

Detroit Lakes Public Schools

Striving for Comprehensive Achievement and Civic Readiness Report



2025-2026

Striving for Comprehensive Achievement and Civic Readiness

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 lifelong learners and product members of society. 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:

- **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.**

This plan can be found on our website in our [Teaching and Learning Department](#) page.

District and School Site Plans

Detroit Lakes Public Schools is committed to continuous improvement. Each year, the School Board approves district goals that guide our work and ensure student learning remains at the center. These goals are connected to building resources, staff development, and programs that support student success. Using student achievement data, every school sets at least two specific goals, along with action steps, to strengthen learning for the upcoming year.

Detroit Lakes Public School District Strategic Goals

With input from families, staff, and community members, Detroit Lakes Public Schools is in the process of updating its long-term strategic plan. This planning process reaffirms our mission and belief statements, which guides our daily work. Each school develops its own goals in alignment with district priorities, ensuring that decisions are shaped by both district-wide direction and the unique needs of each school community.

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 2025

Race/Ethnicity

American Indian: **18.7%**
White: **73.9%**
Two or More Races: **2.2%**
Black or African American: **1.8%**

Other Populations

Free & Reduced-Price Meals: **37.1%**
Special Education: **23.0%**
English Learner: **0.6%**

Assessing and Evaluating Student Progress

Teachers regularly assess student learning to ensure all students are making progress toward academic standards and becoming prepared for college and career opportunities. Assessments are one of the tools we use to guide teaching, strengthen learning, and support continuous improvement across the district.

Measure how well our curriculum is helping students meet local, state, and national standards

Standardized Assessments



Provide teachers with timely information to adjust instruction for the whole class and to support the individual needs of each student.

Classroom/Student Assessments



The District Assessment Calendar is available on our website.

District Assessment Calendar



Ready for Kindergarten

Goal 1: Increase the percentage of kindergarten students who are considered “low risk” on the EarlyReading FastBridge assessment from 56% in Fall 2025 to 58% in Fall 2026.

Community Partnerships for Early Learning: Detroit Lakes Public Schools partners with Head Start (MAHUBE-OTWA), licensed home daycares, and area preschools to strengthen early learning opportunities. Through Early Childhood Family Education (ECFE), we connect with families early, providing resources and support to help every child begin school with a strong foundation. Beginning in the 2025 school year, Detroit Lakes Public Schools relocated early childhood programs into the elementary schools, creating a smoother transition into kindergarten. Kindergarten Entry Profile: Our early childhood programs — ECFE/School Readiness, ECSE, and Head Start — use the [High Scope COR Advantage](#) tool. This helps teachers check how children are learning and adjust instruction to meet their needs and guides staff in choosing the best instructional strategies. ECFE focuses on giving families high-quality early learning experiences. In addition, preschool and family education opportunities are offered throughout the year. We also partner with Becker County Health and local clinics to provide Early Childhood Screenings. Kindergarten screenings take place each fall to help children get a strong start to school. Becker County Children’s Initiative is a collaborative program that works with local service providers, DLPS and families to provide educational experiences and support throughout Becker County.

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 Early Education](#).

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 teach reading. This is measured by the passing of the training with 80% proficiency.

Proficient reading is essential for lifelong learning because it helps students access, understand, and analyze information across many subjects. Strong reading skills also build critical thinking, problem-solving, and adaptability—skills that are vital for both school and future careers. In addition, reading strengthens vocabulary and comprehension, fostering curiosity and a love of learning.

As part of this commitment, each individual Detroit Lakes Senior High School graduate completes a [DLHS Scorecard](#) in accordance with requirements from the state, which will serve as evidence of preparation for lifelong learning. With strong reading skills and meaningful experiences, our students are prepared to keep learning long after graduation.

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](#). 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. Students are assessed throughout the year and provided interventions as needed. Families are notified annually regarding the reading proficiency of their child.



All Racial and Economic Gaps Between Students are Closed

Goal 3: In the 2025-26 school year, we will reduce the reading achievement gap by 1% for all racial and economic student groups, as measured by state standardized assessments, compared to their 2024-2025 proficiency results.

