



# **Detroit Lakes Public Schools**

**World's Best Workforce Plan 2023-2024**

*Charting a Course for Excellence*

**World's Best Workforce Plan  
2023-2024**

**The World's Best Workforce Plan (MN Statute 120B.11) is a comprehensive long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. 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 strive to create the world's best workforce by addressing the following:**

- **Closing the identified achievement gap(s),**
- **Ensuring all students are ready for kindergarten,**
- **Ensuring all students in third grade achieve grade level literacy,**
- **Ensuring all students attain career and college readiness before graduation.**
- **Ensuring all students graduate from high school.**



### **Performance Measures**

The District seeks to ensure effective educational practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture. National, state, and local assessment results will be used to determine progress. Performance measures will include:

- Achievement gap performance by subgroup;
- Student performance on the Minnesota Comprehensive Assessments; High School Graduation rates; and
- Career and College readiness information.

### **District and School Site Plans**

Successful school systems align goals and resources within the school district to achieve maximum performance. The Detroit Lakes Public School District will implement a collaborative and ongoing process for improvement that aligns district goals and school site goals. The Detroit Lakes Public School District School Board annually approves goals that drive the continuous improvement process, which requires the alignment of student achievement goals, building resources, staff development resources and supporting programs. After reviewing student achievement data, each school site develops a minimum of two achievement goals, complete with building level action plans that will be implemented during the following school year.

### **Detroit Lakes Public School District Strategic Goals**

Through a strategic planning process, community stakeholders have revised a long-term plan for Detroit Lakes School District. The previous process created a mission statement and belief statements for the District's stakeholders; these are listed below. Building goals are then derived in alignment with the district goals and based upon school site performance data.

Follow this link to read 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

## **Assessing and Evaluating Student Progress**

The District, and each school site, will assess and evaluate students' progress toward meeting academic standards and toward college and career readiness. Detroit Lakes Public School District has identified assessments to provide data for instructional decisions relating to learning and instruction and continuous program improvement. The [District Assessment Calendar](#) is posted on our website and changes will be made if schedules are adjusted.

### Assessment objectives:

- System wide assessment: Measure the effectiveness of district curriculum in meeting local, state and national standards.
- Classroom/student assessments: To inform teachers regarding instructional decisions for the classroom and individual students.

## **Assessments**

### K Readiness Assessments

- [Kindergarten Entry Profile](#), COR Advantage, produced by High Scope. COR Advantage is an observation-based assessment instrument for children from birth through kindergarten.
- [Early Childhood Indicators of Progress](#)

### Read Well by Third Grade Plan

- K-3 Reading Assessments for phonemic awareness, phonics, fluency, vocabulary, comprehension

### Classroom Assessments

- Formative
- Common Summative

### Access for English Language Learners (ELL)

- K-12

### Minnesota Comprehensive Assessments (MCAs)

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

### STAR Assessments from Renaissance Learning

- K-8, HS
- Reading & Math

### EXPLORE

- College and Career Readiness Inventory

### ACT Or other College and Career Readiness Assessment

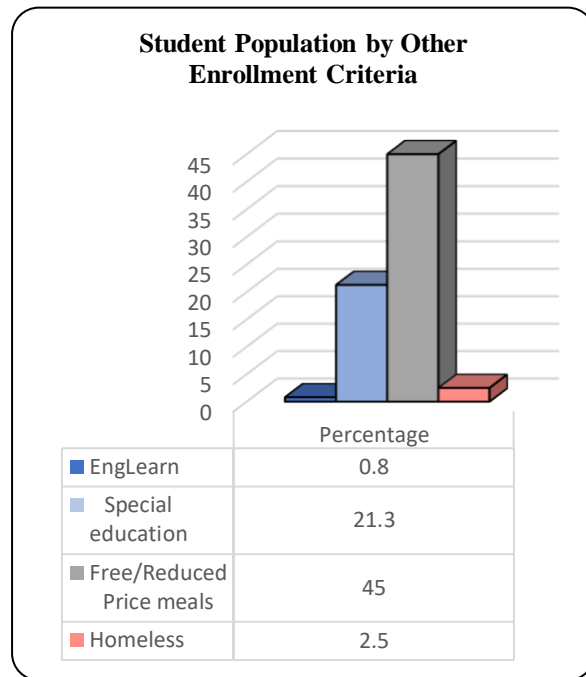
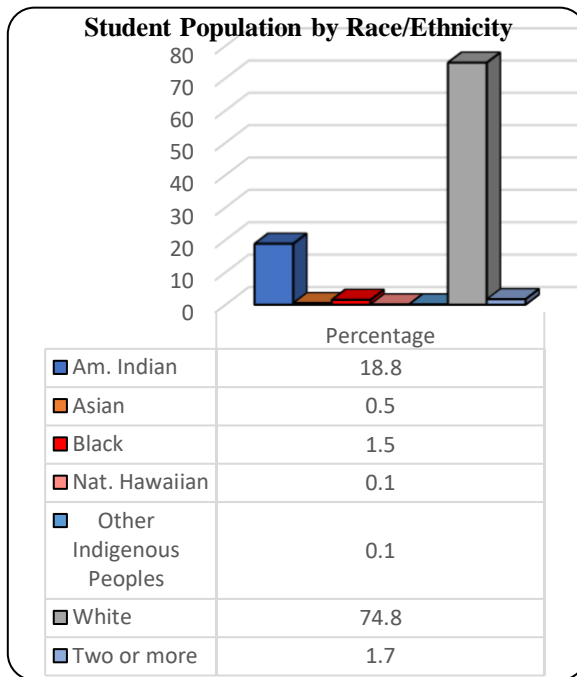
- Grade 11

### YouScience

- Grades 9-12



## Detroit Lakes Public School Student Population



Source [MDE Minnesota Report Card](#).

## Ready for Kindergarten

**Goal 1: Increase the percentage of kindergarten students scoring at a proficient level on September STAR Early Literacy from 40% in 2023 to 45% in September 2024.**

Our district currently works with the following partners: Headstart-MAHUBE-OTWA, licensed home daycares and area preschools. We utilize a Pre K-3 alignment group for collaboration. This group includes school district staff, Early Headstart center childcare providers, family childcare providers, Early Childhood Special Ed (ECSE) teachers, and Early Childhood Family Education (ECFE) teachers, family educators and social service representation.

### **Kindergarten Entry Profile**

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

# KINDERGARTEN READINESS GUIDE

The Kindergarten Readiness Guide has been developed to support caregivers with the necessary skills and concepts students need for success in Kindergarten. It is based on local, state and national standards. This guide was developed by the local Kindergarten Readiness Leadership Team and is represented by the following educational systems: Becker County Early Childhood Initiative, representatives from Detroit Lakes School District, Frazee School District and Lake Park-Audubon School District, MAHUBE-OTWA Head Start, Early Childhood Family Education/School Readiness, and Becker County Public Health.

