake V- Voluntary

Goal #1: The fall to winter STAR Literacy Student Grow Percentile (SGP) average of our group of American Indian Students will increase from 50% meeting the goal in 2022 to 59% in 2026.

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

Goal #2: Teachers funded through Achievement and Integration will be effective, experienced and diverse teachers. Teachers will increase their understanding of culturally responsive and research-based practices in reading through participation in Professional Learning Community (PLC) meetings facilitate with the instructional coach focused on cultural competency within reading instruction. The goal for this is that these teachers' PLCs will meet 3 times per year starting in the fall of 2023 and will increase those learning events to 6 by the spring of 2026.

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



Goal #3: The Positive Behavior Interventionist (PBI)/Student Success Coordinator will provide Tier 2 instruction and support to students with behavioral needs with strategies that will improve the amount of time spent in the classroom. Office referrals of our American Indian students will decrease from 48 students in 2022 to 38 students in 2026.

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

Integration -- Goal #4:

Pelican Rapids and Detroit Lakes Students will interact three times in 2024 and will increase to five times in 2026. Some will be virtual and some will be in person to focus on gaining an understanding of different perspectives through focusing on career and college readiness at all levels.

- Aligns with WBWF area : All students are reading for career and college
- Goal type: Integration

Quality Compensation Program (Q-Comp)

There must be an annual report to a local school board on the implementation and effectiveness of the Alternative Teacher Professional Pay System (ATPPS) and recommendations must include 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 meet for a minimum of 180 minutes per month. We used four early outs to assist in the process. Trained research team members lead sessions on how to implement vocabulary strategies.
- The teacher evaluation system
 - DLPS' adopted teacher evaluation plan, including culturally responsive methodologies.
- 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
 - 98% of teachers participated in alternative pay goals; 86 leadership roles were fulfilled by teachers.

BUILDING LITERACY GOALS FOR Q-COMP

- The percentage of all students ages 6 months to 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 Alphabet Knowledge will increase from 93% in 2024 to 95% in 2024.
- 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 (MCAs and MTAS) will increase from 46.3% in 2024 to 47.3% in 2025.



- 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 (MCAs and MTAS) will increase from 55.7% in 2024 to 56.7% in 2025.
- 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 (MCAs and MTAS) will increase from 48.8% in 2024 to 49.8% in 2025.
- 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 60.3% in 2024 to 61.3% in 2025.
- The percentage of all students enrolled October 1 in grade 10 at the Detroit Lakes Area Learning Center 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 6.7% in 2024 to 7.7% in 2025.

Title Programming

Purpose: To provide all children a fair, equitable and high-quality education and close the achievement gap. To help those who are at risk of not meeting academic standards — the low-achieving and historically underserved students. There are two service options that Title I, Part A funds can support

Schoolwide Title: Roosevelt Elementary

Schoolwide Title address school needs identified through a comprehensive needs assessment and annual evaluation in order to upgrade the school’s entire educational program for the benefit of all students including those not meeting academic standards. Schoolwide programs are comprehensive school improvement strategies. For more information, go to Roosevelt’s website page, [Family Engagement Plan and Information](#).

Targeted Assistance schools served include: DL Middle School

Targeted assistance provides interventions directly to students specifically identified as not meeting standards, evaluates and supports identified students to make progress.

Annual Reporting

This report shall be published annually on the [Detroit Lakes School District website](#). A report will be presented in a public setting to review student achievement goals, local assessment outcomes and plans for improvement. The *Striving for Comprehensive Achievement and Civic Readiness Plan, 2023-24 World’s Best Workforce Plan* and *Achievement and Integration Plan Summary* will be presented to the school board and submitted to MDE by the given deadline. The Striving for Comprehensive and Civic Readiness Plan will be presented to and approved by the Detroit Lakes School Board of Education on October 28th, 2024.

