



2016-17 World's Best Workforce Report Summary

District or Charter Name: **Pipestone Area Schools**

Grades Served: **PreK-12**

Contact Person Name and Position: **Melany Wellnitz, Director of Curriculum, Teaching and Learning**

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this 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.

1. Stakeholder Engagement

1a. Annual Report

[Note: 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.]

- 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.
 - <http://www.pas.k12.mn.us/sites/pas.portal.rschooltoday.com/files/files/2016-17%20Pipestone%20WBWF%20Plan--FINAL.pdf>

1b. Annual Public Meeting

[Note: 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. The author's intent was to have a separate meeting just for this reason.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year.
 - November 27, 2017, 5:30 p.m., Room 1148 Pipestone Area MS/HS

1c. District Advisory Committee

[Note: 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 2016-17 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 Member	Role in District
Ellen Dulas	Counselor
Tanya Schroyer	Counselor
Jamie Juhl	Special Education/SEAT/ASD Teacher
Nancy Stiles	Math Teacher
Todd Tinklenberg	Middle School Teacher
Christine Colemer	Community Member
Laurel Berg	Community Member
Troy Woelber	Community Member
Tyler Juhl	Business & Community Member

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<p>The Pipestone Preschool Program will work with community-based programs and the Head Start program to encourage standardized curriculum to match what is needed for Kindergarten.</p>	<p>This work is still in progress.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>
<p>Preschool Screening will determine school readiness and interventions needed. Support services will then be determined and services will begin as soon as possible to impact future success in learning.</p>	<p>Preschool Screening is utilized and support services are determined.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

Goal	Result	Goal Status
<p>The Pipestone School District will identify families new to the district and communicate with parents the supports that the district provides.</p>	<p>This work is still in progress.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>All students will read at grade-level by third grade, as determined by the Reading MCAs.</p>	<p>Kindergarten: Spring earlyReading: 44% at or above grade level.</p> <p>First: Spring early Reading: 66% at or above grade level. Spring CBMReading: 68% at or above grade level.</p> <p>Second: Spring CBMReading: 62% at or above grade level.</p> <p>Third: MCA Reading 52% proficient. Spring CMBReading: 60% at or above grade level.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
Math proficiency of Hispanic Students from 21.4% to 61% in 2017.	Hispanic student math proficiency raised from 21.4% in 2016 to 25.7% in 2017.	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
Reading proficiency of Hispanic Students from 28.1% to 63% in 2017.	Hispanic student reading proficiency raised from 28.1% in 2016 to 29.5% in 2017.	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
Math proficiency of Special Education Students from 27.7% to 59% in 2017.	Special Education student math proficiency dropped from 27.7% to 12.7% in 2017.	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
Reading proficiency of Special Education Students from 30.4% to 64% in 2017.	Special Education student reading proficiency dropped from 30.4% to 21.6% in 2017.	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

<p>Math proficiency of Free/Reduced Price Lunch Students from 37.4% to 68% in 2017.</p>	<p>Free/Reduced Price Lunch student math proficiency dropped from 27.4% to 32.3% in 2017.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
<p>Reading proficiency of Free/Reduced Price Lunch Students from 42.4% to 71% in 2017.</p>	<p>Free/Reduced Price Lunch student reading proficiency dropped from 42.4% to 41.7% in 2017.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<ul style="list-style-type: none"> College-level courses are being offered - concurrent enrollment in each core content area. Send student to career and college fairs each year. Career guidance provided by high school and middle school counselors. 	<ul style="list-style-type: none"> 13 courses offered Grades 10, 11, & 12 have access Yes 	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
Continue to work toward 90% graduation rate.	<p>Class of 2016 & Graduating in 2016</p> <p>Graduated: 89.9% (71)</p> <p>Continuing: 5.1% (4)</p> <p>Dropped Out: 5.1% (4)</p> <p>Unknown: 0.0%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*
 - School Readiness based upon FAST Early Reading
 - Read Well by Third Grade needs based upon FAST earlyReading in grades 1 & 2 and MCAs in Grade 3
 - Alignment of Minnesota English Language Arts Standards and reading instructional improvements based upon MCA III assessment results of district-wide 50.8% proficiency
 - Alignment of Minnesota Mathematics Standards and math instructional improvements based upon MCA III assessment results of district-wide 47.5% proficiency
 - Alignment of Minnesota Science Standards and science instructional improvements based upon MCA III assessment results of district-wide 47.6% proficiency
 - Reduction of the achievement gaps in reading and math for Free/Reduced Price Lunch, Special Education, and Hispanic students based upon FAST assessments and MCA III assessments
 - Increase the district's ACT composite score to ensure students are career and college ready

4. Systems, Strategies and Support Category

4a. Students

- Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.
- Process for assessing and evaluating student progress toward meeting state and local academic standards.
 - Process to disaggregate data by student group.

Student Supports at the Elementary Schools

- Special Education pull-out classes and interventions
- English Learner interventions
- Title I interventions and Reading Corp
- Catch-up room during lunch/recess
- Targeted services summer school

Student Supports at the Middle School

- Power of ICU system to increase student learning accountability and learning skills to be a better student
- Keys to Success Targeted Services
- Technology Software Resources - IXL, Brain Pop, MyOn Reader, PLATO Learning, Google Chrome and Google Drive
- Growth Measures - FAST testing
- Technology Hardware Resources - iPad labs, Chromebook labs, pod area labs, Smart Boards
- Middle School Learning Center - supporting students with specific instruction and organization skills
- Full time (FTE) ESL teacher with full time bilingual 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
- High School Learning Center
- Full time (FTE) ESL teacher with full time bilingual paraprofessional support
- Postsecondary Transition Plan - outlining plans for students to achieve graduation and plan for postsecondary.
- Multiple Pathways
 - 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

4b. Teachers and Principals

- Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.
 - System to review and evaluate the effectiveness of
 - Instruction
 - Curriculum
 - Teacher evaluations
 - Principal evaluations
- Unpacked ELA Standards and align instruction with those standards in grades K-12 with support from curriculum resources through SWWC
- Weekly PLC time to focus on standard alignment
- Implementation of Teacher Leadership Teams that support district standard implementation
- Elementary Principal and Superintendent participated in MDE's "Building an Aligned PreK-3 System for Literacy"
- Implementation of a Mentor Program for new teachers
- Technology conference and support through SWWC
- Teachers and Principals participated in district and self-selected professional development opportunities to enhance practice

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*

Curriculum Best Practices

Pipestone Area Schools adopts resources which align with the Minnesota Academic Standards in Reading, Math, Social, and Science. In 2016-2017 the Pipestone Area School teachers worked to align the Minnesota English Language Arts Standards district-wide. Staff reviewed how to understand the anchor standards; analyzed benchmarks to determine what students must be able to do, know, and the depth of knowledge; learned how to convert benchmarks into learner outcomes; created learning targets for benchmarks; learned how to incorporate academic vocabulary into instruction of the benchmarks; were exposed to reading strategies that could be used at any level/content; began prioritizing the standards and working on vertical alignment.

Staff met in Professional Learning Communities weekly to accomplish the alignment of the Minnesota English Language Arts Standards as well as received professional development on technology, reading strategies, cues & questions, and skills and processes.

Instructional & Assessment Best Practices

Staff Development addresses instructional & 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, all teachers employed by the Pipestone Area Public School District are certified and teaching in their licensure areas. All Title I paraprofessionals must pass the ParaPro Assessment to meet the highly qualified requirements.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The 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.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

Pipestone Area Schools meets this requirement of access to excellent teachers because it serves all students equitably at each grade level by delivering the Minnesota Academic Standards.