## Listening/Speaking

- ☐ Consistently listens to stories read aloud
- ☐ Understands verbal and non-verbal cues
- ☐ Follows 2-3 step directions
- ☐ Uses language for a variety of communication purposes
- ☐ Initiates and participates in conversations
- ☐ Responds accurately to simple questions
- ☐ Demonstrates use of positional vocabulary (up/down, top/bottom, etc.)

## Math/Science

- ☐ Names basic shapes, colors, patterns
- ☐ Counts to 15
- ☐ Counts objects one at a time to 10
- ☐ Identifies numbers 0 to 10
- ☐ Compares, sorts and organizes things by common similarities (ie. soft/hard, small/big, wet/dry)
- ☐ Explores in nature and understands living and non-living things
- ☐ Experiments with scientific, age appropriate materials and concepts

## Physical Development

- ☐ Develop small muscle control and coordination - through use of a variety of tools (pencils, silverware, paint brushes, scissors, etc.)
- ☐ Develop large muscle control and coordination through a variety of activities (running, jumping, dancing, balancing, throwing)
- ☐ Under caregiver guidance, leads a healthy lifestyle (exercise, bedtime routine, 9-12 hours of sleep, healthy food choices, brushing teeth, well-child checkup, limit screen time)
- ☐ Performs self-care skills (dressing, socks and shoes, zipping, buttoning, hats, toileting)

## Social/Emotional Development

- ☐ Able to communicate their needs and feelings using words
- ☐ Works and plays well with others (taking turns, sharing, respect)
- ☐ Is able to follow rules and routines
- ☐ Comfortably separates from caregiver
- ☐ Names and expresses a range of emotions
- ☐ Consistent participation in early childhood (Birth - 5 years) academic opportunities
- ☐ Can resolve after disappointment and move forward

## Writing

- ☐ Tries to write, scribble or draw
- ☐ Identifies and writes name
- ☐ Understands and uses writing as a form of communication

## Reading

- ☐ Predicts what will happen next in stories and retells a simple story using pictures
- ☐ Recognizes familiar signs and logos
- ☐ Familiar with the components of books
- ☐ Recognizes and identifies at least 12 letters (upper/lower)
- ☐ Says real or made-up rhyming words
- ☐ Understands that letters have sounds and printed text carries meaning

## Art

- ☐ Imaginative in their play
- ☐ Willingness to explore various art mediums (paint, crayons, etc.)
- ☐ Participates in music and movement



For more information see [lakesfamilies.com](https://lakesfamilies.com) and/or <https://helpmeconnect.web.health.state.mn.us/HelpMeConnect/>

Revised 2/2023



### **Early Admission Policy**

Per [Policy 630](#), entrants must be five years of age on or before September 1. Exception: Children who transfer into the Detroit Lakes School District, who have been currently participating in a kindergarten educational program in an accredited school, may be permitted to continue their enrollment in kindergarten. Under-age children with superior ability and above average social/emotional maturity may be admitted according to the following procedure: Children who will be five years of age between September 1 and December 31 may be considered for early entrance to kindergarten. The parent or guardian of such children shall meet with the principal of the school that the child would normally attend to discuss the program and to obtain an early admission application form. The completed form shall be returned to the principal. If the principal deems that kindergarten entrance is a possibility, the child will be recommended for psychological evaluation. The evaluation will be made by the school psychologist, who will make a recommendation to the building principal. The recommendation of the principal will be reviewed by the superintendent or designee. The parents will then be notified as to whether or not the child will be admitted.

### **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.

## **Read Well by Third Grade**

### **Goal 2: Grade level literacy will improve in third grade from 48.3% proficiency in 2023 to 50.3% in 2024 as measured by 2024 Reading MCAs.**

The Detroit Lakes School District has a Read Well by Third Grade 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.

Detroit Public Schools has Multi-Tiered Systems of Support (MTSS) that is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. A variety of types of data and data teams are utilized to meet the needs of our students. MTSS Tiers utilized for reading instruction include the following.

## **Multi-Tiered Systems of Support ( MTSS)**

MTSS focuses on strengthening the instruction all students receive, in addition to providing help for their individual challenges. Detroit Lakes Public Schools is implementing the MnMTSS framework as its MTSS framework. MnMTSS framework is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices, and relies on the understanding and belief that every student can learn and thrive. In addition, it engages an anti-bias and socially just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.

MTSS is a preventative framework focused on delivering high quality instruction in the area of academics and social-emotional learning. The framework supports aligning and integrating various district operations and system structures to facilitate efficiency and effectiveness to maximize and ensure student success.

MTSS is foundational to implementing the [Detroit Lakes Public School's Strategic Plan](#) in providing comprehensive rigorous, effective and responsive instruction to all students. This will allow DLPS to deliver educational excellence for all students.

### **There are five core components to the framework:**

- Infrastructure that supports continuous improvement,
- Family and community engagement,
- Multilayered practices and supports,
- Assessment, and
- Data-based decision making.

