

## Achievement and Integration Plan July 1, 2019 to June 30, 2022

**District ISD# and Name:** Pipestone Area ISD 2689

**District Integration Status:** Adjoining District (A)

**Superintendent:** Kevin Enerson

Phone: 507-562-6068

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**Plan submitted by:** Melany Wellnitz

Title: Dir. Curriculum, Teaching, & Learning

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**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: Enter name.

1. **Edgerton Public ISD 581** RI - Racially  
Isolated

2. Enter text here. Choose district status.

3. Enter text here. Choose district status.

4. Enter text here. Choose district status.

### School Board Approval

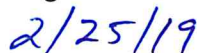
We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Kevin Enerson

Signature: 

Date Signed: 25 February 2019



School Board Chair: Jeff Baatz

Signature: 

Date Signed: 25 February 2019



## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

**American Indian Parent Advisory Committee** Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

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## Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**Goal #1:** 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.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Achievement Disparity

**Goal #2:** By 2022, Pipestone students in grades K-12 will self-report an increase in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse) from an average comfort level of 2 out of 5 to an average comfort level of 4 out of 5 as measured by a district-created

survey utilizing a 5-point Likert scale. gaps between students are closed.

**Aligns with WBWF area:** All racial and economic achievement

**Goal type:** Integration

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and #** Math Specialist – Goal 1 – Strategy 1

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction.       |
| <input type="checkbox"/> Provides school enrollment choices.  | <input type="checkbox"/> Increases graduation rates.                                    |
|   | <input checked="" type="checkbox"/> Increases access to effective and diverse teachers. |

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. Teacher FTE will co-teach on rotation with teachers in grades K-8 to implement the MN Math Standards, expose students to best practices in instruction of mathematics, and reinforce intervention strategies to alleviate student deficiencies. The math specialist will also coordinate and plan integration activities focusing on math skills and strategies for Edgerton and Pipestone students in grades K-12.

Location of services: Brown Elementary, Hill Elementary, PAS MS/HS, Edgerton Public Schools

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
Percentage of students in FRP student group will increase from current proficiency level of 29.3% to 5% as measured by Math MCA.	34.6%	40%	45%
From the Winter screening to the Spring screening, grades K through Eight will have 50% of students that are at some/high risk move up a level as measured by the aMath screener.	30%	40%	50%
As measured by the Math MCA, students in grades Four through Eight will increase their achievement of high growth from 21% to 40%.	25%	35%	40%
Increase in positive perception from teachers in finding co-teaching with the math specialist beneficial to their growth in implementing the MN Math Standards and using instructional best practices in mathematics.	25%	50%	75%
Increase in positive perception from students who receive instruction from teachers co-teaching with the math specialist.	25%	50%	75%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Strategy Name and # Math Interventionist – Goal 1 – Strategy 2

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction.       |
| <input type="checkbox"/> Provides school enrollment choices.  | <input type="checkbox"/> Increases graduation rates.                                    |
|   | <input checked="" type="checkbox"/> Increases access to effective and diverse teachers. |

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

The Math Interventionist will support students in grades 3-8 in need of additional intervention to master grade-level skills. Supporting these students' needs will work to close achievement gaps in the FRP student group gap in math. Referral to the Math Interventionist will be based on MCA Math and FAST Math data review. The Math Interventionist will coordinate and plan integration activities focusing on math skills and strategies for Edgerton and Pipestone students in grades K-12.

Location of services: Brown Elementary, Hill Elementary, PAS MS/HS, Edgerton Public Schools

### Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
Percentage of students in FRP student group will increase from current proficiency level of 29.3% to 5% as measured by Math MCA.	34.6%	40%	45%
From the Winter screening to the Spring screening, grades K through Eight will have 50% of students that are at some/high risk move up a level as measured by the aMath screener.	30%	40%	50%
As measured by the Math MCA, students in grades Four through Eight will increase their achievement of high growth from 21% to 40%.	25%	35%	40%
The number of students who need to receive support from a math interventionist will decrease due to more students gaining skills and growing at high rates.	60%	50%	30%
Increase in positive perception from students who receive support from the math interventionist.	25%	50%	75%
Increase in positive perception from teachers of students who have received intervention support.	25%	50%	75%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Strategy Name and # Professional Development – Goal 1 – Strategy 3

