2018-2019

Pipestone Area Schools
ISD #2689

World's Best Workforce Plan

Superintendent: Kevin Enerson
Elementary Principal: Toni Baartman
Middle/High School Principal: Cory Strasser
Dir. Teaching & Learning: Melany Wellnitz

Pipestone Area Schools
HOME OF THE ARROWS

The 2018-2019 World's Best Workforce Report was approved by the District 2689 School Board on November 26, 2018. It was prepared to inform the public regarding our school district's continued commitment to quality education and developments in curriculum, instructional practices and student learning. Pipestone Area Schools continues to implement the new state standards, graduation requirements and the Minnesota Comprehensive Assessments.

Pipestone Area School Board:
>   Jeff Baatz, Chairman
>   Randy Erdman, Vice Chair
>   Lance Oye, Clerk
>   Marcy Pals, Director
>   Katie Wiese, Treasurer
>   Amy Nelson, Director

Mission Statement

The communities of ISD #2689 will be held accountable for the achievement of all learners by developing an educational program of excellence for lifelong learning.

Belief Statements

We believe...
- Our educational system should reflect and implement the democratic ideals of the society in which we live.
- Our educational system should lead every person to work cooperatively with others and to value and accept diversity.
- The educational practices we follow should be open to improvements that will enhance our programs and improve our schools.
- Staff involvement, gathering and analyzing information and experience should be central to the decision-making process.
- The school, community and home have a shared responsibility for meeting the needs of each student.
- Learning should be the main focus for every student and should allow students, parents and teachers to set goals that are challenging, attainable and pertinent to the student's future aspirations.
- Learning should take place in an environment of mutual respect, with trust, caring, and nurturing pervasive throughout the educational system.
- Learning is an active and lifelong process.
- Curriculum, instruction, and assessment should be clear and relevant.
- Everyone has the potential to learn.
- Students must realize and accept their responsibility to self and others by making choices, accepting the consequences for their choices, and becoming self-directed.
- Learning is enhanced through recognition of strengths and weaknesses and through caring attention.

2018-2019 District Goals

Goal 1: High Academic Achievement for Each Learner
- Improve MCA math and reading performance at each grade level to the state average
    - Work to align curriculum and standards
    - Provide professional development for teachers
    - Ensure children in our communities are ready for Kindergarten
    - Implement interventions to ensure each child reads at grade level by third grade
- Improve ACT performance to the state average
    - Provide professional development for teachers
    - Resources for students to practice and prepare
- Graduation Rate
    - Ensure students are college or career ready at graduation
    - Strive for 100% graduation rate
- High Tech
    - Provide tools to staff and students
    - Develop and Communicate a plan for use and support in the classroom
    - Provide resources for infrastructure and support of technology

Goal 2: Effective School Leadership to Ensure Highly Effective Schools
- Accountability
    - Follow communication chain of command (Stay within roles)
    - Establish goals and expectations
        - District, Building, Classroom
    - Assume Positive Intention
- Communication
    - Keep all stakeholders informed of school district issues
- Fiscal Responsibility
    - Maintain fund balance in accordance with policy
    - Prioritize expenditures based upon determined needs by the school board
        - Implement annual budget process by administration

Goal 3: Engage Community with the School District
- Communication
    - Schools will take every opportunity to keep community informed
- Partnerships
    - School and Community will search for ways to partner to enhance student learning through college and career readiness opportunities.
- Provide great facilities for learning
    - Develop 10 year Maintenance Plan
    - Tour Facilities
    - Establish a Facilities Committee
    - Elementary Facilities Solutions

2017-2018 District & School Data

Assessment and Evaluation Tools and Results:

The Pipestone Area Schools District currently administers the Minnesota Comprehensive Assessments (MCAs). These tests provide a summative measurement, which is used as a guide when making plans for curriculum and instruction. These tests are an essential tool for aligning our curriculum with the Minnesota State Standards. Minnesota Comprehensive Assessments are given to students in grades 3 through 8 as well as high school.

SUBJECT	GRADES ASSESSED
Math	3-8 & 11
Reading	3-8 & 10
Science	5, 8 & HS (after a completed Biology course)

2017-2018 Demographics

Enrollment by Ethnicity & Special Population	Heartland Grades K-6	Brown Elem. Grades K-1	Hill Elem. Grades 2-4	Middle School Grades 5-8	High School Grades 9-12
Hispanic / Latino	0.0%	19.4%	18.1%	16.1%	11.0%
American Indian/ Alaskan Native	0.0%	1.7%	0.4%	0.3%	1.5%
Asian	0.0%	0.6%	0.8%	0.9%	1.2%
Black / African American	0.0%	1.1%	2.9%	0.6%	3.0%
Native Hawaiian or other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
White	100.0%	71.1%	69.5%	74.9%	79.8%
Two or More Races	0.0%	7.8%	8.2%	7.2%	3.6%
English Learner	0%	12.8%	14.4%	4.9%	3.6%
Special Education	11.1%	16.7%	15.6%	12.7%	14.0%
Free/Reduced Priced Lunch	0.0%	54.4%	60.5%	52.7%	43.8%
Homeless	0.0%	0%	0.0%	0%	0%
Total Students	**18 students**	**180 students**	**243 students**	**347 students**	**336 students**