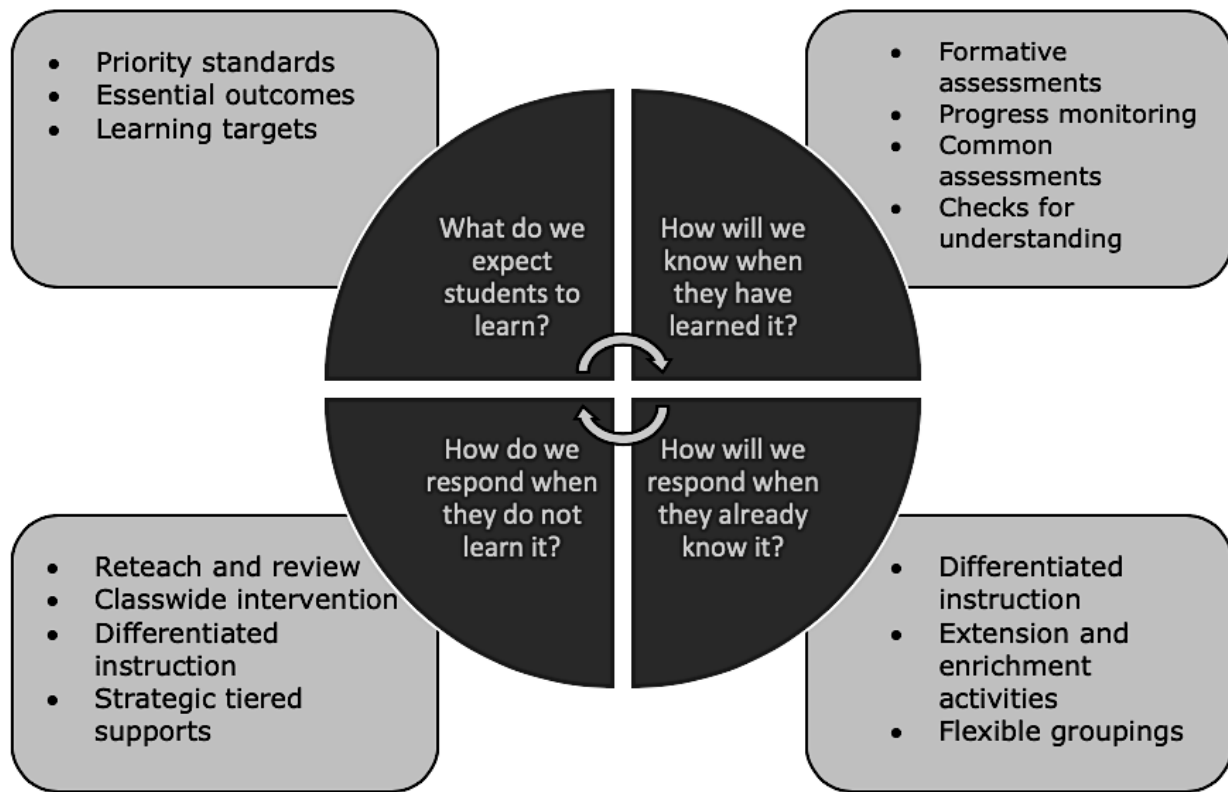


## TIER 1: UNIVERSAL INSTRUCTION

**Tier 1 is universal instruction or core instruction that is provided to all students. Universal instruction consists of both academic and social emotional learning.**

### Tier 1 Defining Features

- Core instruction for all students.
- Standards-aligned curriculum and evidence-based instructional strategies are essential in meeting the broad spectrum of student needs.
- Instruction demonstrates effectiveness for 80% or more of students.



## TIER 2: SUPPLEMENTAL INSTRUCTION

Tier 2 instruction is supplemental instruction that is provided to students performing below grade level standards (i.e., students at-risk) and for which Tier 1 instruction has been shown to be ineffective in addressing their needs. Tier 2 instruction is provided to prevent students from falling further behind grade level standards, hence, its purpose is to remediate skill deficits. In an MTSS framework, approximately 15%-20% of students may require this level of instruction to support their school success because their needs are beyond the resources that Tier 1 can effectively and adequately address.

### **Tier 2 Defining Features**

- Supplemental instruction is for students who did not show adequate progress with Tier 1 instruction and supports.
- Validated interventions are implemented and provided in addition to Tier 1 instruction.
- Instruction targets student needs in specific skill areas.
- Instruction/interventions are provided by trained staff.
- Frequent progress monitoring is used to evaluate intervention effectiveness.

### **TIER 3: INDIVIDUALIZED AND INTENSIVE INSTRUCTION**

Tier 3 instruction is individualized and intensive instruction that is provided to students who are significantly discrepant from grade level expectations. Tier 3 instruction is provided to prevent students from falling further behind grade level standards, and indicates that skill deficits are severe and persistent. Therefore, these students require individualized, intensive and explicit instruction in order to address skill deficits and facilitate adequate progress on grade level standards. In an MTSS framework, approximately 5%-10% of students may require this level of instruction to support their needs. General education students requiring individualized intensive instruction and students receiving special education services are served at Tier 3.

### **Tier 3 Defining Features**

- Individualized and intensive instruction for students with severe and persistent skill deficits who did not show adequate progress with Tier 2 instruction and supports.
- Validated evidence-based interventions/instructional strategies are implemented.
- Instruction is explicit and targets specific skills and the reasons that may be contributing to deficient skills.
- Interventions are provided by highly trained staff.
- Frequent progress monitoring is used to evaluate intervention effectiveness.



## **Literacy**

### **Tier 1**

We believe effective universal core instruction for all students is critical for students to become proficient in expected learner outcomes. Enhancement in the area of cultural literacy is occurring through ensuring accesses, specifically, to American Indian Literature at all levels. Guided Reading is in place in every classroom. Classroom teachers meet with students in small groups, determined by reading level and mastery of skills, to differentiate instruction. Formative assessments along with standardized assessments, such as STAR and DIBELS are also used to form groups for differentiation and help screen for dyslexia. Teachers continue professional learning to ensure the five key components of reading instruction are in place. These include: phonemic awareness, phonics, fluency, vocabulary and comprehension. DLPS also has professional learning communities (PLCs) in place where teachers meet weekly to plan instruction, plan assessments, analyze data, and use this information to change and grow in their instruction. This is part of our MTSS process. English as a Second Language services are provided by a licensed, experienced teacher. EduCLIMBER, a data warehouse, is used for easy access to data to help easily analyze data and make instructional decisions and help keep track of intervention data.

### **Tier 2**

Tier 2 strategies in place in DLPS include intervention programming as well as in class Tier 2 instruction. This programming includes working with licensed, experienced elementary teachers and educational assistants. Scheduled intervention time is provided for identified students. Staff members work with students who need additional support in reading and math. Formative assessments along with standardized assessments, such as STAR, are used to select students. Leveled Literacy Intervention is used to teach guided reading lessons. PRESS, a skill-based intervention, is implemented by educational assistants and Title One teachers. DLPS has Alternate Delivery of Specific Instructional Services to provide instruction to those who need additional academic support. Success and Achievement in Learning ([SAIL](#)) is an optional before school and after school program provided to students who need extra support.

### **Tier 3**

Reading Interventionists work with our students who have not qualified for special education and are not at grade level. Special education services are provided for all students that have an approved Individualized Education Plan. Instruction at this level is skill based and done with a few students at a time. This time is in addition to their core, Tier 1 instruction.

Additional support to close the achievement gap is provided by American Indian Education Department staff which supports students in all three tiers, as determined by need. DLPS also utilizes Achievement and Integration funding to provide additional reading support to focus on closing the achievement gap. Mental Health Partnerships are in place to support the District work aligned with PBIS. Professional learning on mental health issues is occurring throughout the district, specifically focusing on social/emotional learning training. Truancy interventions are available to support students and families with attendance needs.

## **Gifted and Talented Education Programming**

### **Process to Assess and Identify Students for Participation in Gifted and Talented Programs**

We use multiple factors for determining eligibility for Gifted and Talented programming. Assessment data from STAR Assessments in reading and math, as well as MCA grade-level assessments and classroom assessments are used in combination with teacher feedback/observation to select students for programming. Additionally, parent input, extra-curricular advisors' input and requests are considered. All of our teachers use formative assessments to differentiate instruction based on student needs in order to meet the needs of all learners.

