



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Pipestone Area Schools

Grades Served: PreK-12

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

- Part A:** Required for all districts/charters
- Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

➤ *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*

- <https://www.pas.k12.mn.us/page/2910>

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

➤ *Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year.*

- *November 26, 2018, 5:30 p.m., Room 1148 Pipestone Area MS/HS*

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Kristina Meulebroeck	Parent/Community Member	
Mary Laphorn	Parent/Community Member	
Reggie Gorter	Parent/Community Member	
Kevin Enerson	Superintendent	X
Melany Wellnitz	Dir. Curriculum, Teaching, & Learning	X
Deb Anderson	High School Instructor	
JoAnn Alverson	District Instructional Coach	
Six High School Student Council Representatives	Students	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

➤ **Equitable Access to Experienced, Effective, and In-Field Teachers**

- Who is included in the conversations to review equitable access data and when do these occur?
 - District administration at District Administrative monthly meetings
 - District Staff Development Team monthly meetings
 - WBWF District Advisory Team quarterly meetings
 - District Math Team monthly meetings
 - Building Leadership Team twice-a-month meetings
- What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?
 - There is a gap between white students and FRP students in our accelerated math courses in grades 7-12. We also are considering why we have accelerated math courses for a select number of students rather than all students.
- What are the root causes contributing to your gaps?
 - The district is at the beginning stages of identifying a root cause for this school year; some current ideas include: staff recommendation processes for accelerated math courses, career & college counseling processes, registration process.
- What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?
 - The district is in the exploration stage of this process. No strategies have been put into place to improve access for FRP students yet. Our current plan is to have improved the processes for students to be prepared for and placed in accelerated math courses before registration for next school year takes place this school year. Additionally, our district is currently working to align the MN Math Standards, review current instructional practices in math, and review current resources for instruction of math in grades K-12.

➤ **Access to Diverse Teachers**

- What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?
 - Our district's population of English Language learners is about 7%. We currently do not have a licensed EL teacher nor do we have any certified/licensed staff members who reflect the diversity of the EL population. Currently, we have two paraprofessionals who support EL students in our district who do reflect the diversity of the EL population.
- What efforts are in place to increase the diversity of the teachers in the district?
 - Expanding searches.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<ul style="list-style-type: none"> Ensure children in our communities are ready for Kindergarten 	<p>92 students were enrolled in preschool at the district during the 2017-2018 school year.</p> <p>Our preschool was accepted into the Classroom Engagement Model program for the 2018-2019 school year and have begun applying what they have learned.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - The previous school year had a wait list of students to attend preschool. By adding another preschool teacher, all students who wanted to attend preschool were able to; thus, ensuring more students have the opportunity to attend preschool to prepare for kindergarten.
- What strategies are in place to support this goal area?
 - Advertising preschool screening and enrollment for preschool.
 - Implementation of CEM practices.
- How well are you implementing your strategies?
 - Getting the word out about preschool has gone well.
 - We are in the exploration stage of implementing CEM practices.
- How do you know whether it is or is not helping you make progress toward your goal?
 - More students have been enrolled in some type of preschool than previous years.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<ul style="list-style-type: none"> • Implement interventions to ensure each child reads at grade level by third grade 	<p>Six more third graders were in the achievement level of Meets on the 2018 Reading MCA as compared to 2017.</p> <p>However, 47% of PAS third graders were not proficient on the 2018 & 2017 Reading MCA.</p> <p>60% of our FRP third grade students were not proficient on the 2018 Reading MCA while 54% of our FRP third grade students were not proficient on the 2017 Reading MCA.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - *MCA data*
 - *FRP vs. non-FRP (White students) as it is our largest achievement gap*
- *What strategies are in place to support this goal area?*
 - *In second year of implementation of new reading curriculum in grades K-6.*
 - *In first year of What I Need time implementation in grades K-4.*
 - *In first year of using FASTBridge to progress monitor students during What I Need time.*
 - *Literacy Professional Development from Jen Jones*
 - *Purchase and use of The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers by Jennifer Serravallo.*
 - *In first year of screening students K-8 in decoding skills as a dyslexia screener.*
 - *Reading Corp in grades K & 1*
- *How well are you implementing your strategies?*
 - *We will be conducting a formal fidelity check for Grades K-4 on the implementation of the negotiables & non-negotiables for the reading curriculum in Nov/Dec. Informal walk-throughs this fall have shown that most K-4 staff are implementing most of the negotiables & non-negotiables.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - *Our fidelity check as well as our What I Need time FASTBridge data will show if implementation is helping more students meet proficiency in reading.*