Detroit Lakes Public Schools is committed to raising achievement for all students, with extra focus on groups performing below the schoolwide average. To meet this goal, we are strengthening intervention systems, providing high-quality instruction, and using the Multi-Tiered System of Supports (MTSS). We are also deepening family engagement and building strong school–family partnerships.

Programs and Supports Include:

- Dedicated staff and programming through our American Indian Department
- Success and Achievement in Learning (SAIL) – before and after school/summer
- Reading and math help through Title I (Schoolwide Title programs)
- Reading Interventionists
- High-quality, diverse instructional materials that reflect all students
- Social Emotional Learning that includes cultural understanding and awareness
- Cultural Competency training for staff to strengthen inclusive teaching practices



BARR (Building Assets, Reducing Risks) At Detroit Lakes Middle School and High School, we use the BARR program. BARR strengthens schools by focusing on two pillars: relationships and data. The program helps teachers, students, and families work together, using data to better support each student’s success. As part of BARR, students participate in I-Time lessons each week. These short, life-skills lessons build connections to school, strengthen resilience, and foster positive relationships.

Multi-Tiered Systems of Support (MTSS)

Detroit Lakes Public Schools uses the MN Multi-Tiered Systems of Support, MnMTSS, framework to strengthen instruction for all students and provide extra support when needed. This proactive system promotes equity, positive outcomes, and high-quality instruction through culturally responsive, evidence-based practices. MTSS is central to our strategic plan and ensures rigorous, responsive learning for every student. Through MTSS, we strive to ensure every student has the support they need to succeed.

Three Levels of Support:

- Tier 1: Universal Instruction – Core academic and social-emotional learning provided to all students. Effective for about 80% or more.
- Tier 2: Supplemental Support – Targeted interventions for students needing extra help, with progress monitored often. Supports about 15–20%.
- Tier 3: Intensive Support – Individualized instruction for students with significant needs. Supports about 5–10%, including some receiving special education.