Both elementary schools have a STEAM teacher so all students are able to have access to an enrichment program focused on science, technology, engineering, art, and math (STEAM) as well as opportunities for enrichment interventions. At higher levels, students are encouraged to participate in the gifted and talented activities that are offered such as Math Masters, Math Competition, Knowledge Bowl, and Robotics as well as leadership opportunities, clubs and extra-curricular activities of all kinds. Through these opportunities, students are supported in increasing their talents in their areas of interests.

Detroit Lakes Public Schools encourage professional learning on research-based strategies for teachers to broaden understanding and practices, procedures, and theories used in the education of children who have been identified as gifted or talented including differentiation in the classroom. Academic acceleration of gifted and talented students is determined at the individual school level. Parents are encouraged to discuss their child's needs with the classroom teacher or principal as needed to ensure services are provided as needed.

Differentiation means tailoring instruction to meet individual needs and is an instructional practice that provides multiple avenues and modes for students to acquire skills and demonstrate their learning. Differentiating instruction is not a single strategy or practice, but rather an approach that utilizes research-based instructional and organizational practices to accommodate student differences in the classroom. There are five classroom elements teachers differentiate to maximize student learning:

1. Content- the knowledge and skills students need to master and how to access learning content.
2. Process- how the lesson is designed for students and the learning experiences students engage in to master the content and how they understand and own the knowledge they acquire.
3. Practice – how teachers deliver instruction to students including how students are grouped in the classroom or paired with other students.
4. Products- the method teachers use to assess what students know and are able to perform.
5. Learning environment- the visible and invisible structures of how the classroom feels and functions.

Teachers adjust and vary the curriculum within these five elements to ensure that students requiring more help feel supported, and students who have demonstrated grade level proficiency are challenged. Students exceeding grade level standards are provided advanced differentiation that may include extension and enrichment activities, or flexible groupings.



## Decreasing the Identified Achievement Gap

**Goal 3: Increase reading proficiency of American Indian students' district-wide, from 39.2% in 2023 to 41.2% in 2024 as measured by the 2024 MCAs. Decrease the current achievement gap from 16.8% in 2023 to 14.8% as measured by the 2024 reading proficiency on MCAs.**

Some of the strategies used throughout the district to increase reading and math proficiency of our American Indian students include creating a strong Multi-Tiered System of Support (MTSS) and increase family engagement opportunities.

- American Indian Department designated staff and programming
- Success and Achievement in Learning (SAIL) – Targeted Services
- Title 1 for reading and math and Schoolwide Title
- Achievement and Integration Reading Interventionists
- Integrate diverse curriculum materials
- Social Emotional Learning including cultural components
- Cultural Competency training for staff with a focus on learning about American Indian culture

At our high school, a program called BARR (Building Assets, Reducing Risks) is being implemented. It is a proven model that improves the education system predicated on two pillars -- relationships and data. It is designed to create strong schools and communities by empowering students, teachers and families with data, so that schools can realign existing resources to nurture a unified and personalized culture of support for success for every student. As part of our BARR program here at DLHS, we do something called I-Time lessons. These lessons are life skills learning lessons that are designed to improve student connections to school, resilience skills, and relationships. Our core teachers do these short lessons each week in their classes. Initial implementation efforts for BARR will begin in our Middle School and Roosevelt Elementary during the 2023-2024 school year.

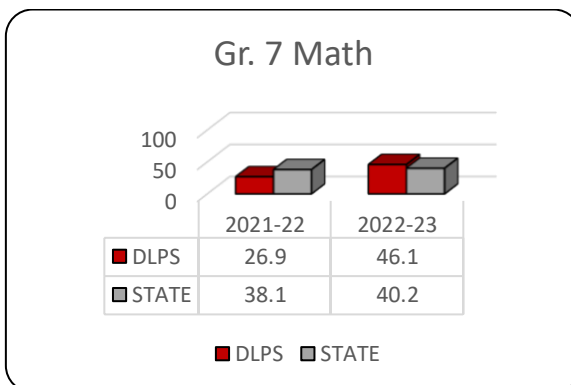
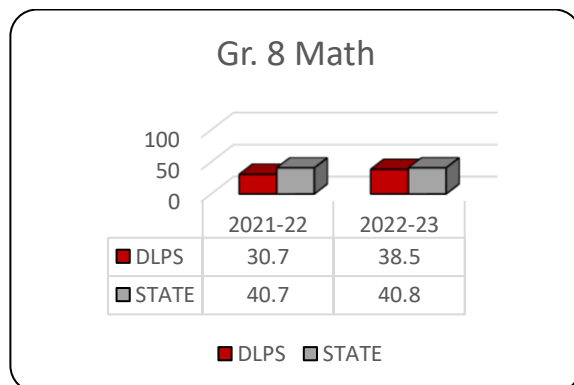
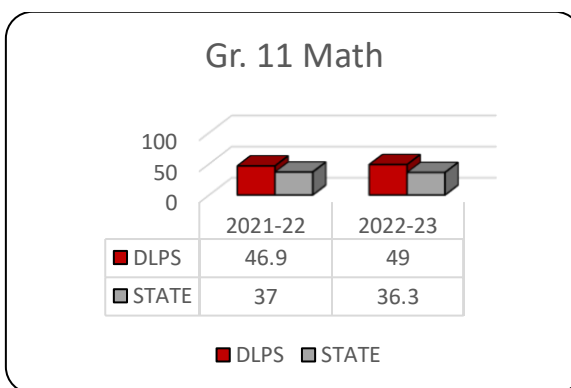
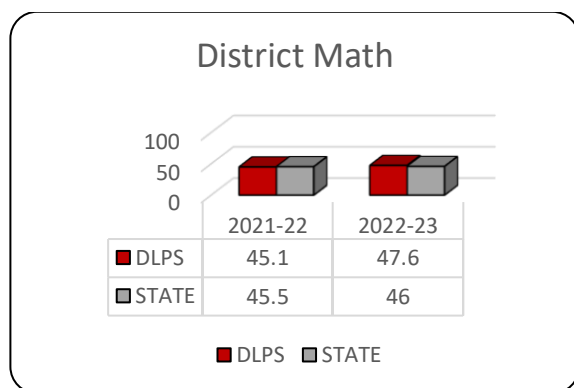


## 2023 MCA Proficiency Data

On the MCA science, math and reading tests, students do not receive a pass or failing grade. A student's test score places them into one of four categories which are not meeting state standards, partially meeting state standards, meeting state standards or exceeding state standards. The following charts illustrate student proficiency percentages for Detroit Lakes' students as compared to the state averages. Proficiency is defined as test scores that meet or exceed state standards in the subject area. For most grade levels and subject areas, Detroit Lakes' students are scoring at or above the state averages.