2017-2018 MN Comprehensive Assessment Results

Reading MCA-III Proficiency	Heartland Grades 3-8 Tested	Hill Elementary Grades 3-4 Tested	Middle School Grades 5-8 Tested	High School Grade 10 Tested	District-Wide Grades 3-8 & 10 Tested
Spring 2014	46.7%	55.2%	58.6%	57.3%	**57.3%**
Spring 2015	38.9%	47.9%	55%	50.0%	**51.9%**
Spring 2016	42.9%	47.8%	54.6%	55.4%	**52.2%**
Spring 2017	36.4%	60.6%	54.2%	49.5%	**54.7%**
Spring 2018	33.3%	57.4%	49.1%	44.8%	**50.6%**

Math MCA-III Proficiency	Heartland Grades 3-8 Tested	Hill Elementary Grades 3-4 Tested	Middle School Grades 5-8 Tested	High School Grade 11 Tested	District-Wide Grades 3-8 & 11 Tested
Spring 2014	20.0%	75.8%	47.9%	36.1%	**54.1%**
Spring 2015	22.2%	62.9%	42.9%	49.3%	**48.9%**
Spring 2016	7.1%	60.5%	44.4%	41.1%	**48.0%**
Spring 2017	8.3%	63.5%	43.5%	40.8%	**48.1%**
Spring 2018	14.3%	61.7%	37.8%	29.0%	**43.1%**

Science MCA-III Proficiency	Heartland Grade 5 & 8 Tested	Middle School Grades 5 & 8 Tested	High School Grades Tested Varies	District-Wide Grades 3-8 & HS Tested
Spring 2014	0.0%	59.7%	35.9%	**50.2%**
Spring 2015	25.0%	39.2%	53.5%	**43.6%**
Spring 2016	25.0%	47.4%	45.3%	**47.8%**
Spring 2017	0.0%	48.2%	48.1%	**47.4%**
Spring 2018	0.0%	45.5%	35.7%	**41.8%**

Other State & District Standardized Assessments

District 2689 uses a variety of tests beyond the MCA to measure student achievement and performance to determine student ability and evaluate curriculum:

Date(s)	Grade	Test	Format	Subjects Tested	Justification
September 10-21 Elementary Classrooms on iPads	K-4	FAST	Online	Math	Instructional purposes
September 10-21 Elem, MS, HS Classrooms on iPad/Chromebooks	K-12	FAST	Online	Reading	Instructional purposes
October	Grade 11	PSAT	Paper/Pencil	Math	National Merit Scholarship

Date	Grade	Assessment	Format	Subject	Purpose
8:00 a.m. Room 1148				Reading English Science	
November 15 8:15 a.m. Auditorium	Grade 11	ASVAB	Paper/Pencil	Math Reading English Science	Career Interests
January 28 - March 22	K-12	WIDA - ACCESS for ELs	Paper/Pencil Online	Listening Speaking Reading Writing Oral Lan-guage	Federal Requirement
February 14	Grade 8	NAEP Assess-ment	Online	Reading Math	Federal Requirement based on random selection
January 7-18 Elementary Classrooms on iPads	K-4	FAST	Online	Math	Instructional purposes
January 7-18 Elem, MS, HS Classrooms on iPad/Chromebooks	K-12	FAST	Online	Reading	Instructional purposes
April 2 *Make-up Date April 24* **Registration Deadline January 18, 2019**	Grades 11 & 12	ACT Plus Writing	Paper/Pencil	Math Reading English Science Writing	State Requirement
April 29-May 10 Elementary Classrooms on iPads	K-2	FAST	Online	Math	Instructional purposes
April 29-May 10 Elementary Classrooms on iPads	K-2	FAST	Online	Reading	Instructional purposes
May 9 8:00 a.m. Room 1148	Grades 11-12	AP Chemistry	Paper/Pencil	Science	College Credit

Student Supports

Student Supports at the Elementary Schools:
- Special Education pull-out classes and interventions
- English Learner interventions
- Title I interventions
- Reading Corp interventions

- Home and School Connection
- Data driven decision making using classroom and school program data
- Special Education Assessment Team (SEAT) - evaluate all SPED referrals
- Alignment and implementation of state ELA standards

Student Supports at the Middle School:
- Power of ICU system to student learning accountability
- Keys to Success Targeted Services
- Technology Software Resources - IXL, Brain Pop, MyOn Reader, Acellus, Google Chrome, and Google Drive
- Data-driven decision making using classroom and school program data
- Technology Hardware Resources - iPad labs, Chromebook labs, pod area labs, Smart Boards
- Middle School Learning Center - supporting students with specific instruction and organization skills
- Special Education Assessment Team (SEAT) - evaluate all SPED referrals
- Part-time ESL teacher with full-time paraprofessional support.