2025 Minnesota Comprehensive Assessments (MCA) Proficiency Data

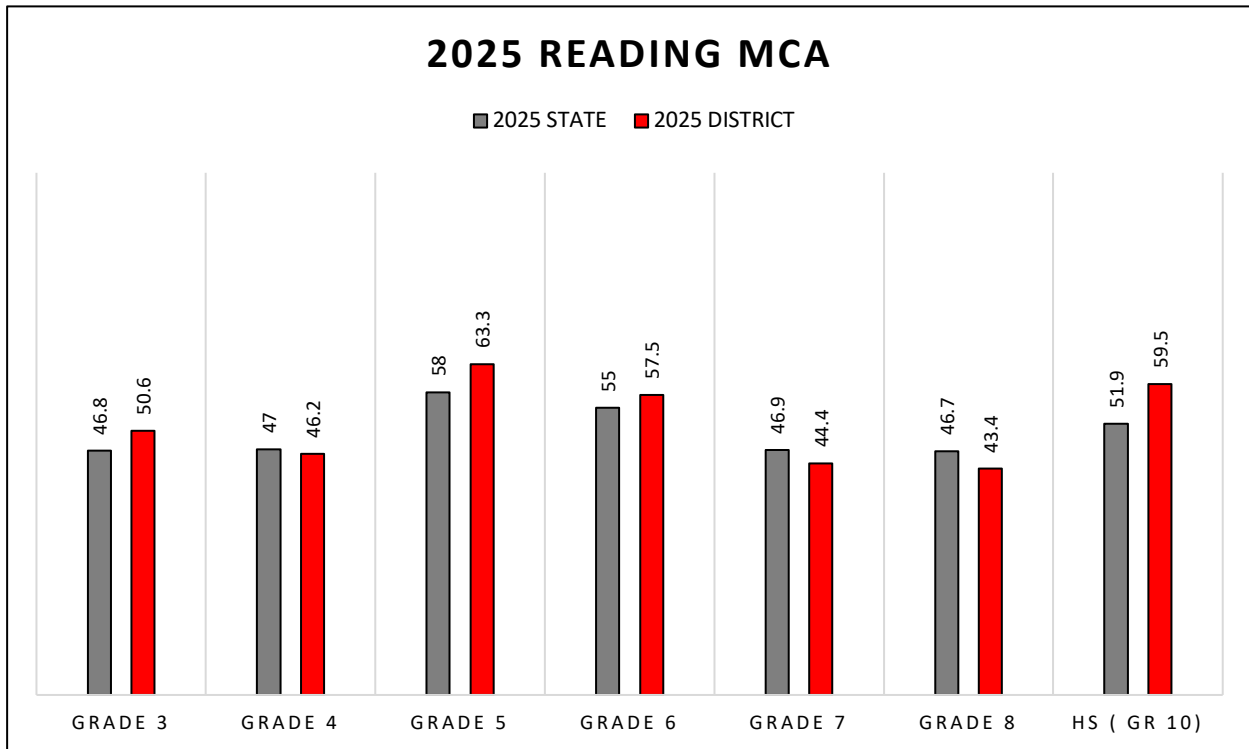
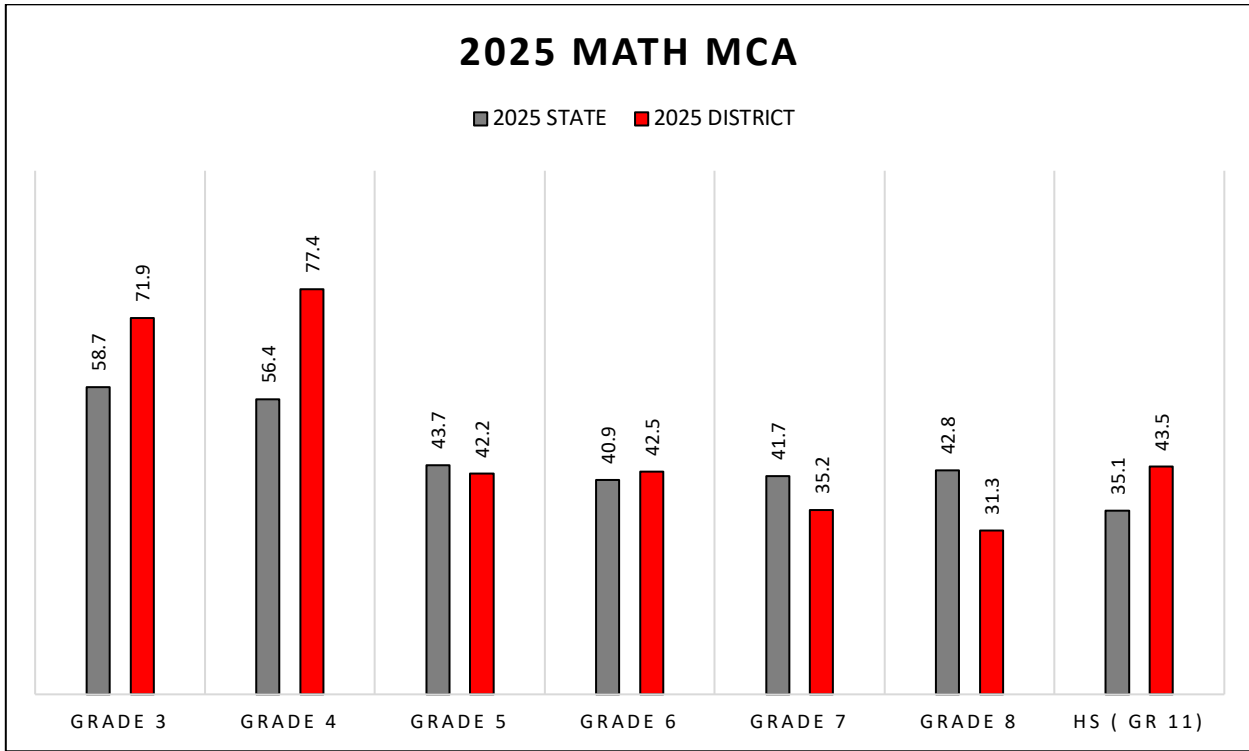
On the Minnesota Comprehensive Assessments (MCA) in science, mathematics, and reading, students are placed into one of four proficiency levels rather than receiving a pass/fail grade. The accompanying charts display Detroit Lakes Public Schools' proficiency rates compared to state averages, with proficiency defined as meeting or exceeding state standards.

HS data in this report includes student scores from Detroit Lakes Senior High School, Detroit Lakes Area Learning Center, and Detroit Lakes E-Laker. Elementary scores are a combination of Rossman Elementary and Roosevelt Elementary.