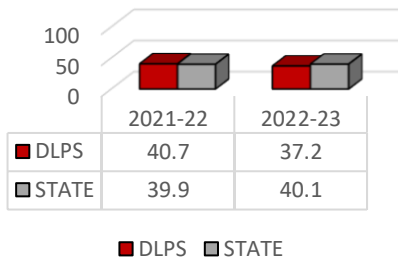
The [Minnesota Report Card](#) gives all stakeholders easy access to understandable district and school data. This tool will provide disaggregated data by grade level, demographics, and schools. This tool is designed to provide parents, educators, schools, districts and citizens with easy access to district and school information, test results, demographic information and other critical data in a centralized location. Choose from several reports to learn more about the state of education in your local district, a specific school, or the state as a whole.

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

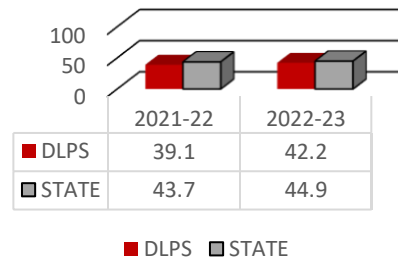




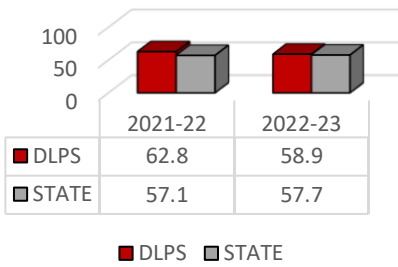
### Gr. 6 Math



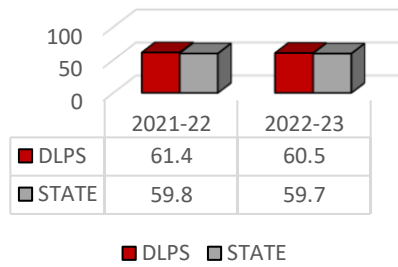
### Gr. 5 Math



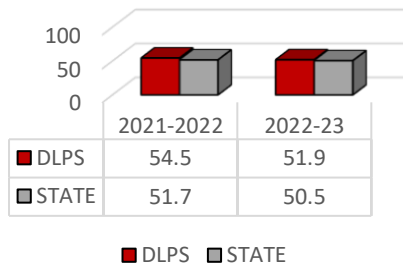
### Gr. 4 Math



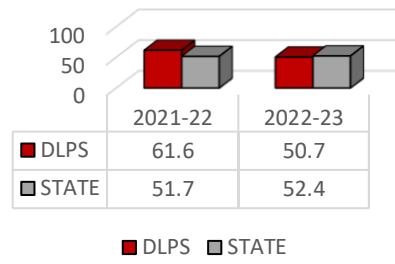
### Gr. 3 Math



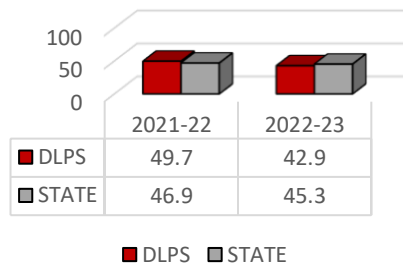
### District Reading



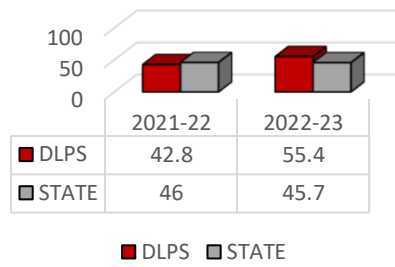
### HS Reading



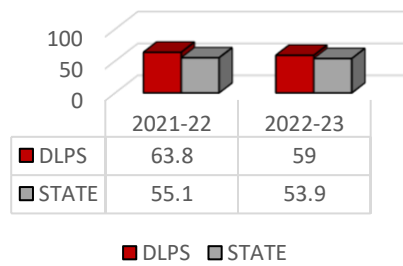
### Gr. 8 Reading



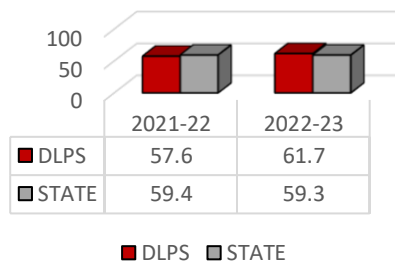
### Gr. 7 Reading



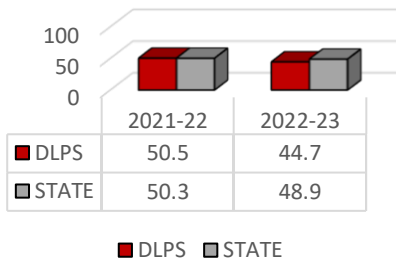
### Gr. 6 Reading



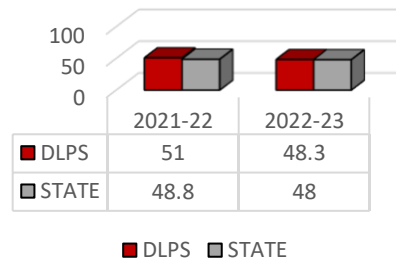
### Gr. 5 Reading



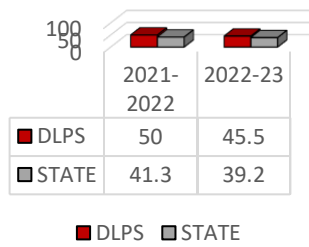
### Gr. 4 Reading



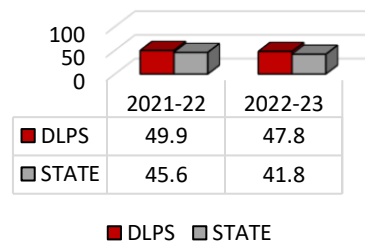
### Gr. 3 Reading



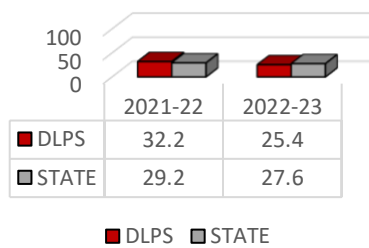
### District Science



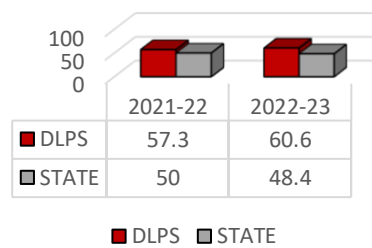
### HS Science



### Gr. 8 Science



### Gr. 5 Science



## College and Career Readiness

**Goal 4: Continue to ensure 100% of the graduating class of 2024 will participate in college and career work experiences throughout the high school years.**

### **College and Career Readiness Map**

#### **GRADES K-5**

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

#### **GRADE 7**

Students will learn about the variety of traditional and nontraditional occupations. Students will develop an awareness of personal abilities, skills, interests and motivation. Students will identify personal skills, interests and abilities, and relate them to current career choice.

