

Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: ISD 0022 Detroit Lakes

Public Schools

District Integration Status: Adjoining District (A)

Superintendent: Mark Jenson

Phone: 218.847.9271

Email: markjenson@detlakes.k12.mn.us

Plan submitted by: Renee Kerzman

Title: Director of Teaching and Learning

Phone: 218.847.9271

Email: rkerzman@detlakes.k12.mn.us

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.

- | | |
|--|-----------------------------|
| 1. Pelican Rapids RI - Racially Isolated | 6. Fergus Falls - Adjoining |
| 2. Frazee-Vergas -Voluntary | 7. Battle Lake-Voluntary |
| 4. Perham Dent - Adjoining | |
| 5. Underwood - Adjoining | |

West Central Multidistrict Cultural Collaborative.

School Board Approval

X We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).

X We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Mark Jenson

Signature: _____ see additional document _____ **Date Signed:** Enter date.

School Board Chair: John Steffi

Signature: _____ **Date Signed:** Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

AIPAC members:

- Kelsey Bloom
- Sam Goodwin
- Danielle Leach
- Melyssa Belland
- Rhonda Fode
- Joe Carrier, Coordinator

Also brought to our District Parent Advisory Council on February 9, 2026.

Below, ***list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations*** for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council:

Pelican Rapids: Kelsey Lage, Becky Wontor

Battle Lake: Janell Kraemer, Ryan Severson

Detroit Lakes: Renee Kerzman, Pam Daly

Fergus Falls: Jeff Drake

Underwood: Chelsea Cruz, Jeff Wilson, Carly Jensen

Frazee-Vergas: Becky Matejka

Hawley: Kelly Anderson

Perham-Dent: Hannah Levenhagen

MDE Contact: Venessa Moe

Planning process includes in person discussion, ongoing and consistent digital connections and some virtual meetings.

Then when we do our integration activities, we connect at those and following those.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4).

Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to

MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. **Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.**
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Graduation Rates for American Indian students from Detroit Lakes High School will Increase in order to decrease the achievement gap.

Goal type: Achievement Disparity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Strategy Name and # 1 Systematic Interventions for Student Success

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Early academic intervention and sustained secondary supports are essential to long-term college and career readiness; this strategy addresses both to reduce opportunity gaps for American Indian students. The district will implement a coordinated system of academic and student-support interventions to improve academic achievement, engagement, and graduation outcomes for American Indian students.

At the elementary level (K–5), the district will employ interventionists to provide targeted reading and math instruction within the district’s Multi-Tiered System of Supports (MTSS). Interventionists will deliver evidence-based instruction aligned to district curriculum and Minnesota academic standards, focusing on foundational literacy and numeracy skills. Students will be identified using academic screening and progress-monitoring data.

At the secondary level (grades 6–12), the district will employ a Student Success Coordinator to support students identified through the BARR (Building Assets, Reducing Risks) framework, including students enrolled in the ALC. The coordinator will monitor academic progress, attendance, engagement, behaviors, and credit completion; coordinate supports with staff; and provide individualized check-ins to keep students on track for graduation.

Priority for services will be given to American Indian students and other students identified as needing additional academic or engagement support. Interventions, and student intervention team planning will occur during the school day throughout the district through MTSS meetings and/or BARR meetings.

Location of services: District-wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2025	Target 2026	Target 2027
The percentage of American Indian students graduating from Detroit Lakes High School in four years will increase from our 2024 graduate rate of 71.4% to 80% by 2027.	74%	77%	80%
The percentage of American Indian students graduating from Detroit Lakes Area Learning Center in four years will increase from our 2024 graduate rate of 61.5% to 69%% by 2027.	64%	66%	69%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

KIP : The key methods for achieving this include:

- Improve reading and math achievement in elementary grades
- Increase student engagement, course completion, and credit attainment in grades 6–12
- Increase graduation rates for American Indian students

Progress will be monitored using reading and math assessment data, attendance and engagement indicators, credit completion, and graduation rates.

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. **Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.**
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #2: Increasing the efficacy of our staff working within our American Indian Education program by consistency collaboration with instructional coach and American Indian Education Coordinator.

Goal type: Teacher Equity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Strategy Name and # 2 Growing Culturally Responsive Teaching Excellence

Type of Strategy: Equitable access to effective and more diverse teachers.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

The district will strengthen instructional capacity and support for staff who deliver American Indian cultural learning experiences by providing targeted coaching, collaboration, and professional learning. Staff currently serving in these roles bring valuable lived experience, cultural knowledge, and diverse perspectives; however, additional instructional support will strengthen consistency, alignment, and instructional effectiveness. An instructional coach will provide job-embedded support focused on lesson design, instructional strategies, curriculum alignment, and culturally responsive practices. This strategy will increase staff confidence and effectiveness in delivering American Indian cultural instruction, strengthen the quality of instruction for students, and support retention in these specialized roles.

As part of our improvement portion of our plan, the instructional coach will be utilized for this new goal and also help assist the interventionists through job embedded peer coaching.