In 2025, a new MCA science assessment was introduced; therefore, prior results are not comparable. Caution should be exercised when reviewing trend data, as assessments are revised when academic standards change.

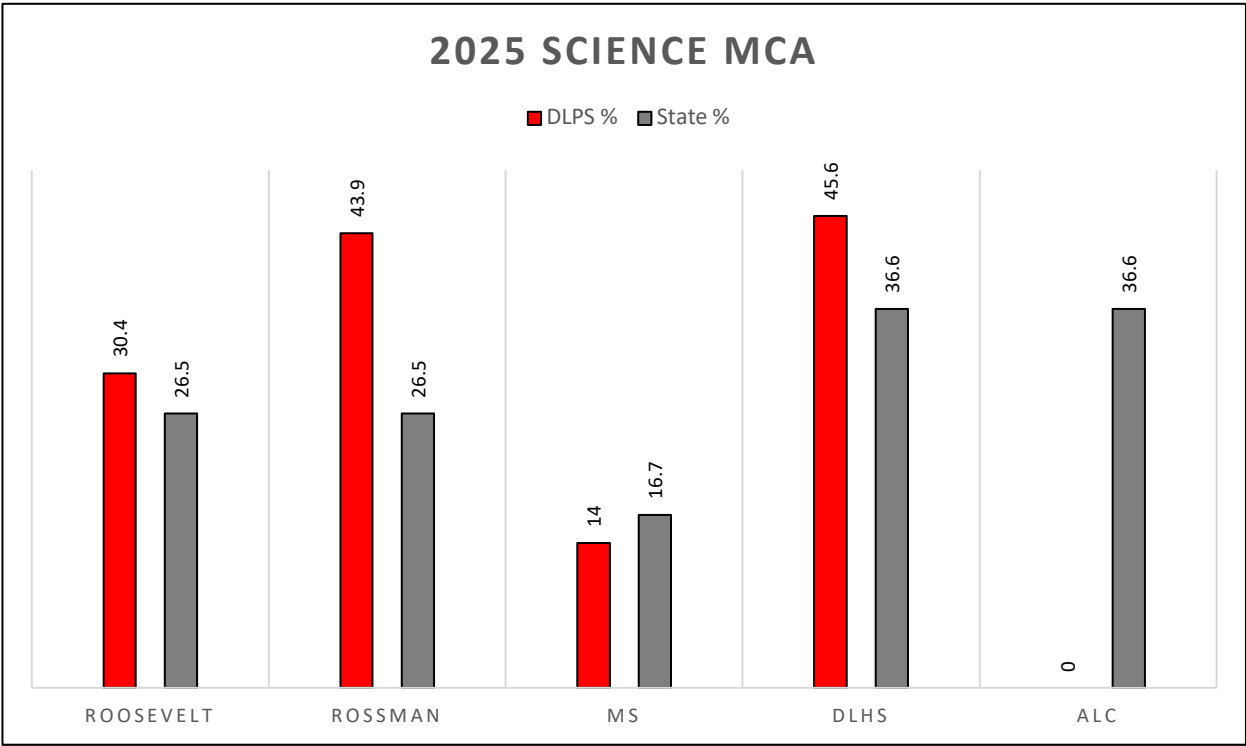
Families also retain the option to exclude their child from MCA testing through a [parent refusal form](#). Opt-outs (approximately 100 students per test in 2025 due to opt outs and absences) are excluded from proficiency calculations. As a result, reported proficiency rates may not fully reflect the performance of the entire student population.

The [Minnesota Report Card](#) provides comprehensive public access to statewide data, including assessment results, demographic information, and performance outcomes disaggregated by grade level, school, and student group. The platform also offers longitudinal data to support analysis of trends over time.