- Career exploration lessons in social studies

#### **GRADE 8**

Students will identify post-secondary options consistent with interests, achievement, aptitude and abilities. Students will understand how school success and academic achievement enhance future career and vocational opportunities. Students will learn about the variety of traditional and nontraditional occupations. Students will understand the relationship between educational achievement and career success.

- Using MCIS JR or YouScience
- Annual College Visit (NDSU, MSUM, MState)
- Discussions in Social Studies classes each Fall

# 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

### Human Services:

**Health Services:** 60 Students received their OSHA 10 Health Certification this year. Additionally, students completed certifications in Anatomy and Physiology and Clinical/Lab Procedures in our Health Science pathway courses this year.

### Production:

### Information Technology:

### Business Entrepreneurship:

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



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

### **Community Education and Adult Basic Education**

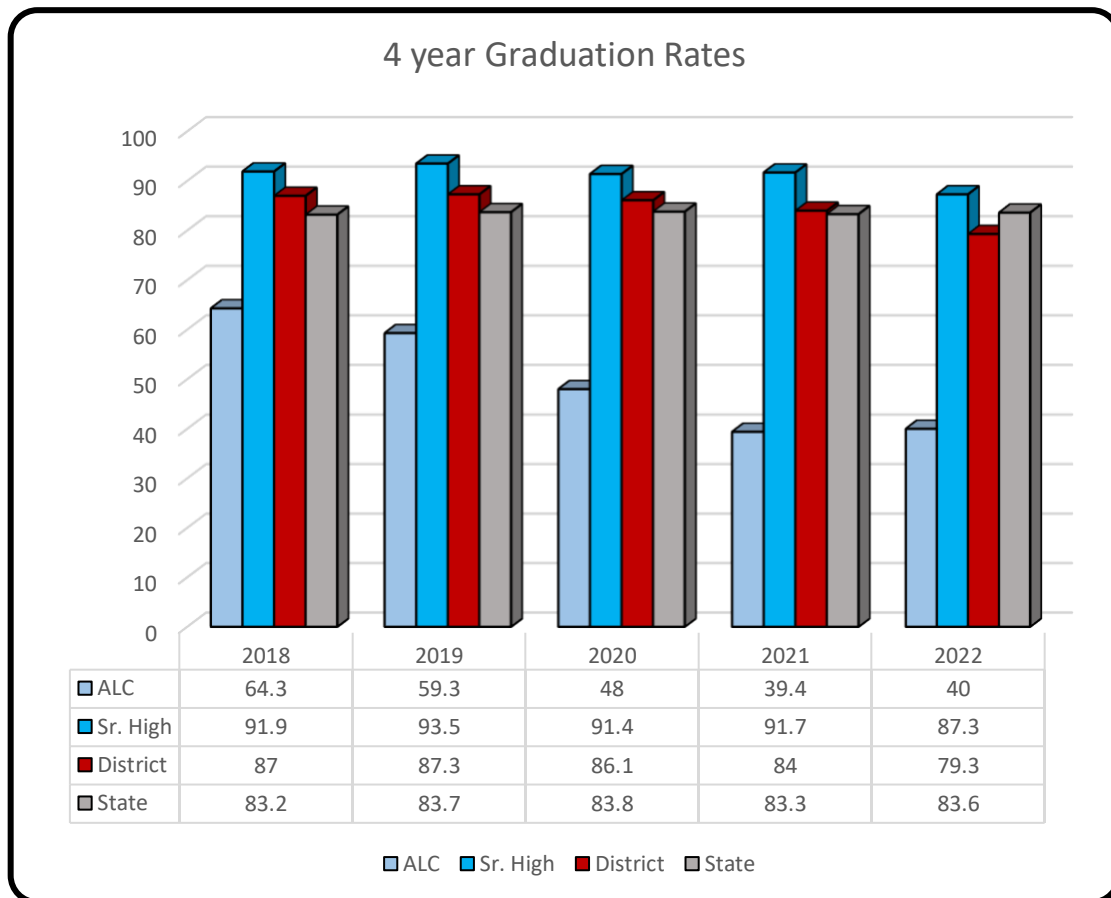
Through collaborative efforts, Detroit Lakes Community Education's focus is to enhance the quality of life of all community members by providing lifelong learning opportunities. Community Education is a department of each school district in the state of Minnesota. This statewide, school-based network connects local people and resources to improve schools and communities. Community Education provides quality programs to learners of all ages and abilities: infants and preschoolers, school-aged children, adults and seniors. Community Education has a long-practiced philosophy of citizen and community engagement and collaborative partnerships, key components in connecting the schools and the community.

Adult Basic Education (ABE) is available statewide at little to no cost to adult learners. It is administered through the Minnesota Department of Education. Each year, more than 300 delivery sites serve approximately 65,000 adult students. About one-half of these students are enrolled in English learner (EL) programs. The ABE services include Adult Diploma, GED, English as a Second Language (ESL or EL), Career Pathways, Family Literacy, Basic Skills Enhancement, Workplace Literacy, and U.S. Citizenship/Civics.

You must be at least 17 years old, not enrolled in K-12 public or private school, and lack basic academic skills in reading, writing, speaking and/or mathematics in order to be eligible for ABE services. Local contact information related to ABE services can be found on our DLPS [website](#).

## Graduation Rates

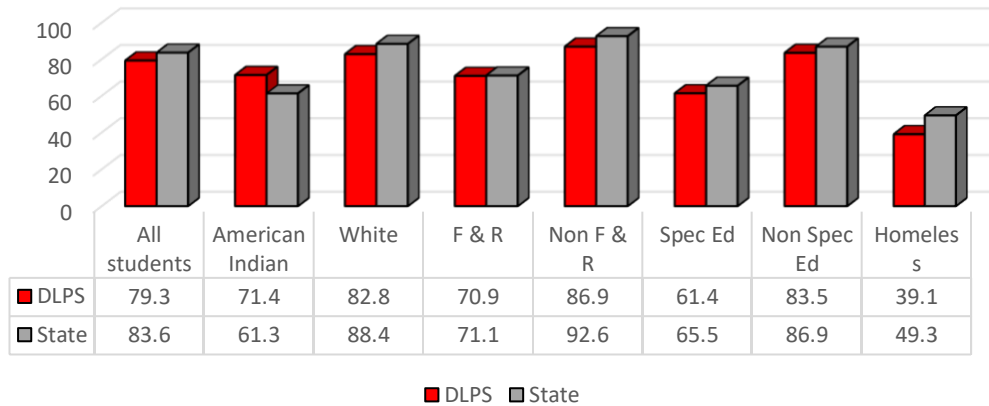
**Goal 5: 90% of all students will successfully graduate in 4yrs from Detroit Lakes Public Schools in 2024 as compared to 79.3% in graduating class of 2022.**



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



### DLPS 4 Year Graduation Rates for Graduating Class 2022



*\*Some demographic group criteria in counts too small to report publicly.*

A breakdown of this data according to state and local demographics can be accessed at the [Minnesota Report Card](#). The 4 year rate is measuring if a student enrolled as a freshman, graduates from high school within 4 years. If not, they are considered not graduating. If a student graduates in 5 years or earns a GED, that student count is considered not graduating for our 4 year rate.