Student Supports at the High School:
- Power of ICU system to student learning accountability
- Pathways Summer School
- Pathways After School
- Technology Software Resources - IXL, Brain Pop, MyOn Reader, PLATO Learning, Google Chrome, and Google Drive
- Technology Hardware Resources - iPad labs, Chromebook labs, pod area labs, Smart Boards
- Data-driven decision making using classroom and school program data High School Learning Center
- Special Education Assessment Team (SEAT) - evaluate all SPED referrals
- Part-time ESL teacher with full-time paraprofessional support
- Post-Secondary Transition Plan - outlining plans for students to achieve graduation and plan for post-secondary.
- Advanced coursework with Colleges - concurrent enrollment
- Connection with MN West - MN Transfer Curriculum and Articulation
- Core & Elective High School curriculum is varied and reaches all students
  - Blended Learning options
- PAS Community/Work-based programming - OJT
- Guidance programming - Counselors and Testing Coordinators
  - Test Preparation for students who take the ACT
  - Some juniors/seniors take the ASVAB
  - Career planning opportunities and awareness

Teacher & Principal Supports

- Twelve, two-hour, PLCs to focus on standard alignment and establish curriculum maps of current district grade levels and courses.
- Implementation of Teacher Leadership Teams that support district standard implementation.
- Mentor program for all new teachers.
- Addition of Technology Integrationist to support staff in effective technology integration.
- Addition of Director of Curriculum, Teaching, and Learning to establish system consistency and support staff in instructional and curricular planning and implementation.
- Teachers and Principals have opportunities for professional development to enhance practice through approval of Staff Development Committee.

Systemic, Building & District Supports

World's Best Workforce (WBWF) Committee
The District World's Best Workforce Committee reviews and adapts the World's Best Workforce Plan to ensure continuity between district and school goals as well as the various improvement plans being implemented throughout the district.

WBWF Committee Members:
- Kristina Meulebroeck – Parent/Community Member
- Mary Lapthorn – Parent/Community Member
- Reggie Gorter – Parent/Community Member
- Deb Anderson – Teacher
- JoAnn Alverson – District Instructional Coach
- High School Student Council Rep – Students
- Melany Wellnitz – Director, Teaching & Learning
- Kevin Enerson – Superintendent

Staff Development Committee
The District Staff Development Committee addresses teacher development needs focused on implementation of the state and local graduation requirements, including the K-12 curriculum, assessment, student learning opportunities, and other related issues.

2018-2019 Staff Development Committee Members:
Carli Arnoldi – Brown Elem Teacher	Heidi Stoel – Brown Elem Teacher
Kris Reinhard – Hill Elem Teacher	Kelsey Goplen – Hill Elem Teacher
Heather Craig – HS Teacher	JoAnn Alverson – Instructional Coach
Rachel Wuertz – MS/HS Teacher	Megan Van Dyke—MS Teacher
Steve Swenson – Elem Paraprofessional	
Toni Baartman—Elementary Principal	Cory Strasser—MS/HS Principal
Kevin Enerson—Superintendent	Melany Wellnitz, Dir. CTL

2018-2019 Staff Development Goals
- Improve MCA math and reading performance at each grade level to the state average
  - Work to align curriculum and standards
  - Provide professional development for teachers
  - Ensure children in our communities are ready for Kindergarten
  - Implement interventions to ensure each child reads at grade level by third grade
- Improve ACT performance to the state average
  - Provide professional development for teachers
  - Resources for students to practice and prepare
- Graduation Rate
  - Ensure students are college and career ready at graduation
  - Strive for 100% graduation rate
- New Teacher Mentoring and Induction Program
  - Collaborate with SWWC and the New Teacher Center to implement a research-based teacher induction program for new staff that will shift into instructional coaching for all staff.
  - Establish mentor programs across the district for paras and support staff.

Best Practice Strategies & Action Steps

Curriculum Best Practices
Pipestone Area Schools adopts resources which align with the Minnesota Academic Standards in Reading, Math, Social, and Science. Pipestone Area School teachers will continue to unpack standards, creating essential learner outcomes, and establish common assessments with a focus on the content area of Reading/Language Arts and beginning to do the same in the content area of Math.

