Comprehensive Achievement and Civic Readiness Report

2026–2027

Detroit Lakes Public Schools • ISD 22 • Detroit Lakes, Minnesota

This report presents Detroit Lakes Public Schools' 2026–2027 goals and required reporting for Minnesota's Comprehensive Achievement and Civic Readiness Report. The goals align with the district's 2026–2031 Strategic Plan, but progress in this report is reported only for the goals and requirements identified here.

Purpose and planning framework

Minnesota Statutes section 120B.11 requires school districts to establish goals and publicly report progress related to school readiness, academic achievement and disparities, college and career readiness, graduation, and lifelong learning. This annual report identifies the district's measurable goals, evidence sources, required program information, and public reporting responsibilities for 2026–2027.

State outcome areas

1. All children are ready for school.
2. All racial and economic achievement gaps between students are closed.
3. All students are ready for career and college.
4. All students graduate from high school.
5. All students are prepared to be lifelong learners.

How progress is measured

The district uses multiple measures rather than relying on a single assessment. Evidence may include school-readiness data, local benchmark and diagnostic assessments, Minnesota Comprehensive Assessments, course and credit data, graduation outcomes, readiness experiences, student and family surveys, attendance, behavior, activity participation, postsecondary outcomes, and implementation evidence such as pacing guides and principal walkthroughs.

District enrollment and demographic snapshot

Enrollment by race/ethnicity	DLPS Count	DLPS Percent	MN Percent
American Indian	470	17.3%	3.6%
Asian	14	0.5%	7.2%
Black or African American	47	1.7%	12.6%
Hispanic or Latino	87	3.2%	11.6%
Native Hawaiian or Pacific Islander	3	0.1%	0.1%
Other Indigenous Peoples	18	0.7%	0.1%
White	2,018	74.3%	59.4%
Two or more races	60	2.2%	5.4%
All students	2,717	100.0%	100.0%
Enrollment by other criteria	**DLPS Count**	**DLPS Percent**	**MN Percent**
English learner	17	0.6%	10.6%
Special education	625	23.0%	19.5%
Free/Reduced-Price meals	989	36.4%	39.0%
Homeless	50	1.8%	1.1%

Planned School Board presentation and approval date: October 26, 2026

Public website link: Striving for Comprehensive Achievement and Civic Readiness

Annual goals for 2026–2027

These five goals address the state outcome areas required for this report and align with the district strategic plan.

Goal 1: All children are ready for school.

Increase percentage of incoming kindergarten students meeting the school-readiness benchmark from 58% in fall 2026 to 60% in fall 2027.

Benchmark: Percentage of kindergarten students identified as Low Risk on FastBridge earlyReading.

School readiness – all students are ready for kindergarten

Detroit Lakes Public Schools partners with families and community providers so children enter kindergarten with strong academic, language, social, and developmental foundations. Early childhood programs are located within the elementary schools to support continuity and a smoother transition into kindergarten.

Key strategies

- Partner with Head Start through MAHUBE-OTWA, licensed childcare providers, area preschools, Becker County Health, local clinics, and the Becker County Children's Initiative.
- Use research-based, observation-based assessment in Early Childhood Family Education, School Readiness, Early Childhood Special Education, and Head Start settings to understand developmental progress and adjust instruction.
- Provide Early Childhood Family Education, preschool and family learning opportunities, and required early childhood screening.
- Conduct kindergarten screening and use early literacy data to identify strengths, needs, and timely support.
- Communicate transition resources and expectations clearly to families before kindergarten entry.

Early entry and enrollment

Under district policy, children generally must be five years old on or before September 1 to enter kindergarten and six years old on or before September 1 to enter first grade. Policy 630 describes early-admission exceptions. Transfer students who have successfully participated in an accredited kindergarten or first-grade program may be permitted to continue at the same grade level.

Goal 2: Academic Achievement and Growth

Increase the percentage of students meeting grade-level benchmarks in reading and mathematics by two percentage points, with a focus on accelerating achievement for American Indian students.

Measurement source: FastBridge K–5; Capti READ Basix 4–12; local math measures; MCA/MTAS where appropriate

Academic achievement and growth

The district will strengthen core instruction and provide support based on individual student need. Progress will be reviewed across schools, grades, content areas, and student groups so that system-level patterns lead to specific instructional and resource decisions. The district will work to increase academic achievement for all students while accelerating growth among American Indian students to reduce disparities in reading and mathematics.

Multi-Tiered System of Supports (MTSS)

Tier	Purpose	District expectation
Tier 1	High-quality instruction for all students	Common expectations, aligned curriculum, evidence-based instruction, and universal screening.
Tier 2	Targeted supplemental support for students needing additional instruction	Defined entry criteria, matched intervention, frequent progress monitoring, and timely adjustment.
Tier 3	Intensive and individualized support for students with significant needs	Diagnostic information, increased intensity, frequent review, and coordination with special education when applicable.