If students are enrolled in Laker Transitions or Project Search, they will officially graduate once they exit out of that programming. At this time, they would be classified as continuing, therefore, not graduating in 4 years.

[Policy 613 – Graduation Requirements](#)



## **Effectiveness of Instruction and Curriculum**

### **Review Process**

District curriculum is reviewed on a continuous cycle, utilizing teams of teachers at elementary, middle school and the high school level. Input is sought through the District Curriculum Site Council and our Teaching and Learning Committee. Throughout the process, review teams support the implementation of the District mission, vision, values and strategic plan identifying strengths and weaknesses, along with best practice instructional methods, to best prepare our students for career and college readiness.

### **Detroit Lakes Curriculum Cycle**

The curriculum cycle plan correlates with the state's plan in writing and revising state standards and benchmarks. When a curricular area is on the cycle, a committee will be formed to analyze the scope and sequence as well as select the necessary materials. The curriculum review cycle is adjusted to align with MDE standards adoption website.

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

## Curriculum Review Cycle Framework

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

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

## Material Selection & Purchasing Cycle

2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K-5 Science HS Math extension 6-12 Art/Music	Social Studies PE/Health	Math (6-12)	Business/IT Ag Spanish FACS	K-12 ELA ELL	Science

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

## Effectiveness of Instruction: Teacher Evaluation

### Effectiveness of Instruction: Teacher Evaluation

A three year teacher development and evaluation process has been developed that encompasses all requirements of MN State Statute 122A.40.

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

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

District new teacher induction – Mentor Program		
<ul style="list-style-type: none"> <li>• Separate, two-day in-service prior to back-to-school in-services</li> <li>• Monthly meetings on various topics for the large group</li> </ul>		
Mentor Obligations		
1st year mentee	2nd year mentee	3rd year mentee
Mentee observed three times during the school year prior to principal visits.	Mentee observed twice during the school year.	Mentee observed once during the school year.
Show mentee the building routines.	Explain and reinforce District routines.	Explain and reinforce District routines.
Explain/show mentee the district routines.	Encourage involvement in school committees.	Encourage involvement in school committees.
Meet regularly with mentees. Try to touch base a minimum of two or three times a week.	Check with the mentee once a week.	Check with the mentee once every week to two weeks.
Mentor will make every effort to meet with the mentee at the new teacher workshop.		
Mentors may accompany mentee to mentor/mentee activities.		
Mentor will make every effort to attend mentor meetings.		
Mentor will encourage mentee(s) to observe other teachers, utilizing Danielson Framework (peer review). Mentors may assist mentees with components to focus on for each visited teacher; time should be allowed for discussion between observed teacher and new teacher.		

## **Principal Evaluation**

District curriculum and instruction will be reviewed and evaluated for effectiveness in relation to principal evaluations and teacher evaluations. A principal development and evaluation process has been developed that encompasses all requirements of MN State Principal Evaluation Statute 123B.147.

This plan includes:

**Evaluation and Observation Process:** The MN established Principal competencies were used as the basis for our supervision and professional growth plan for principals. Principals are observed and evaluated by the superintendent, at a minimum, once per year, with a formative review every year.

**School Performance Measures:** Principal evaluation will include school performance measures. These measures are set by the building leadership team, principal and superintendent.

**Principal Growth and Improvement Plan:** Principals will annually develop two goals, with action plans for professional growth. This process will be done collaboratively with the Superintendent and/or the Director of Curriculum and Instruction.

## **Professional Development**

A comprehensive and sustained professional development program is necessary to enhance a teacher's ability to deliver high quality instruction and to design and use assessments that are purposeful, assess appropriate learning targets, and to assign grades consistent with policy. Professional development activities are an integral part of broad school-wide and District-wide educational improvement goals. Effective professional development may be school-based, collaborative, and differentiated in its delivery. District and site professional development plans for effective classroom instruction must include research-based training components of theory, demonstration, guided practice, feedback and coaching. Professional Learning Communities are essential to this process.



## **District and Building Goals aligned with the Strategic Plan**

### **Site Teams**

Each school site will utilize a Building Leadership Team to analyze school site data, set building goals, and create annual action plans to improve instruction and student achievement as well as allocate budgets according to the goals and approved plans. The site teams ensure that the building goals align with the district goals. Site teams set the priority for their building staff's professional learning and budgets based on their student needs.

### **Building Goals**

- 2023 Roosevelt Building Goals
- 2023 Rossman Building Goals
- 2023 Detroit Lakes Middle School Building Goals
- 2023 Detroit Lakes Senior High School Building Goals
- 2023 Detroit Lakes Alternative Learning Center Building Goals

### **District Advisory Committee**

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

The district advisory committee

- shall review
  - academic standards
  - student achievement goals and measures
  - program evaluations
- shall listen to input from buildings and provide feedback on
  - the curriculum process,
  - professional development
  - Ask questions/give feedback on development for the World's Best Workforce and Achievement and Integration plans aligned with our strategic plan.

As a member of this committee, many are leaders of subcommittees that ensure the implementation and analysis of the components and results of the World's Best Workforce Plan

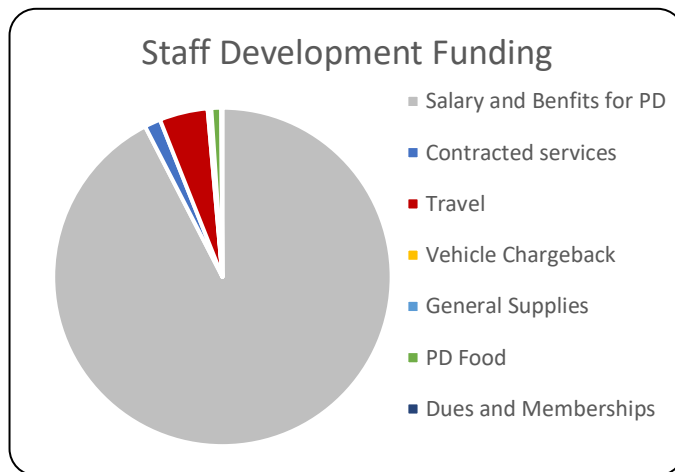
including Achievement and Integration and building goals. Members of the committee are selected by principals and administration to ensure representation of our district. The school board approves these during the WBWF Plan approval. Each year, the membership is reviewed and adjusted. We, also, have a large community and parent presence within our Academy Advisory Boards that is able to provide ongoing input regarding progress toward college and career readiness. Parents on the District Advisory Committee are appointed for a 2 year term. Minutes from the District Advisory Committee meetings are included in the School Board agenda and minutes. Approval of the WBWF Plan is official designation of the following members:

### **District Advisory Committee Members 2023-24**

<b>Name</b>	<b>Role</b>	<b>Name</b>	<b>Role</b>
Katie Biggar	MS Teacher/Parent	Cara Myers	ALC Spec. Ed/Parent
Joe Carrier	Indian Ed Coord.	Karen Nudell	Dir of Special Ed
Pam Daly	Inst. Coach/Community	Mickey Okeson	School Board
Heidi Evans	HS Teacher/Parent	Brian Olson	Parent
Tyler Fode	Rsvt Teacher/Parent	Josh Omang	HS Principal/Parent
Rhonda Fode	Inst. Coach/AIPAC	Jill Perkins	Inst. Coach/Community
Candace Goodrich	Parent	Fran Rethwisch	ECFE/Parent Ed/Community
Jack Goodrich	Parent	Brandon Schlenner	ALC and E-Laker Principal
Barb Groth	Educational Asst./Community	Emily Sternberg	Rossmann Principal
Mark Jenson	Supt. /Community	Mike Suckert	MS Principal/Parent
Renee Kerzman	Dir. Tchg&Lrng/Community	Kris Swenson	Rsm PE Teacher/Parent
Nicole Martinson	Parent	April Thomas	School Board
Cara Myers	ALC Spec. Ed/Parent	Kym Westholter	Parent
Karen Nudell	Dir of Special Ed		
Mickey Okeson	School Board		

## Annual Staff Development Budget

The Detroit Lakes School District is required by law to annually set aside two percent general education aid for staff development which is approximately \$450,000. Expenditures are approved at board meetings within the budget items of the agenda each month. A portion of that allocation will be earmarked within the operating budget each year for World's Best Workforce implementation and sustaining quality professional learning with an emphasis on exploration of career academies and achievement gap reduction as well as district and building goals aligned with the strategic plan. Building allocations are managed by site teams. Detailed budget breakdown of expenditures is available upon request. Site team members are represented on the District Advisory Committee and facilitate expenditures at the building level. The overall district budget's main expenditure is utilized to pay for salaries and benefits to staff and substitutes for embedded professional learning as well as staff development outside of school hours.



## Staff Development Goals 2023-24

Professional development goals and objectives align with our Strategic Plan.

### Purpose

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

#### 1. Relationships

- a. 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

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

#### 3. Development

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

#### 4. Equity

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



## **Equitable Access to Excellent Teachers**

Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers. In our Human Resource department, the required STAR and other personnel reports are created each year. As an administrative team, hiring and transfer processes are completed with the student and district needs in mind. Attention is given to creating an equalization of experience and diversity for students in all buildings across the district when possible. Our hiring practices and mentoring program support our teachers to provide excellence in the classroom to ensure positive learning experiences for all learners. Due to teacher shortages, retention issues, and union contracts, it is sometimes difficult to ensure equalization of staffing across the district with new hires and multiple schools, collaboration occurs at the administrative level to ensure distribution of effective, in-field, experienced teachers are placed according to student needs. In 2023 approximately 86% of our teachers were considered experienced.

Experienced teachers are defined as teachers with three or more years of teaching experience. Effective teachers are defined as teachers that have had consistently proficient evaluations. Whenever possible, the intervention teachers are experienced teachers so that we have our experienced, proven effective teachers working with our most at-risk students. In our schools with the most diverse and low-income families, a concerted effort is made to hire experienced teachers and teachers of color.



## American Indian Education Program

***Boozhoo/Aneen Hello or Hi in Ojibwe. Biindigaw come on in.***

**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.

Some of the support and services provided by the AI Education Department are:

### Academic Support

- Tutoring & Education Instruction Assistants
- Ojibwe Culture Classes (Language/Culture/History/Traditions)
- Paraprofessionals
- College & Career Opportunities
- Specialized Support

### 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](#)



## Achievement and Integration Plan

### **Purpose:**

The purpose of the Achievement and Integration for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. [Read Minnesota Statutes, section 124D.861](#). [Read Minnesota Statutes, section 124D.862](#). The goals for this plan are three year goals and results are reported annually to MDE.

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

### **West Central Multidistrict Cultural Collaborative**

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

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

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

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

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

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

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

**Integration -- Goal #4:**

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

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



## Quality Compensation Program ( Q-Comp)

There must be an annual report to a local school board on the implementation and effectiveness of Alternative Teacher Professional Pay System (ATPPS) and recommendations must include each of the following required components. During the 2023-24 school year we are undertaking our seventh year of MN Quality Compensation Program. We utilize 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 met for a minimum of 180 minutes per month. We used four early outs to assist in the process. Trained research team members led sessions on how to implement vocabulary strategies.
- The teacher evaluation system
  - DLPS adopted teacher evaluation plan
- 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
  - 97% of teachers participated in alternative pay goals; 98 leadership roles were fulfilled by teachers.

### **BUILDING LITERACY GOALS FOR Q-COMP**

1. The percentage of all students ages 6 months to 5 years old in Early Childhood Special Education at Lincoln Education Center who exceed the present numerical level (0-7) on the COR Advantage for Phonological Awareness will increase from 83% in 2023 to 84% in 2024.
2. The percentage of all students enrolled October 1 in grades 3-5 at Roosevelt Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCAs and MTAS) will increase from 47.5% in 2023 to 48.5% in 2024.
3. The percentage of all students enrolled October 1 in grades 3-5 at Rossman Elementary School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCAs and MTAS) will increase from 55.2% in 2023 to 56.2% in 2024.
4. The percentage of all students enrolled October 1 in grades 6-8 at Detroit Lakes Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCAs and MTAS) will increase from 52.8% in 2023 to 53.8% in 2024.
5. The percentage of all students enrolled October 1 in grade 10 at Detroit Lakes High School who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA and MTAS) will increase from 54.6% in 2023 to 55.6% in 2024.

6. The percentage of all students enrolled October 1 in grade 10 at the Detroit Lakes Area Learning Center who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA and MTAS) will increase from 16.7% in 2023 to 17.7% in 2024.

### **Title Programming**

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

### **Schoolwide Title:** Roosevelt Elementary

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

### **Targeted Assistance schools served include:** E-Laker and DL Middle School

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

### **Annual Reporting**

This report shall be published annually on the [Detroit Lakes School District website](#). A report will be presented in a public setting to review student achievement goals, local assessment outcomes and plans for improvement. The World's Best Workforce Plan, The World's Best Workforce Plan and Achievement and Integration Plan Summary will be presented to the school board and submitted to MDE by the given deadline. The WBWF Plan will be presented to and approved by the Detroit Lakes Board of Education on October 23<sup>rd</sup>, 2023.