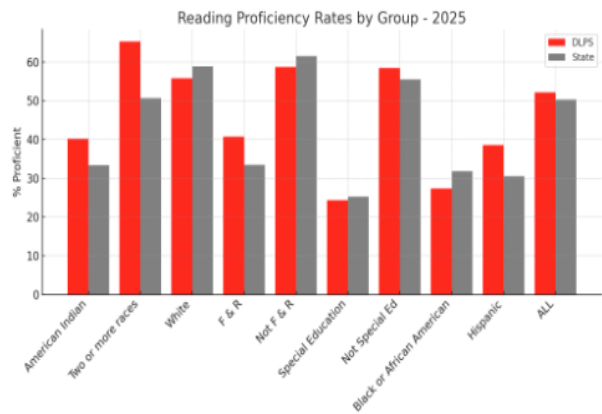
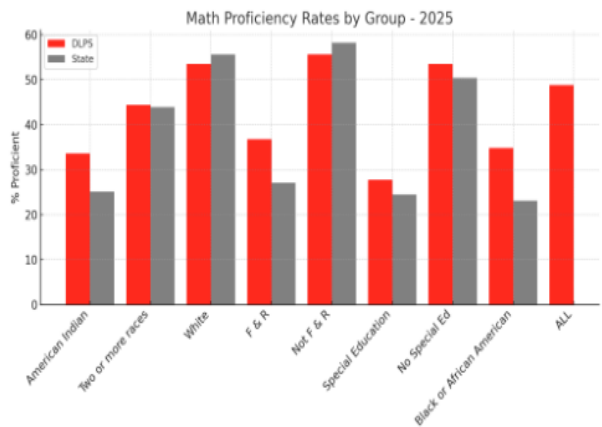


*Note on Science MCA Results

The Science MCA was redesigned in 2025 to match new state standards. Because this is a new test, results cannot be compared to previous years, and the state is still reviewing how reliable the scores are.



Details can be found at [MDE Report Card](#).



College and Career Readiness

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

Strategies: Opportunities to explore a variety of 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.

College Going Data

Percent of Students Earning One Year of Credit within Two Years of Enrollment



DLPS: 66% | Statewide: 57%
DLPS exceeds the state average by 9 percentage points.

ACT Longitudinal Data

Year	Composite	English	Math	Reading	Science	STEM
DLPS 2024–25	19.9	17.7	19.9	20.1	21.2	20.8
MN 2024–25	20.7	19.3	20.4	21.3	21.2	20.9
DLPS 2023–24	19.3	16.3	19.7	20.8	19.9	20.1
MN 2023–24	20.8	19.4	20.5	21.5	21.3	21.0
DLPS 2022–23	20.9	18.0	21.8	21.6	21.7	22.0
MN 2022–23	21.0	19.6	20.6	21.6	21.4	21.1
DLPS 2021–22	20.4	18.0	21.0	21.1	21.0	21.3
MN 2021–22	21.6	20.3	21.1	22.1	21.8	21.5

Data sources: ACT State Profiles, 2021–2025.