District supports

- Reading and mathematics intervention through Title I and district-funded staff.
- Research-based intervention materials: PRESS, UFLI, SPIRE, Bridges Intervention, AVMR, and other evidence-based supports selected for student need.
- American Indian Education programming and culturally responsive instruction.
- SAIL before-school, after-school, and summer learning opportunities.
- Family engagement and clear communication about student progress and available supports.
- Encouraging families to utilize the MDE Family Literacy Toolkit.
- Professional learning and coaching connected to curriculum, literacy, assessment, grading, and Multi-Tiered System of Supports (MTSS).

Local Literacy Plan

The district reviews and submits its Local Literacy Plan annually. The plan describes screening, diagnostic assessment, instruction, intervention, family notification, and data review grounded in the Science of Reading and Minnesota READ Act requirements. K–5 literacy screening uses FastBridge; beginning in 2026–2027, Capti READ Basix is planned as the universal reading screener in grades 4–12. Results are used to identify students who need additional support, including students who may demonstrate characteristics associated with dyslexia. The report is submitted to the Minnesota Department of Education (MDE) and posted on the district website each year.

Academic achievement

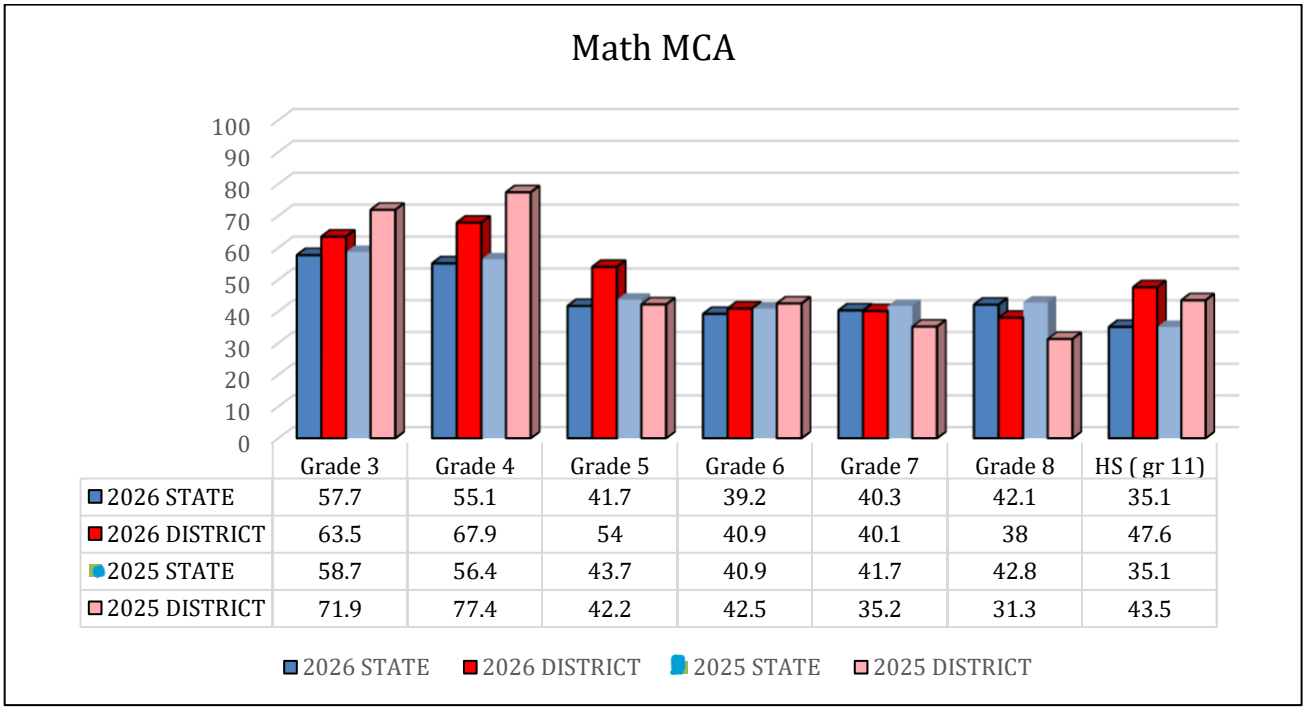
The Minnesota Comprehensive Assessments (MCAs) provide a statewide measure of student learning of the Minnesota Academic Standards. DLPS uses MCA results to examine overall achievement, identify trends and differences among student groups, and consider areas for continued improvement in curriculum and instruction. MCA results represent one measure within a broader system of assessment and provide a snapshot of student learning at a point in time.

DLPS uses multiple measures to more fully understand student achievement, growth, and needs. Additional measures aligned with the DLPS Strategic Plan will be monitored and reported annually as part of the district's continuous improvement process. The MCA results presented in this report provide the state-required achievement data and one important measure of progress toward Minnesota Academic Standards.

MCA results should be considered alongside student participation rates. Approximately 150 DLPS students did not participate in one or more MCA assessments due to parent/guardian opt-outs or student absences. This represents the number of individual students, not the total number of missed assessments; some students may have missed one subject-area assessment, while others may have missed two or all applicable assessments. As a result, proficiency rates reflect the performance of students who participated and may not fully represent the achievement of the entire student population.