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. Time and resources for math specialist, math interventionist, and teachers of mathematics in grades K-8 to plan and assess their instruction and student achievement in order to close achievement gaps FRP student group gap in math. Location of services: Brown Elementary, Hill Elementary, PAS MS/HS, Edgerton Public Schools

### Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
Percentage of students in FRP student group will increase from current proficiency level of 29.3% to 5% as measured by Math MCA.	34.6%	40%	45%
From the Winter screening to the Spring screening, grades K through Eight will have 50% of students that are at some/high risk move up a level as measured by the aMath screener.	30%	40%	50%
As measured by the Math MCA, students in grades Four through Eight will increase their achievement of high growth from 21% to 40%.	25%	35%	40%
Increase in positive perception from teaching staff, math specialist, and math interventionist that professional development is supporting their growth in instructional best practices.	40%	60%	80%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Strategy Name and # Cross District Math Integration Programs – Goal 2 – Strategy 1

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. The Math Specialist and Math Interventionist will coordinate, plan, and host, with the support of grade-level math teachers, Cross District Math Integration Programs available for all students either during the school year and/or during summer school to integrate Edgerton students in grades K-12 with Pipestone students in grades K-12 increasing all students' cultural fluency, competency, and interaction with the focus of building math skills and strategies. Cross District Math Integration Programs will address the areas of need in math for both districts and introduce/reinforce strategies to shift those areas of need to areas of strength. Through the introduction/reinforcement of strategies, students will be exposed to and work with students from different racial, cultural, and economic backgrounds different from their own.

Location of services: Brown Elementary, Hill Elementary, PAS MS/HS, Edgerton Public Schools

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
Percentage of students in FRP student group will increase from current proficiency level of 29.3% to 5% as measured by Math MCA.	34.6%	40%	45%
From the Winter screening to the Spring screening, grades K through Eight will have 50% of students that are at some/high risk move up a level as measured by the aMath screener.	30%	40%	50%
As measured by the Math MCA, students in grades Four through Eight will increase their achievement of high growth from 21% to 40%.	25%	35%	40%
The number of students and student group types from Pipestone who participate in Cross District Math Integration Programs will increase from the first program to the last.	40 Students	60 Students	75 Students
	3 Student Groups	4 Student Groups	5-6 Student Groups
Increase in students' level of comfort with initiating and maintaining social relationships with students different from themselves.	25%	35%	45%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Edgerton is able to access our summer school programs rather than hosting their own.

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## Achievement and Integration Revenue FY 2020 Budget Worksheet

Use this workbook to list your district's proposed expenditures of FY 2020 Achievement Integration (A&I) revenue. All expenditures must support activities in your district's MDE-approved A&I plan. Each worksheet has a column for you to explain which activity each line item will fund.

**District Name:** Pipestone Area Schools

**District ISD Number:** 2689

**Superintendent:** Kevin Enerson

**Partnering Districts:** Edgerton Public Schools

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

<b>Program Staff:</b> <u>Melany Wellnitz</u>	<b>Fiscal Staff:</b> <u>Jacque Kennedy</u>
<b>Phone:</b> <u>507-825-4216</u>	<b>Phone:</b> <u>507-562-6072</u>
<b>E-mail:</b> <u>melany.wellnitz@pas.k12.mn.us</u>	<b>Email:</b> <u>jacque.kennedy@pas.k12.mn.u</u>

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

<b>Total Initial Revenue (FIN 313)</b>	\$ 95,100.00
<b>Total Incentive Revenue (FIN 318)</b>	\$ 11,752.00
<b>TOTAL A&amp;I REVENUE</b>	<b>\$ 106,852.00</b>

### CERTIFICATION STATEMENT

*We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2019 Achievement & Integration budget as approved by the school board.*

**Board Approval Date** February 25, 2019

**School Board Chair** [Signature]

**Date** 2-25-19

**Superintendent** [Signature]

**Date** 2/25/19

This approval is optional and not required in legislation or by the Minnesota Department of Education.

**Approved Initial Revenue:** \_\_\_\_\_ **Approved Incentive Revenue:** \_\_\_\_\_

**MDE Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_