Standard Alignment allows teachers in the Pipestone Area Schools to understand requirements from other grade levels and content areas, share the content and skills that are taught in each grade level, and align to state standards throughout.

Pipestone Area Schools will continue to monitor and review the current curriculum and move away from the seven-year cycle to one of continuous review to ensure the implementation of best practice models. Data from the MCA assessments, as well as data from other district testing, will be reviewed to enhance curriculum and instructional practices.

Instructional & Assessment Best Practices
Staff Development addresses instructional and assessment best practice strategies as well as the following:
- Staff Development Committee sends teachers to specific trainings/workshops/conferences each year that improve and focus on instruction and assessments.
- Collaboration in PLCs focus on instruction, lesson design, and common assessments.

Highly Qualified Teachers
As of August 2016, 99% of teachers employed by the Pipestone Area Public School District are certified and teaching in their licensure areas. All paraprofessionals must pass the ParaPro Assessment to meet the highly qualified requirements.

Student Achievement Plans

- **All Students Ready for Kindergarten**
  - Assemble School Readiness Task Force
  - Work on school readiness indicators
  - Community Preschool and Head Start outreach
- **All Students in Third Grade Achieving Grade-Level Literacy**
  - Standard alignment and "I can" statements (targets)
  - Functional PLCs
  - Reading Corp for 1st and 2nd grade
  - EL Services for our schools
- **Reducing the Achievement Gap**
  - Fast Assessment and data analyzing
  - Implementation of Leadership Team to aide with initiatives needed in our schools.
- **Student Transition Plan to College & Career Readiness**
  - Addressed throughout the High School Supports listed in the Student Supports section of this report.
- **Graduation Rate**
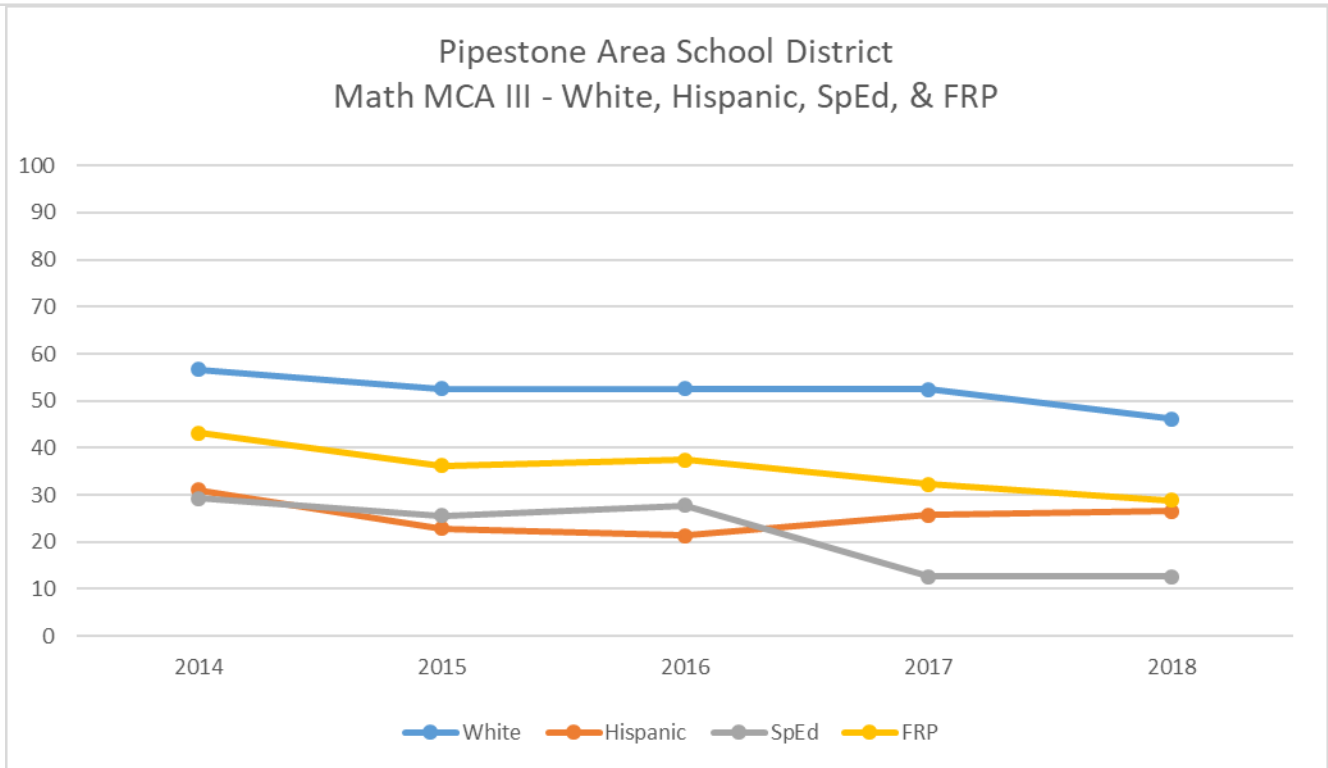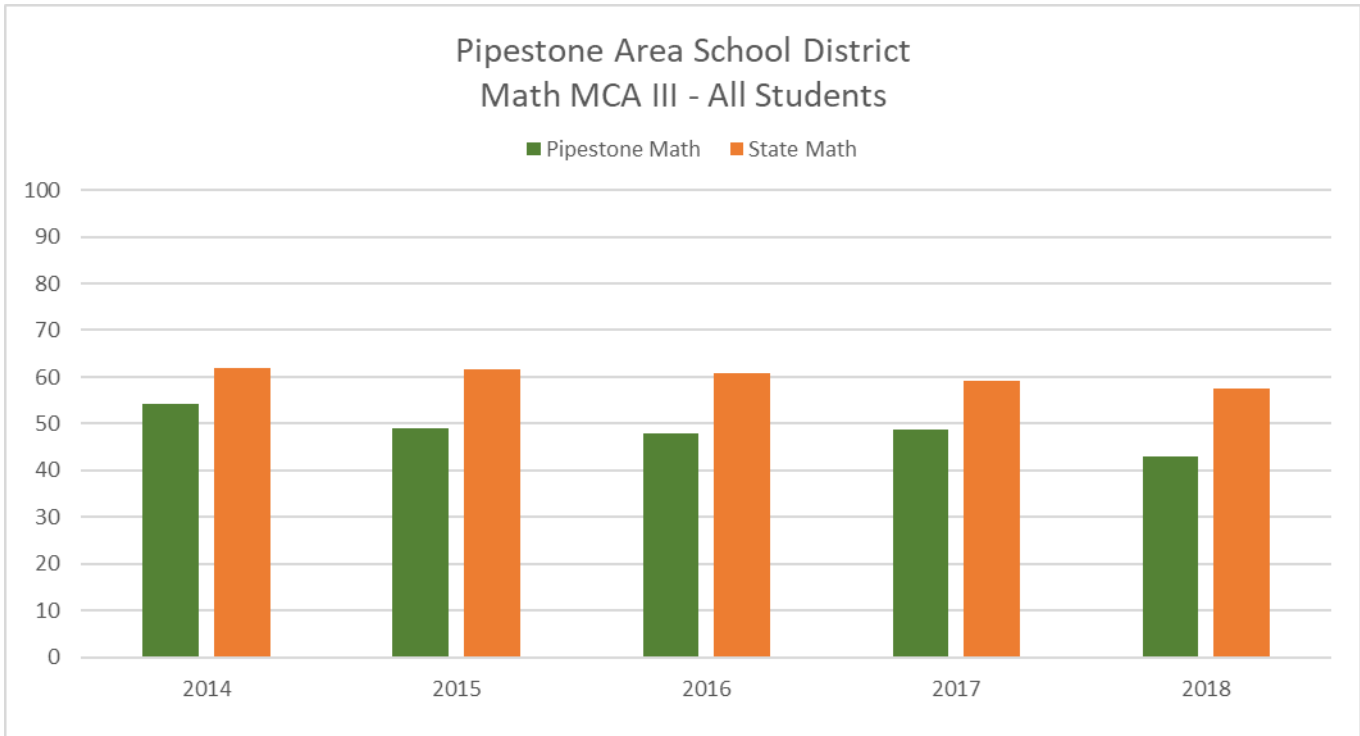 - Pipestone Area Schools aims to achieve a 100% graduation rate through its plans.

