

2025-2026 Goal #1:

DLHS has a Clear and Shared Focus: Future Ready Skills & a Supportive Learning Environment

(Resources: [Redefining Ready Benchmarks](#), [DLHS Scorecard](#), [DLHS Data ARC](#) and [MINNESOTA NATIVE AMERICAN ESSENTIAL UNDERSTANDINGS FOR EDUCATORS](#))

Guiding Principles	Administrator/Teacher Leader Assigned (Accountability)	Timeline	People Engaged	Monitoring Process
R1	Focus: Stakeholders (staff, students, parents, community) are aware of and can articulate our shared focus and vision of future ready skills and a supportive learning environment. Continue lessons on College, Career, and Life Ready in 9th grade seminar, academies/pathways, and 21st Century Skills, using goal-setting tools, reflection portfolios, and surveys to track progress. Promote this work to parents/families through newsletters, social media, in-person sessions, and visual guides to support student success.	Seminar/21st Century lessons: ongoing; student surveys. Newsletters/social media: monthly; parent sessions: 3+ per year.	Students, Seminar/21st Century Teachers, Counselors, Parents, School Admin, BARR Leadership	Review lesson completion, portfolios, and survey results quarterly to adjust lessons as needed. Track parent engagement through newsletter metrics, session attendance, and mid- and end-of-year surveys.
I2	Focus: Data is utilized to measure successes of shared focus and vision and used to build on strengths and correct weaknesses. Maintain and expand DLHS BARR and Redefining Ready data systems, including school-wide and individual 21st Century Skills scorecards, and share with staff in BARR meetings to monitor progress, celebrate successes, and address growth areas.	Ongoing throughout the year Each grading period	Teachers, Counselors, Admin, Data Team, 21st Century Skills Staff	Review data in BARR meetings, track scorecard completion, analyze trends, and adjust instruction; monitor meeting participation and school-level report card trends.
D3	Focus: There is a commitment to continuous improvement. Use DLHS Data ARC to track student performance and course outcomes year-round, and maintain updated pacing guides aligned to standards, College/Career/Life Ready competencies, and assessments.	Ongoing throughout the year. Start of year; updates as needed	Admin, Teachers, Data Teams, Counselors, Curriculum Coordinator, Instructional Coaches	Review data weekly and monthly to guide instruction and PD; monitor pacing guides for alignment, updates, and teacher feedback.
E4	Focus: High levels of collaboration and communication; data is used effectively to analyze, evaluate, and improve in all areas. Collect and analyze data across all demographic groups using BARR, DLHS Scorecards, ELaker student progress, and share insights in staff meetings, PD sessions, and leadership meetings to identify disparities and guide improvement. Ensure equitable practices are understood and applied across all classrooms and programs.	Ongoing throughout the year	Admin, Teachers, Data Team, Counselors	Review demographic data and meeting notes monthly to track trends, address gaps, and ensure equitable practices improve student outcomes.

2025 - 2026 Goal #2:

At DLHS, Curriculum, Instruction, and Assessments are Aligned with Standards

Guiding Principles	Administrator Teacher Leader Assigned (Accountability)	Timeline	People Engaged	Monitoring Process
R1	Focus: Assessments (formative and summative) align with what is intended to be learned. Revisit and refine grading practices: During professional development sessions and PLCs, review grading and reporting practices to ensure assessments align with intended learning outcomes as written in our pacing guides.	Ongoing throughout year; revisited during PD and PLC cycles	Teachers, Pathway/PLC Leads, Admin	Monitor PLC and PD meeting notes; review grading and reporting practices; analyze assessment alignment and consistency across courses.
I2	Focus: Grading reflects student learning rather than other factors; instruction is focused on high expectations and personalized based on student needs. Revisit grading and personalize instruction: During professional development sessions and PLCs, review grading practices to ensure they reflect student learning. Utilize AIT (Academic Intervention Time) to reduce failure rates and ensure learning in content areas.	Ongoing throughout year; revisited during PD and PLC cycles	Teachers, Pathway/PLC Leads, Admin	Monitor PD and PLC notes; track progress on grading adjustments; review implementation of employability skills grading category; assess whether instructional practices reflect high expectations and personalized student support.
D3	Focus: Curriculum and instruction are based on best-practice instruction. Update pacing guides and refine instructional practices: Update all pacing guides at DLHS by the end of the school year to align with best-practice instruction. Utilize professional development sessions to review and improve grading and reporting procedures. Reference DLHS pacing guides to guide curriculum planning. Align ELaker courses to DLHS course pacing guides	Pacing guides: by end of school year; PD: ongoing throughout year Alignment: before the start of the 2026-2027 school year	Teachers, PLC leaders, Admin, PD Coordinators	Monitor completion and alignment of pacing guides; review PD notes and follow-up actions; assess whether instructional practices reflect best-practice strategies and grading/reporting improvements.
E4	Focus: Culturally responsive teaching strategies are utilized; instruction is aligned to State standards and varied according to student needs. Implement culturally responsive instruction: Use the document <i>Minnesota Native American Essential Understandings for Educators</i> in PLCs to continue learning strategies to best serve Native American students. Align instruction to state standards and differentiate according to student needs.	Ongoing throughout the year; discussed in PLCs regularly	Teachers, Department Leads, PLC Facilitators, Admin	Review PLC notes for discussion and implementation of strategies; monitor lesson plans and instructional practices for alignment to standards and culturally responsive approaches; assess student engagement and outcomes.