Comparisons with other districts should also be interpreted with appropriate context. Differences in assessment participation rates, student demographics, enrollment size, student populations, and other local factors can influence reported proficiency rates and make direct district-to-district comparisons difficult. Statewide comparisons provide a useful reference point, but they are best used as one source of information rather than as a stand-alone measure of district performance.

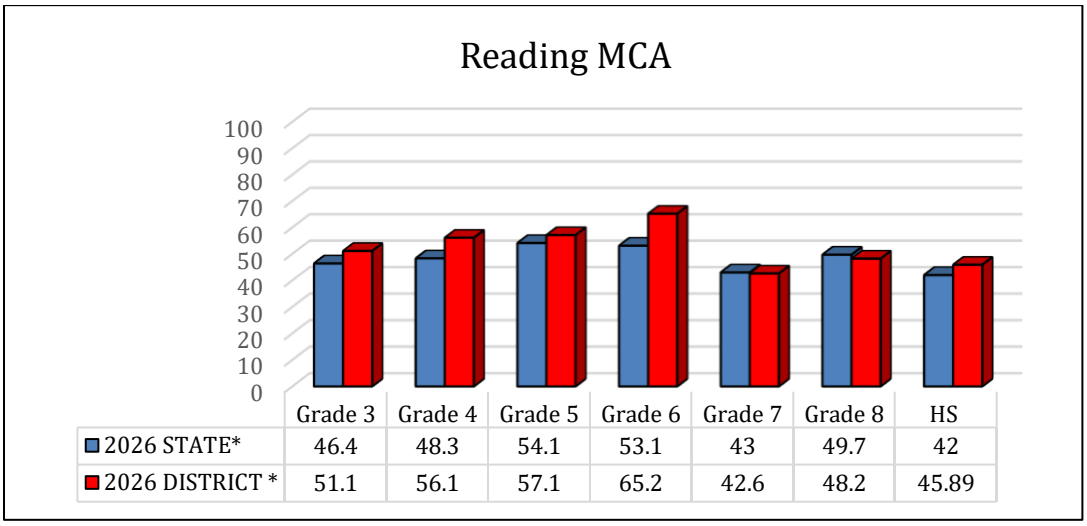
For additional demographic and detailed district information, please visit the Minnesota Department of Education (MDE) Report Card.



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS (gr 11)
2026 STATE	57.7	55.1	41.7	39.2	40.3	42.1	35.1
2026 DISTRICT	63.5	67.9	54	40.9	40.1	38	47.6
2025 STATE	58.7	56.4	43.7	40.9	41.7	42.8	35.1
2025 DISTRICT	71.9	77.4	42.2	42.5	35.2	31.3	43.5

Focus on accelerating achievement for American Indian students

DLPS continues to see positive trends in mathematics. American Indian student proficiency increased 3 percentage points from 2024 to 2026 and, in 2026, was approximately 11 percentage points above the statewide proficiency rate for American Indian students. Building on this progress, DLPS remains focused on accelerating achievement for American Indian students and closing the current 20-percentage-point districtwide achievement gap.

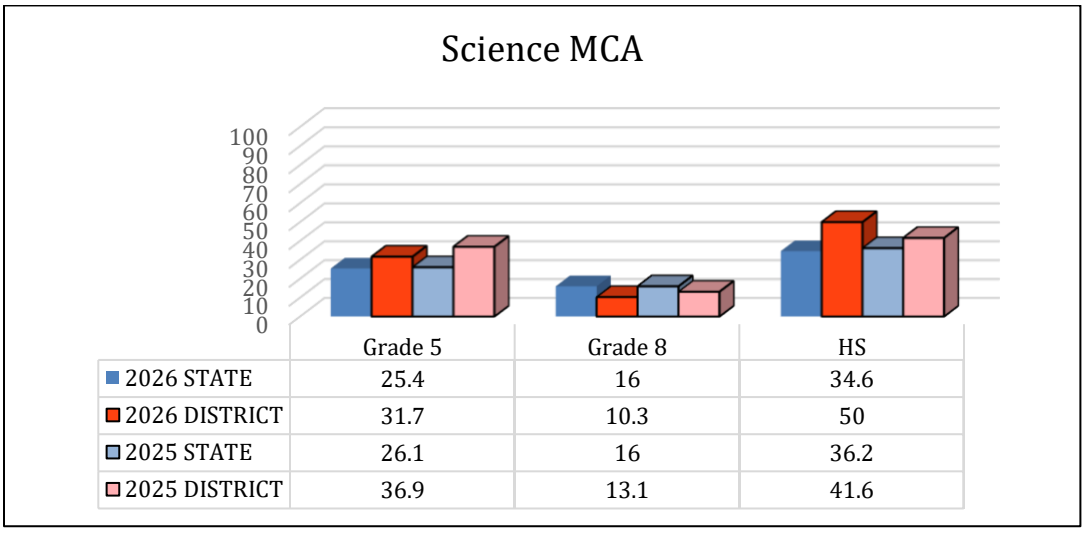


	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS
2026 STATE*	46.4	48.3	54.1	53.1	43	49.7	42
2026 DISTRICT *	51.1	56.1	57.1	65.2	42.6	48.2	45.89