Key Indicators of Implementation Progress

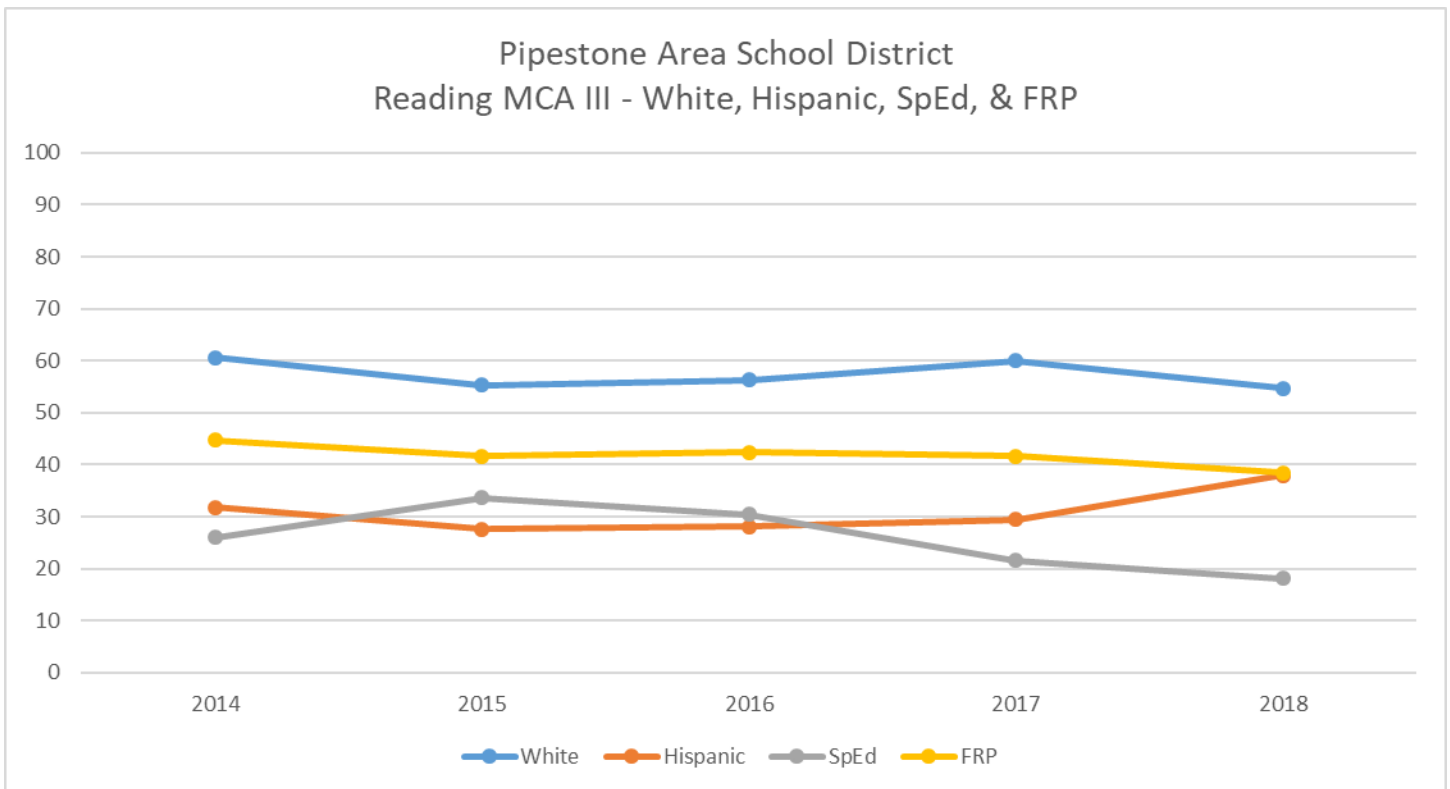State & local data listed in this report is analyzed to measure progress in Student Achievement Plans
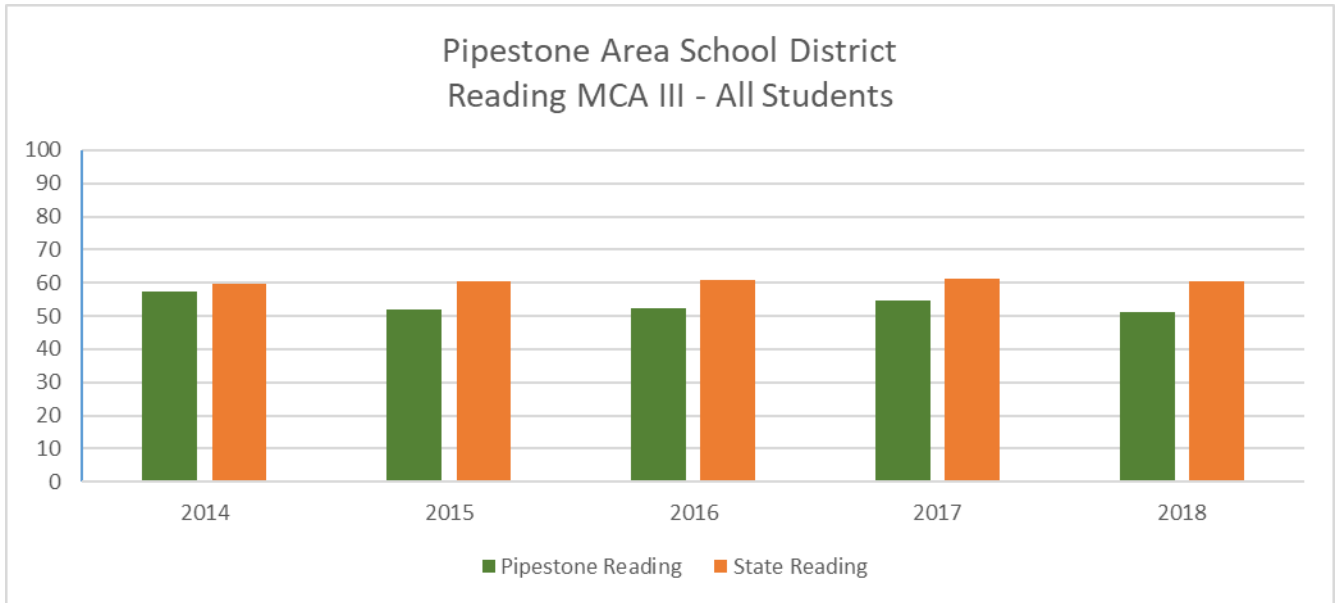
Broad Outcomes Impacted