Location of services: District wide

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Instructional coaches and/or coordinator will do a peer coaching/collaboration session with staff starting four times per year, once per quarter in 2026-27 and increase to monthly by 2029.	4x	6x	9x

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

- ☐ A peer coaching schedule is developed and shared annually with participating staff
- ☐ Instructional coaches and/or coordinator facilitate structured peer coaching sessions
- ☐ Sessions occur quarterly in 2026–27, with a planned increase in frequency through 2029
- ☐ Each session includes a clear focus area and goal relevant to the level of their work
- ☐ Coaching sessions are embedded in the school day or scheduled within contracted time

Achievement and Integration Goals

- This plan must contain three types of goals, at least one for each of the following:
1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
 2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
 3. **Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).**

Goal #3: Intentional learning alongside peer group from Pelican Rapids and Detroit Lakes Public Schools

Goal type: Integration

Strategies

Strategy Name and # 3 Stories Across Schools

Type of Strategy: Integration

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

The Pelican Rapids (PR) and Detroit Lakes (DL) partnership is designed to build relationships and cultural understanding between students through a series of collaborative, experiential, and literacy-based interactions throughout the 2026–27 school year. The collaboration involves second-grade classrooms from partner teachers at both schools and is supported by periodic virtual connections, in-person visits, shared cultural experiences, and joint literacy projects.

The partnership will begin with early relationship-building activities, including brief monthly Zoom or Google Meet check-ins during Morning Meetings. These virtual meetings will focus on icebreakers, getting-to-know-you activities, and brainteasers to help students build familiarity and comfort with one another before in-person visits occur.

In the fall, students will participate in a walking field trip where PR students visit DL to explore two troll sites and surrounding trails. This visit is designed to encourage outdoor learning, collaborative play, and shared experiences. Later in the fall, DLHS' Intro to Teaching class will conduct introductory teaching visits at both locations, with a tentative opportunity for students to attend a powwow experience together, supporting cultural learning and respect.

During the winter, DL students will attend a cultural program hosted at PR, strengthening cross-school cultural connections. In the spring, DL students will do a walking tour of parts of PR, which will include rotations allowing students to sample foods, drinks, and cultural experiences. High school students may assist as guides during these events to support student engagement and leadership opportunities.

A central academic component of the partnership is a shared book project focused on identity, culture, and belonging. Classes will use mentor texts, discussion with their own family members, and art classes to inspire student writing. Students will create their own books using blank book materials. Funding will be used to support materials needed for this. Families will be introduced to the project at the start of the school year through communication at Open House.

Planning responsibilities include coordinating transportation, securing funding or purchasing for books, exploring printing options, and collaborating with additional staff who may participate in the project. Teachers will also test technology and meeting logistics prior to implementation to ensure smooth virtual collaboration.

Overall, the partnership is intended to foster relationship-building, cultural awareness, literacy development, and authentic shared learning experiences through consistent interaction across both schools.

2.) Students participating in the partnership, along with students from our collaborating districts, will be invited to attend our district's November educational Powwow. Prior to the event, students will receive instruction on Powwow etiquette, cultural significance, and respectful participation. The Powwow experience itself includes structured opportunities for student interaction and engagement.
 Location of services: Detroit Lakes and Pelican Rapids

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The Pelican Rapids and Detroit Lakes teachers and students will increase their interactions from 2 to 4 in person sessions together.	2	3	4
Increase the number of districts that bring students to the Detroit Lakes Powwow through proactive communication and communicating and reflecting during and after each Powwow. We would like to increase from 1 district, Pelican Rapids, to at least four districts participating.	1	3	4

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

This Achievement and Integration plan creates efficiencies by embedding integration goals within existing instructional structures rather than creating separate programs. The PR–DL partnership utilizes current second-grade classrooms, literacy instruction, Morning Meetings, art classes, and established field trip routines to meet academic and integration objectives simultaneously

The plan also leverages existing staff, including classroom teachers and high school Intro to Teaching students, to support cross-age mentorship and leadership, reducing the need for additional contracted services. Shared planning, coordinated transportation, and joint resource purchasing prevent duplicative efforts across schools.

By aligning literacy, cultural learning, and experiential activities into one coherent framework, the district maximizes staff time and resources while eliminating redundant programming.

Racially Identifiable School(s) (RIS)

Achievement and Integration Plan

July 1, 2026-June 30, 2029

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

One RIS Achievement and Integration Plan should be submitted for each RIS your district has. Copy and paste the entirety of the RIS Plan for each RIS.

District ISD# and Name: Enter text here.

RIS Name: Enter text here.

Program Contact: Enter name.

Phone: Enter phone number.

Email: Enter email.

RIS Plan Input

Districts with **Racially Identifiable Schools (RIS)** are required to convene a Community Collaboration Council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

Below, ***list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations*** for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

RIS Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Enter SMART goal here.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|---|
| ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percent each year. 2019 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.