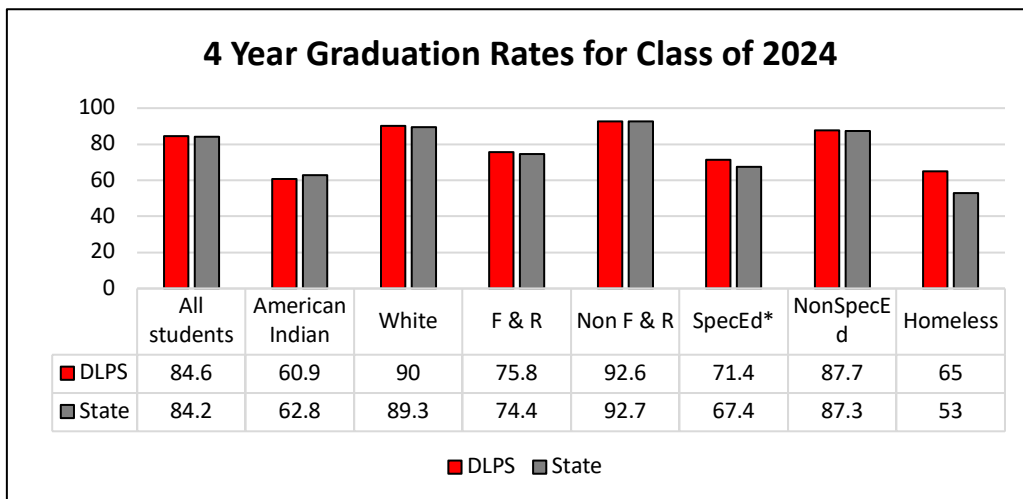
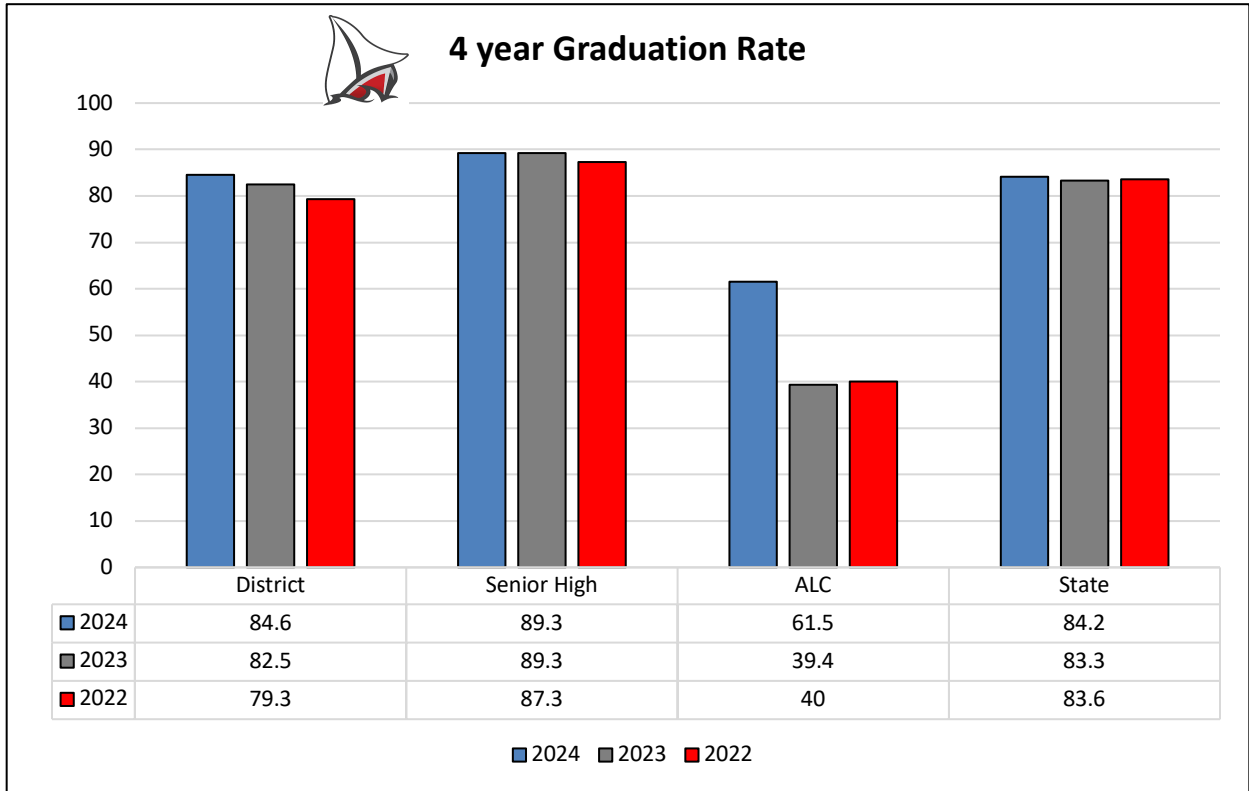
Community Education and Adult Basic Education

Detroit Lakes Community Education is dedicated to enhancing the quality of life for everyone by offering lifelong learning opportunities. As part of Minnesota's statewide network, it connects schools and communities through programs designed for all ages—from infants to seniors—emphasizing engagement and collaboration.

Adult Basic Education (ABE) is offered throughout Minnesota at little to no cost, serving approximately 65,000 adults each year. Programs include GED preparation, English as a Second Language (ESL), Career Pathways, and U.S. Citizenship. Eligible participants must be at least 17 years old, not enrolled in K–12, and seeking to improve academic skills. 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 84.6% for the class of 2024.