- **All Students Ready for Kindergarten**
    - PAS is defining readiness standards.
    - PAS is looking to provide access to all children in the district to quality preschool programs.
- **All Students in Third Grade Achieving Grade-Level Literacy**
    - All students will read at grade-level by Grade 3, as determined by the Reading Minnesota Comprehensive Assessment (MCA).
    - Students who did not meet the target score received interventions to improve specific skills. Curriculum-based pre and post-tests, Observation Survey Summary, and individual reading inventories are used to continually to guide instruction and monitor students' progress toward grade-level reading goals. See the Pipestone Area Schools website for the full Local Literacy Plan.
- **Closing Achievement Gap(s)—See graphs on the following pages for trend data**
    - **Free/Reduced Price Lunch Students**
      2018-2019 Goals
        - By 2022, the percentage of students in FRP student group will increase from current proficiency level of 29.3% to 45% as measured by MN Comprehensive Assessments in Math.
        - The percentage of FRP students in grades 7 and 8 who are proficient on the MCA-III Math Test will increase from 33% to 66% by 2022 by teaching all students accelerated content through accelerated teaching styles.

Math MCA-IIIs

Pipestone Area School District
Math MCA III - All Students

■ Pipestone Math ■ State Math

Pipestone Area School District
Math MCA III - White, Hispanic, SpEd, & FRP

White ● Hispanic ● SpEd ● FRP

Reading MCA-IIIs

Pipestone Area School District
Reading MCA III - All Students

Pipestone Area School District
**Reading MCA III - White, Hispanic, SpEd, & FRP**

- **All Students Career- & College-Ready by Graduation**
  - o College level courses are being offered – concurrent enrollment in each core content area.
  - o Send students to career and college fairs each year.
  - o Career guidance provided by high school and middle school counselors.

ACT Composite Score Trend
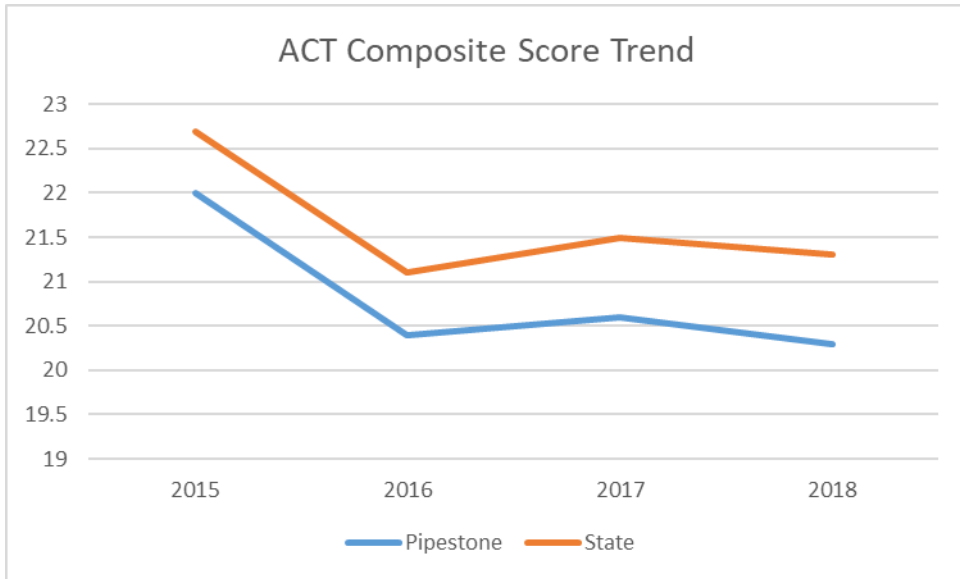
- **All Students Graduate**
  - Continue to work toward 100% graduation rate.