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<ul style="list-style-type: none"> • Improve MCA math and reading performance at each grade level to the state average <ul style="list-style-type: none"> ○ Work to align curriculum and standards ○ Provide professional development for teachers 	<p><i>As a district 49% of our students in grades 3-8 & 10 are not proficient in reading.</i></p> <p><i>As a district 60% of our FRP student group in grades 3-8 & 10 are not proficient in reading.</i></p> <p><i>As a district 57% of our students in grades 3-8 & 11 are not proficient in math.</i></p> <p><i>As a district 70% of our FRP student group in grades 3-8 & 11 are not proficient in math.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - *MCA Data*
 - *All students & FRP students*
- *What strategies are in place to support this goal area?*
 - *Curriculum maps were worked on in 2017-2018 school year.*
 - *Alignment of MN Academic Standards in Math & Reading are being done through grade-level checklist and common course guide creation in 2018-2019.*
 - *District math staff K-12 are meeting to align math standards, review overlaps & gaps, identify instructional best practices, and identify resource needs in 2018-2019.*
 - *All staff are expected to post, discuss, and provide multiple references to the standard/benchmark students are learning for the day/class period beginning in November 2018.*
- *How well are you implementing your strategies?*
 - *A fidelity check on the implementation of posting, discussing, and referring to the standard/benchmark students are learning for the day/class period will take place in December 2018.*
 - *Drafts of grade-level checklists and common course guides are being monitored after each work session. Grade-level and content area meetings will be held to support staff in polishing drafts to a final working copy in January-February 2019.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - *Exit tickets from each work session/PLC during 2018-2019 school year*
 - *FASTBridge data in reading/math from Fall/Winter/Spring assessments in 2018-2019.*
 - *MCA 2019 data*
 - *Fidelity of implementation data in 2018-2019 school year*

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<ul style="list-style-type: none"> Ensure students are college or career ready at graduation 	<p><i>74% of our 2016 graduates were enrolled in an institution of higher learning.</i></p> <p><i>44% of our 2016 graduates in the FRP student group were enrolled in an institution of higher learning.</i></p> <p><i>Our students are significantly below the state average in requiring remedial courses at institution of higher learn.</i></p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p>On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - *MN Report Card College-going Data*
 - *Non-FRP vs. FRP*
 - *SLEDS data*
- *What strategies are in place to support this goal area?*
 - *Advanced coursework with Colleges - concurrent enrollment*
 - *Connection with MN West - MN Transfer Curriculum and Articulation*
 - *CEO program participation in 2018-2019 school year.*
 - *Post-Secondary Transition Plan - outlining plans for students to achieve graduation and plan for post-secondary.*
 - *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*
- *How well are you implementing your strategies?*
 - *This is an area we need to review during the 2018-2019 school year.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - *While we know 74% of our students are enrolling in college of some sort, we are aware that our students require significantly less remediation in college.*

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<ul style="list-style-type: none"> • Strive for 100% graduation rate 	<p><i>In 2017 83% (67) students graduated.</i></p> <p><i>Of those 67 graduates, 77% (34) were of the FRP student group.</i></p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Bullethead narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
 - *MN Report Card Graduation Data*
 - *Non-FRP vs. FRP*
- *What strategies are in place to support this goal area?*
 - *Advanced coursework with Colleges - concurrent enrollment*
 - *Connection with MN West - MN Transfer Curriculum and Articulation*
 - *CEO program participation in 2018-2019 school year.*
 - *Post-Secondary Transition Plan - outlining plans for students to achieve graduation and plan for post-secondary.*
 - *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*
- *How well are you implementing your strategies?*
 - *This area needs to be reviewed in the 2018-2019 school year as we are not at the 100% graduation rate.*
- *How do you know whether it is or is not helping you make progress toward your goal?*
 - *We do not at this point. We need to review our processes/practices/strategies in this area and make changes to improve our graduation rate to 100%.*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.