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 even if they are continuing. If a student graduates in 5-7 years or earns a GED, that student count is considered not graduating for our 4 year rate, they are considered continuing. Through our Area Learning Center and 18–22 year-old programs, some students graduate within a 5–7 year timeframe instead of the traditional four years. Students enrolled in Laker Transitions or Project Search officially graduate when they complete those programs. At this time, they would be classified as continuing, therefore, not graduating in 4 years. E-Laker does not have enough students and longitudinal data to report graduation rates at this time. [Policy 613 – Graduation Requirements](#)



Effectiveness of Instruction and Curriculum

Curriculum Review Process: Detroit Lakes Public Schools uses an ongoing curriculum review process with teacher teams from all grade levels, along with input from the District Advisory Council and Teaching & Learning Committee. Reviews align curriculum with the district's mission, vision, and strategic plan while identifying strengths, needs, and best practices for career and college readiness.

Curriculum Cycle: The district's curriculum cycle follows the Minnesota Department of Education's standards revision schedule. When a subject enters the cycle, a committee evaluates scope, sequence, and instructional materials. Teachers and administrators collaborate through a rigorous process of studying standards, reviewing materials, and gathering feedback before recommending resources. The cycle adjusts as MDE updates standards. For details on Minnesota's academic standards, visit the [MDE Academic Standards website](#).

Material Selection & Examination Cycle

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

*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](#).

Teacher Evaluation Cycle (3 years)

Aligned with MN Statute 122A.40. Detroit Lakes Public Schools utilizes the [Charlotte Danielson Framework](#) for teacher evaluation.

- Year 1 – Administrator Evaluation: Licensed administrator conducts a formal summative evaluation using the Danielson Framework. Teachers set a professional growth goal.
- Year 2 – Peer Review: Teachers work with an instructional coach for observations, conferences, and data-based goals.
- Year 3 – Reflection & Engagement: Teachers reflect on progress, monitor student engagement, and may observe colleagues to expand strategies.

Principal Development and Evaluation

Detroit Lakes' process meets MN Statute 123B.147 and connects to district curriculum and instruction.

- Evaluation & Observation: Superintendent evaluates principals annually, with a yearly formative review, based on MN principal competencies.

- School Performance: Incorporates performance measures set by the principal, superintendent, and leadership team.
- Growth Goals: Each year, principals set two professional growth goals with action plans in collaboration with district leadership.

Professional Learning Communities (PLCs): Teachers engage in Professional Learning Communities to strengthen both instructional practices and content knowledge, with the goal of improving student learning outcomes (Frey et al.). PLCs are integrated into the MTSS framework, promoting collective efficacy within grade-level and content-area teachers

District New Teacher Induction – Mentor Program

Detroit Lakes Public Schools supports new teachers through a structured three-year mentor program designed to provide professional learning, guidance, and ongoing support as teachers transition into the district.

- Year 1: New teachers participate in two additional days of professional learning before in-service, followed by monthly group meetings on key topics. Mentees are observed three times by their mentor before principal visits, introduced to building and district routines, and encouraged to observe other teachers using the Danielson Framework. Mentors meet frequently—two to three times a week—to provide consistent support and guidance.
- Year 2: Teachers continue with monthly meetings and are observed twice during the year. Mentors reinforce district routines, encourage involvement in school committees, and maintain weekly check-ins to provide feedback and support.
- Year 3: Teachers are observed once during the year. Mentors continue reinforcing district routines, promote committee involvement, and check in every one to two weeks, allowing for growing teacher independence while still offering support.
-

Throughout all three years, mentors participate in new teacher workshops, attend mentor meetings, and collaborate to ensure new teachers receive consistent, high-quality guidance. The program emphasizes professional growth, reflective practice, and long-term engagement within the district community.

Professional Development

Ongoing professional development strengthens teachers' ability to provide high-quality instruction, design effective assessments, and ensure grading aligns with district policy. These activities are central to district and school improvement goals.

Effective professional development is school-based, collaborative, and differentiated to meet staff needs. Plans incorporate research-based training components such as theory, demonstration, guided practice, feedback, and coaching. Professional Learning Communities play a key role in this process, with site teams in each building helping to identify and address specific needs.

Site Teams/ Building Leadership Teams: Each school site has a Building Leadership Team responsible for analyzing data, setting goals, and creating annual action plans to improve instruction and student achievement. Teams also allocate budgets in alignment with these goals and ensure building priorities support district-wide objectives. Additionally, they guide staff professional learning and budget decisions based on student needs. Building goals are presented to the school board annually with updates presented throughout the year.