PIPESTONE AREA SCHOOL DISTRICT GRADUATION RATE
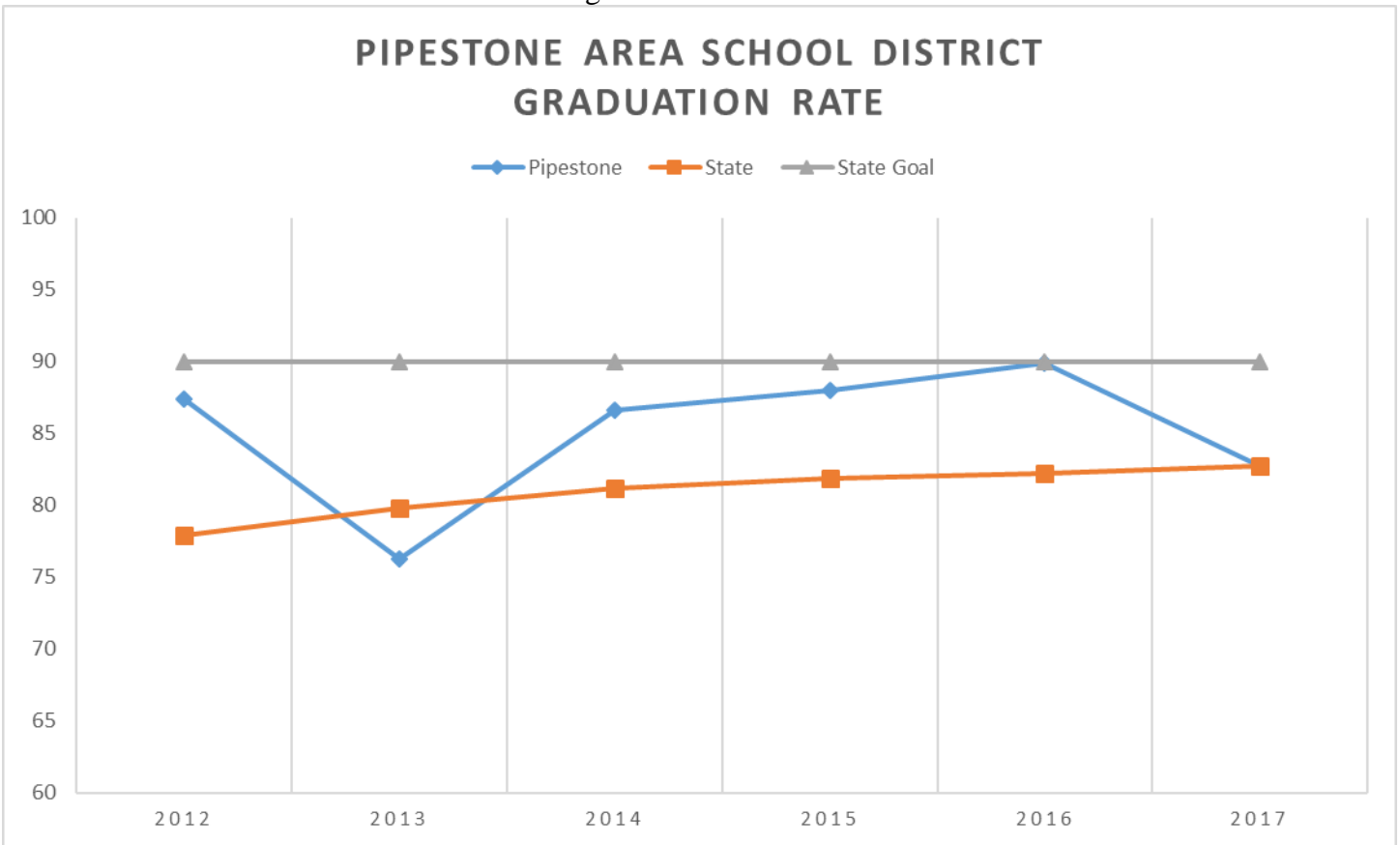
Pipestone Area Schools welcome any feedback that you may have regarding this report or the work being done within District 2689. Parent input is not only encouraged, it is necessary for building a strong foundation for high-achieving citizens. Students and families are the reason the school exists and continues to work toward the set mission and vision statements. Your opinions matter. Please direct questions and comments to your Superintendent, Kevin Enerson or any School Board members.

CONTACT US

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Pipestone, MN 56164

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MS/HS 5-12:	507-825-5861
Heartland Elementary K-8:	507-368-3250

WEBSITE:
www.pas.k12.mn.us

Brown

Hill

Middle School/High School