**Spring 2026 was first administration of Reading MCA-IV. Reading results cannot be compared to prior years.*

Focus on accelerating achievement for American Indian students

DLPS continues to see strong achievement in reading. In 2026, American Indian student proficiency was approximately 15 percentage points above the statewide proficiency rate for American Indian students. Building on this strength, DLPS remains focused on accelerating achievement for American Indian students and closing the current 10-percentage-point districtwide achievement gap.



	Grade 5	Grade 8	HS
2026 STATE	25.4	16	34.6
2026 DISTRICT	31.7	10.3	50
2025 STATE	26.1	16	36.2
2025 DISTRICT	36.9	13.1	41.6

The science assessment changed in 2025, so 2026 provides a second year of results that can be compared to the new baseline.

Focus on accelerating achievement for American Indian students

DLPS continues to see positive trends in science. American Indian student proficiency increased 9 percentage points from 2025 to 2026 and, in 2026, was approximately 10 percentage points above the statewide proficiency rate for American Indian students. Building on this progress, DLPS remains focused on accelerating achievement for American Indian students and closing the current 11-percentage-point districtwide achievement gap.

Goal 3: Career and College Readiness

Increase the percentage of graduating seniors who report feeling prepared or very prepared for life after graduation from 81% to 85% in 2027, with a goal of 96% by 2031.

Measurement source: Senior Survey

Survey question: How prepared do you feel for life after graduation (college, career, military, trades, workforce, etc.)?

College, career and life readiness

Readiness means that students graduate with knowledge, skills, confidence, and connections that support their next step. Detroit Lakes Senior High School documents each student's progress through their individual DLHS Scorecard and provides multiple ways to demonstrate readiness, including college credit, industry credentials, internships, pathway completion, military commitment, work-based learning, and comparable experiences.

Readiness evidence

Indicator	
Graduate completing a career/college readiness experience	Expand to ensure E-Laker students are included in career and college readiness experiences.
Rigorous Course Taking	79 % of students take at least one career and college readiness option including CTE and advanced courses.
ACT	

School Year	Composite		English		Math		Reading		Science	
	DLPS	MN	DLPS	MN	DLPS	MN	DLPS	MN	DLPS	MN
2025–26	**20.4**	*Pending*	**16.8**	*Pending*	**22.6**	*Pending*	**21.7**	*Pending*	**24.5**	*Pending*
2024–25	**19.9**	20.6	**17.7**	19.1	**19.9**	20.4	**20.1**	21.4	**21.2**	21.1
2023–24	**19.3**	20.7	**16.3**	19.2	**19.7**	20.4	**20.8**	21.4	**19.9**	21.1

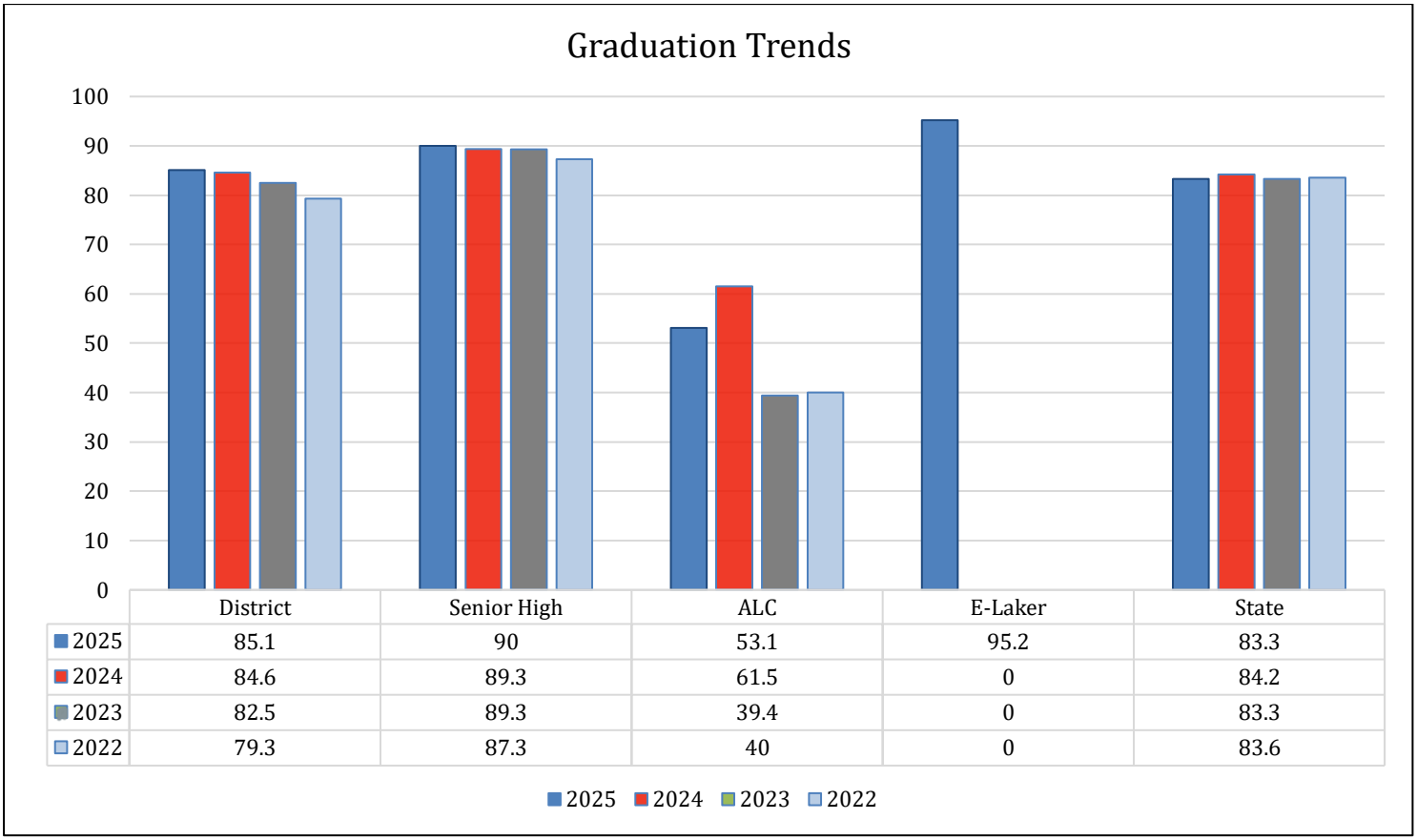
Note: Minnesota's 2025–26 ACT results are not yet available. Beginning in 2025–26, ACT changed the Composite calculation to include English, Math, and Reading; Science is no longer included in the Composite.