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. They are expected to share their knowledge with other community members. During the approval of this plan, we are officially appointing members to this committee. Minutes of this meeting will be shared at the School Board meetings.

District Advisory Committee

- Toni Bristlin – Parent
- Pam Daly – Community Member / Union Representative, Professional Learning
- Heidi Evans – Parent / HS Teacher
- Rhonda Fode – American Indian Parent Advisory Committee Representative / Community Member
- Josh Hochgraber – Parent
- Tiffany Hoggarth – Parent
- Lindsay Jacobus – Parent
- Mark Jenson – Community Member / Superintendent
- Renee Kerzman – Community Member / Director of Curriculum, Instruction & Technology
- Trisha Mariotti – Parent / Elementary Principal
-
- Jamie McDougall – Parent
- Cara Myers – Parent / ALC Teacher
- Sandy Nelson – Community Member / School Board
- Mike Suckert – Community Member / MS Principal
- Mary Rotter – Parent / School Board
- Megan Smith – Parent
- Kris Swenson – Parent / Elementary Teacher
- Tom Trowbridge – Parent
- Kym Westholter – Parent

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.
- ◆ Other items as brought forward by committee or District

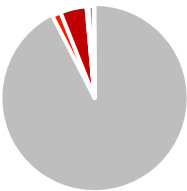
Parents on the committee apply by filling out a survey sent to them via the school newsletters. Each year, the membership is reviewed. Additional input is sought from community and parents through other district and building committees. Parents on the District Advisory Committee are appointed for a 2 year term. Staff members on the committee are also parents or community members that also serve on their building leadership teams.

Annual Staff Development Budget

By law, 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. 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 Committee. 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.

Staff Development Funding

■ Salary &
Benefits for PD
■ Contracted
services
■ Travel ■ Vehicle
Chargeback



Staff Development Goals 2025-2026

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.

Professional development goals and objectives align with the current Strategic Plan. When planning professional development, these goals are priority.

Equitable Access to Effective Educators

The Every Student Succeeds Act (ESSA) requires states to ensure low-income and minority students are not disproportionately taught by ineffective, out-of-field, or inexperienced teachers. To meet this requirement, our Human Resources department produces annual STAR and personnel reports, and hiring and transfers prioritize equitable access to experienced, diverse educators. Despite teacher shortages, 88% of our teachers in 2025 had three or more years of experience and over 90% were rated effective. Schools serving diverse and low-income students focus on hiring strong staff for intervention roles, while ongoing targeted professional development supports instructional excellence across the district.



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 2023-2026

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. This funding is used to support additional interventionists in grades K-8.

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

85% of Students ages 6 months to 5 years old 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 in 85% of students in the 25/26 school year.

The percentage of all students enrolled October 1 in grades 3-5 at Roosevelt Elementary School who are at or above the proficient level in Reading on all state accountability tests (MCAs and AltMCA) will increase from 47.6% in 2025 to 48.6% in 2026.

The percentage of all students enrolled October 1 in grades 3-5 at Rossman Elementary School who are at or above the proficient level in Reading on all state accountability tests (MCAs and AltMCA) will increase from 59.1% in 2025 to 60.1% in 2026.

The percentage of all students enrolled October 1 in grades 6-8 at Detroit Lakes Middle School who are at or above the proficient level in Reading on all state accountability tests (MCAs and AltMCA) will increase from 36.1% in 2025 to 37.1% in 2026.

The percentage of all students enrolled October 1 in grade 10 at Detroit Lakes High School who are at or above the proficient level in Reading on all state accountability tests (MCAs and AltMCA) will increase from 61.0% in 2025 to 62% in 2026.

The percentage of all students enrolled October 1 in grade 10 at the Detroit Lakes Area Learning Center who are at or above the proficient level in Reading on all state accountability tests (MCAs and AltMCA) will increase from 10.0% in 2025 to 11.0% in 2026.

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. 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.

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 and Achievement and Integration Plan Summary will be presented to the school board and submitted to MDE by the given deadline. The plan draft was posted for comment on our website and was presented to and approved by the Detroit Lakes School Board of Education on October 27th, 2025.