Transition services for adults ages 18–22

Laker Transitions supports students with disabilities in employment, independent living, postsecondary education and training, community participation, and recreation. Project LIFE combines targeted coursework with authentic community-based work and life-skills curriculum. Project SEARCH is a nine-month partnership with Essentia Health, Becker County, Vocational Rehabilitation Services, families, and the district that prepares interns for competitive integrated employment. The PAES Lab offers hands-on exploration of nearly 300 tasks across five career areas to identify interests and strengths.

Goal 4: Graduation Rates

Increase the four-year graduation rate from 85.1% to 90%.



	District	Senior High	ALC	E-Laker	State
2025	85.1	90	53.1	95.2	83.3
2024	84.6	89.3	61.5	0	84.2
2023	82.5	89.3	39.4	0	83.3
2022	79.3	87.3	40	0	83.6

Graduation

The four-year graduation rate measures whether a student graduates within four years of entering grade 9. Students who continue toward a diploma through Laker Transitions, Project SEARCH, an area learning center, or another extended pathway may be counted as continuing rather than graduating in the four-year rate. The district therefore reviews four-year graduation data together with five-, six-, and seven-year completion and GED outcomes to understand student progress more fully.

Goal 5: Lifelong Learning

Increase consistent student engagement in learning by increasing the percentage of students attending at least 90% of enrolled school days from 61% to 66% by 2031.

Measurement Source: District attendance data including percentage of students attending at least 90% of enrolled school days.

Lifelong learners

Detroit Lakes Public Schools recognizes that lifelong learning begins with students being connected to school, actively participating in learning, and developing the habits and relationships that support continued growth. Consistent attendance is one measurable indicator of student engagement and provides students with greater access to instruction, relationships, activities, and other learning opportunities.

The district will focus on strengthening student belonging, engagement, and relationships while promoting student wellness and identifying and reducing barriers that may interfere with regular participation in school. Rather than viewing attendance solely as an individual student responsibility, schools will use attendance and other student data to identify patterns, understand barriers, and provide appropriate supports for students and families.

Strategies and district efforts

- **Strengthen student belonging and relationships**: Schools will continue efforts to ensure students have meaningful connections with adults and peers and experience a welcoming, supportive learning environment.
- **Monitor attendance and engagement**: Building teams will regularly review attendance data to identify trends, students needing additional support, and opportunities for early intervention.
- **Use an Multi-Tiered Systems of Support framework:** Attendance and engagement concerns will be addressed through increasingly individualized supports based on student need, with collaboration among teachers, administrators, student support staff, students, and families.
- **Reduce barriers to participation**: Staff will work with students and families to identify factors affecting attendance and participation and connect families with school and community resources when appropriate.
- **Promote wellness and student success:** Schools will support students' social, emotional, behavioral, and academic needs as interconnected components of engagement and successful participation in school.
- **Provide meaningful learning opportunities:** The district will continue to provide relevant academic, career, extracurricular, and enrichment opportunities that help students see purpose in their learning and develop confidence as learners.
- **Engage families and community partners:** Schools will communicate and collaborate with families and community organizations to support regular attendance, student engagement, and successful participation in school.

Assessment and public data reporting

Teachers use a variety of assessment information to guide instruction, identify needed supports, monitor student growth, and evaluate district and school improvement efforts. Students are assessed and instructed through a differentiated approach based on their individual needs.

Families are regularly informed of their child's progress through individual progress reports, conferences scheduled throughout the year, and additional communication as needed.

The Minnesota Report Card provides public access to assessment, demographic, graduation, attendance, and other accountability information by district, school, grade, subject, and student group.

Annual assessment and progress reports are presented publicly to the School Board.

Instruction, curriculum, and professional learning

Curriculum review and alignment

Teacher teams, administrators, and the Teaching and Learning Committee collaboratively lead the district's curriculum and instructional materials review process. The curriculum review cycle aligns with Minnesota's academic standards revision schedule and includes in-depth study of standards, review of scope and sequence, evaluation of instructional materials, and implementation planning. Following the professional review process, recommendations are shared with the District Advisory Council for information and feedback before being brought forward to the School Board.

All teachers submit updated pacing guides annually to support alignment and consistent implementation. Principals monitor implementation through walkthroughs and other evidence as aligned with the Strategic Plan.

Teacher development and evaluation

Year	Primary emphasis
Year 1	Administrator evaluation using the Danielson Framework and a professional growth goal.
Year 2	Peer review with an instructional coach or approved Teaching Partners in Practice option, including observation, conversation, and data-informed goals.
Year 3	Reflection, student-engagement review, professional growth, and opportunities to observe colleagues.

Principal development and evaluation

The superintendent evaluates principals annually in alignment with Minnesota principal competencies and district expectations. The process includes formative feedback, school-performance measures, and two annual professional growth goals developed with district leadership.

Professional learning communities, mentoring and induction

Professional Learning Communities (PLCs) are embedded within the district's MTSS framework and focus on student learning, instructional practice, assessment evidence, and collective responsibility.

New teachers participate in a robust, structured three-year induction and mentoring program designed to provide ongoing support as they develop their professional practice. Trained mentor leaders provide guidance throughout the three-year cycle, which includes orientation, observation, peer observations, ongoing professional learning, collaboration, and gradually increasing independence.

Following the induction cycle, teachers continue to have opportunities for professional growth through instructional coaching and peer review. These ongoing supports encourage collaboration, goal setting, self-reflection, and continuous improvement throughout a teacher's career.

2026–28 Professional Development Focus Areas

Detroit Lakes Public Schools professional development supports implementation of the district strategic plan by building staff knowledge, skills, and capacity in four priority areas:

1. **High-Quality Instruction:** Strengthen standards-aligned, evidence-based instructional practices and consistent curriculum implementation.
2. **Assessment and Communication of Learning:** Improve the use of assessment, feedback, grading, and reporting to guide instruction and clearly communicate student progress.
3. **MTSS, Belonging, and Engagement:** Build staff capacity to provide timely academic, behavioral, and social-emotional support based on student need and strengthen student belonging and engagement.
4. **Student Readiness:** Expand rigorous, relevant learning experiences that prepare students to thrive beyond graduation.

District Advisory and Site Teams

District Council: District Advisory Council provides input and feedback on curriculum, academic standards, assessment data, Title programs, and required district plans and reports. Membership is designed, to the extent possible, to represent district schools and grade levels and include a variety of stakeholder and community perspectives. Members include parents, staff, district and School Board representatives, and community members. Members may serve in dual roles, reflecting both their professional connection to the district and their perspectives as parents or community members. These roles recognize the multiple ways individuals are connected to and participate in the school community. The Council supports continuous improvement by learning about district initiatives, providing feedback, and helping strengthen communication between the district, families, and community. Meeting summaries and updates are shared with the School Board.

Site Teams: Each school maintains a building leadership team responsible for analyzing student achievement and other relevant data, identifying areas for improvement, and developing measurable building goals aligned with the district's strategic plan. Teams monitor progress throughout the school year, adjust strategies and supports, make recommendations for professional learning, and manage building resources to support their goals. Building leadership teams are represented on the District Advisory Council, creating a connection between building-level and district-wide continuous improvement efforts. Building progress is reported to the School Board at least twice each year.

DISTRICT ADVISORY COUNCIL

2026–2027 Council Representation

Detroit Lakes Public Schools

Council Member	Council Representation
PARENT REPRESENTATIVES	
Lindsy Jacobus	Parent Representative – Rossman Elementary and Middle School
Lynnsey Wimmer-Machakaire	Parent Representative – Roosevelt Elementary
Chelsea Manke	Parent Representative – Middle School and Rossman Elementary
Tiffany Brown	Parent Representative – High School and Roosevelt Elementary
Marjorie Berg	Parent Representative – Head Start and High School
Erika Carrasco	Parent Representative – Roosevelt Elementary and Middle School
Megan Hruby	Parent Representative – DLPS Preschool
Cara Myers	ALC, E-Laker, and Special Education Teacher and Parent Representative
Sarah Williams	High School Teacher and Parent Representative
Kris Swenson	Rossman Elementary Teacher and Parent Representative
DISTRICT SCHOOL AND PROGRAM REPRESENTATIVES	
Rhonda Fode	AIPAC Representative and Community Member
Pam Daly	EMDL Professional Development Representative and Community Member
Maggy Doll	Roosevelt Elementary Principal and Parent Representative
Mike Suckert	Middle School Principal and Community Member
DISTRICT AND BOARD LEADERSHIP	
Mark Jenson	Superintendent and Community Member
Sandy Nelson	School Board Representative and Community Member
Mary Rotter	School Board Representative and Parent Representative
Renee Kerzman	Director of Teaching and Learning and Community Member

Staff development budget

By statute, Detroit Lakes School District sets aside two percent of general education aid — approximately $300,000 annually for staff development. Expenditures are reviewed and approved at monthly board meetings including Finance Committee and general School Board meetings.

Each year, a portion of these funds is dedicated to the Striving for Comprehensive Achievement and Civic Readiness plan, supporting high-quality professional learning, career academy exploration, achievement gap reduction, and district and building goals aligned with the strategic plan. Building allocations are managed by site teams, with representation on the District Advisory Council. The largest share of the district budget covers salaries and substitute costs to support embedded professional learning, along with staff development outside school hours.

Detailed expenditure reports are available upon request from the Finance Department.

Equitable Access to Effective Educators

The Every Student Succeeds Act (ESSA) requires states and districts to ensure that low-income students and students of color are not disproportionately taught by ineffective, out-of-field, or

inexperienced teachers. To support this requirement, the district annually reviews personnel data to monitor teacher qualifications, experience, and licensure across schools.

Despite ongoing teacher shortages, 96% of Detroit Lakes Public Schools teachers were fully licensed in 2026, with 11 teachers serving under special permission licensure. The district works to recruit and retain highly qualified staff across all schools and prioritizes strong staffing in intervention and student-support roles where additional needs are identified. Ongoing, targeted professional development further supports high-quality instruction and strengthens staff capacity across the district.

American Indian Education

The American Indian Education program works to improve student achievement and graduation outcomes through rigorous, culturally responsive instruction, family and student engagement, and school-community partnerships. The program's vision is for American Indian students to become empowered lifelong learners and engaged leaders, stewards, and citizens.

Programs and participation

- Academic intervention and graduation support.
- Ojibwe language, culture, history, and traditions learning.
- College, career, and life-readiness opportunities.
- Quiz Bowl, Drum and Dance Team, annual powwow, American Indian Student Council, Young Artists and Young Writers, and the graduation Eagle Feather Ceremony.
- Family leadership through the American Indian Parent Advisory Committee (AIPAC) and Johnson O'Malley Committee.

The American Indian Parent Advisory Committee compliance statement and committee recommendations are presented annually to the School Board. Tribal Consultation is conducted at least twice annually.

Achievement and Integration Plan

The purpose of Minnesota's Achievement and Integration (A&I) program is to increase racial and economic integration, improve student achievement, create equitable educational opportunities, and reduce academic disparities among students from diverse racial, ethnic, and economic backgrounds. The program is governed by Minnesota Statutes, sections 124D.861 and 124D.862.

Achievement and Integration plans are developed on a three-year cycle, with progress reported annually to the Minnesota Department of Education. Detroit Lakes Public Schools uses A&I funding to support strategies aligned with the district's approved plan, including additional academic intervention in grades K–8.

Partnering districts and collaborative

As part of the Achievement and Integration program, participating districts collaborate on student integration strategies and shared learning opportunities. Detroit Lakes Public Schools participates in the West Central Multidistrict Cultural Collaborative with its partnering districts.

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: By June 2029, Detroit Lakes Public Schools will increase the four-year graduation rate for American Indian students by improving graduation outcomes at all district secondary schools. Detroit Lakes High School will increase its four-year graduation rate for American Indian students from the 2024 baseline of **71.4%** to **80%**, and the Detroit Lakes Area Learning Center will increase its four-year graduation rate for American Indian students from the 2024 baseline of **61.5%** to **69%**, as measured by the Minnesota Department of Education four-year graduation rate.

Goal type: Achievement Disparity

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 based on 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 Alternative Learning Center (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.

- 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.

Goal 2: By June 2029, Detroit Lakes Public Schools will strengthen the capacity of staff serving students in the American Indian Education program through ongoing peer coaching and collaborative support. Peer coaching sessions provided by instructional coaches and the American Indian Education Coordinator will increase from four sessions annually in 2027 to nine sessions annually by 2029, and 90% of participating staff will demonstrate increased confidence and implementation of culturally responsive instructional practices and supports for American Indian students.

Goal type: Teacher Equity

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 the district's improvement plan, an instructional coach will support this goal and provide job-embedded peer coaching for interventionists.

- 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

Goal 3: Intentional learning alongside peer groups from Pelican Rapids and Detroit Lakes Public Schools.

By June 2029, the majority of participating students will demonstrate increased cultural awareness, appreciation for diverse perspectives, and positive interactions with peers from collaborating Achievement and Integration districts as a result of participating in the collaborative instructional and cultural learning experiences, as measured through student reflections, teacher observations, classroom discussions, student work samples and participation.

Goal type: Integration

The Pelican Rapids (PR) and Detroit Lakes (DL) partnership creates an integrated learning environment designed to increase cultural fluency, cultural competency, and meaningful interaction between students from diverse backgrounds through a series of collaborative, experiential, and literacy-based learning experiences during the 2026–27 school year. The collaboration involves elementary students in participating classrooms from both school districts. Currently it is second grade. Our teachers and planning will ensure that every child has the opportunity to participate and build relationships with peers from another community.

The purpose of this partnership is to help students develop cultural competency, appreciation for diverse cultures and perspectives, communication skills, and a stronger sense of belonging while integrating literacy, social studies, art, and technology into authentic learning experiences. Throughout the year, instruction will be delivered by classroom teachers through classroom lessons, virtual collaboration, experiential learning, guided discussions, reflection activities, and reciprocal field experiences. Overall, this integrated learning environment provides sustained opportunities for students to learn with one another throughout the school year rather than through isolated events. Through recurring interactions, shared literacy experiences, cultural exploration, and reciprocal visits,

students will develop the cultural fluency, cultural competency, and meaningful relationships that support the goals of Minnesota's Achievement and Integration program.

Federal 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, with specific services for 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 addresses 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. Funding is utilized to implement the MTSS process. 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 and Area Learning Center Targeted assistance provides interventions directly to students specifically identified as not meeting standards, evaluates and supports identified students to make progress. Funding is utilized to implement the MTSS process.

Alternative Teacher Professional Pay System: Q Comp

The district reports annually to the School Board on the implementation and effectiveness of its Alternative Teacher Professional Pay System. The report addresses teacher leadership and career advancement, job-embedded professional learning, the teacher evaluation system, student-growth and literacy measures, and performance-based compensation.

Required component	2026–27 evidence to report
Teacher leadership	PLC leaders, mentors, research team, Q Comp leadership team, instructional leadership roles, and participation rates.
Job-embedded learning	PLC minutes, early-release learning, coaching cycles, curriculum implementation, and evidence of changed practice.
Teacher evaluation	Implementation of the adopted evaluation plan, peer review, culturally responsive methodologies, and completion rates.
Student growth and literacy	Building literacy goals, common measures, results, and improvement response.
Compensation	Participation in alternative-pay goals and completion of eligible leadership or professional responsibilities.

Building Literacy Goals for Q Comp

Early Childhood: 92% of Students ages 6 months to 5 years in Early Childhood Education at sites served by Early Childhood Special Education and General Education teachers in Detroit Lakes Schools will grow from their present numerical level (0-7) on the COR Advantage M. Listening and Comprehension, by 1 or more during the 2026–27 school year.

Roosevelt: The percentage of all students enrolled on October 1 in grades 3–5 at Roosevelt Elementary School who are at or above the proficient level for Reading on all state accountability tests (MCAs and AltMCA) will increase from 52.8% in 2026 to 54.8% in 2027.

Rossman: The percentage of all students enrolled on October 1 in grades 3–5 at Rossman Elementary School who are at or above the proficient level for Reading on all state accountability tests (MCAs and AltMCA) will increase from 57.0% in 2026 to 59.0% in 2027.

Detroit Lakes Middle School: The percentage of all students enrolled on October 1 in grades 6–8 at Detroit Lakes Middle School who are at or above the proficient level for Reading on all state accountability tests (MCAs and AltMCA) will increase from 51.7% in 2026 to 53.7% in 2027.

Detroit Lakes High School: The percentage of all students enrolled on October 1 in grade 10 at Detroit Lakes High School who are at or above the proficient level for Reading on all state accountability tests (MCAs and AltMCA) will increase from 48.6% in 2026 to 50.6% in 2027.

Detroit Lakes Alternative Learning Center: The percentage of all students enrolled on October 1 in grade 10 at the Detroit Lakes Area Learning Center who are at or above the proficient level for Reading on all state accountability tests (MCAs and AltMCA) will increase from 25.0% in 2026 to 27.0% in 2027.

Annual Reporting

This report will be published annually on the district website and presented in a public setting. The annual presentation will review progress toward the goals in this report, relevant assessment and implementation evidence, identified disparities, and planned improvements. District and building teams will use the findings to adjust instruction, intervention, professional learning, staffing, resources, family communication, and partnerships.

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. *** update**

Appendix A District Strategic Plan

The district's Comprehensive Achievement and Civic Readiness goals are aligned with the broader 2026–2031 Strategic Plan. The one-page plan is included for reference only and is not part of the progress reporting contained in this report. The full Strategic Plan can be found on our website.

