



## Achievement and Integration Plan Form

### July 1, 2022 to June 30, 2025

Complete this form by typing information where indicated and deleting placeholder text. The form will expand to fit.

District ISD# and Name: Pipestone Area Schools

Phone: 507-562-6015

District Integration Status: Racially Isolated

Email: Melany.welnitz@pas.k12.mn.us

Superintendent Name: Kevin Enerson Klint Willert

Lisa.pease @pas.k12.mn.us

Superintendent Phone Number: 507-562-6068

Title of Person submitting Report: Melany Welnitz

Lisa Pease

Superintendent Email: kevin.enerson@pas.k12.mn.us Klint.willert@pas.k12.mn.us

### Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your [district has a racially identifiable school](#), please list each of those schools below. Add additional lines as needed.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

**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:***

## 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 name: ~~Kevin Enerson~~ **Klint Willert**

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

School Board Chair name: ~~Jeff Baatz~~ **Brad Carson**

School Board Chair Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

## 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 in the [Achievement and Integration Plan Guide](#), and see the [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.

Multidistrict Collaboration Council: Kevin Enerson, Melany Wellnitz, Jamie Fenicle, Ryan Wielenberg, Kelli Byrness (AIPAC), Keith Buckridge (Edgerton), Klint Willert, Lisa Pease, Jennifer Moravetz, Sonja Ortman

Community Collaboration Council for Racially Identifiable School(s): \_\_\_\_\_

## 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](#).

## 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)).

**Enter SMART Goal #1:** By 2025, the percentage of students in FRP student group will increase from current proficiency level of 27.6% to 37% as measured by the MN Comprehensive Assessments in Math. Students in grades K-5 will demonstrate growth in reading, with at least 50% of students achieving their projected growth from the fall of 2024 to spring of 2025 measured by NWEA Reading benchmark assessment.

Choose a WBWF goal area: Closing the achievement gap for identified student groups.

### Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

***To add goals, copy the two lines directly above and paste them below the strategies supporting Goal #1.***

## 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).

**Copy and paste the strategy section below for each additional strategy.**

**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 # Enter:** ~~Math Specialist~~ Summer School – Goal 1 – Strategy 1

**Choose the Type of Strategy:** Innovative and integrated

**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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: 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.

- **Add narrative:** Teacher FTE will coach teachers in grades K-8 to implement the MN Math Standards, expose students to best practices in the 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. To address the achievement disparities between student groups among K-5 students, Pipestone will offer a two-week summer school program in June. This initiative aims to provide targeted reading support for students based on benchmark data and teacher recommendations. Certified teachers will be hired to work with students who require additional help, with a particular focus on closing achievement gaps within the Free and Reduced Price (FRP) student group. Transportation will be provided to ensure equitable access for all students, enabling full participation in the program. In collaboration with the Edgerton School District, this summer school opportunity will be extended to students from both Pipestone and Edgerton, fostering a community of learning across districts. Teachers involved in the program will be given the opportunity to request necessary materials and supplies to effectively support student learning. By addressing the specific needs of these students during the summer months, we aim to create a stronger foundation for academic success and reduce achievement gaps.

**Enter location of services:** Pipestone Elementary School, Pipestone MS/HS, and Edgerton Public Schools

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.	2023 Target	2024 Target	2025 Target
Percentage of students in FRP student group will increase from current proficiency level of 27.6% to 37% as measured by Math MGA.	30%	34%	37%
From the Winter screening to the Spring screening, grades K-8 will have 50% of students that are some/high risk move up a level as measured by the earlyMath or aMath screener.	25%	35%	50%
Increase in positive perception from teachers in finding coaching from the Math Specialist beneficial to their growth in implementing the MN Math Standards and using instructional best practices in mathematics.	25%	50%	75%

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.	2023 Target	2024 Target	2025 Target
Increased use in New Teacher Center Coaching High Leverage Tools with teachers of mathematics as measured by documentation in Kiano.	10 High-leverage Tools	20 High-leverage Tools	30 High-leverage Tools
The FRP student group in grades K - 5 that are invited to participate in summer school to improve their reading skills will be in attendance.			80% of invited students will attend
The ML student group in grades K - 5 that are invited to participate in summer school to improve their reading skills will be in attendance.			80% of invited students will attend
Upon completing summer school, students will submit a survey indicating they have enhanced their reading skills as a result of their participation in the program.			80% of students report enhanced reading skills

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

Choose the Type of Strategy: Innovative and integrated

**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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: 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.

**Add narrative:** A teacher FTE. The Math Interventionist will support students in grades K-3 in need of additional intervention to master grade-level skills. Supporting these students' needs will work to close achievement gaps in the FRP students group gap in Math. Referral to the Math Interventionist will be based on FAST Math data, Number Worlds Screener data, and classroom math data. The Math Interventionist will coordinate and plan integration activities focusing on math skills and strategies for Pipestone and Edgerton students in grades K-12.

**Enter location of services:** Pipestone Elementary School, Pipestone MS/HS, and Edgerton Public Schools

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.	2023 Target	2024 Target	2025 Target
Percentage of students in FRP student group will increase from current proficiency level of 27.6% to 37% as measured by Math MGA.	30%	34%	37%
From the Winter screening to the Spring screening, grades K-8 will have 50% of students that are some/high risk move up a level as measured by the earlyMath or aMath screener.	25%	35%	50%

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.	2023 Target	2024 Target	2025 Target
The number of students who need to receive support from the 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%

**Enter SMART Goal #2:** ~~By 2025, require all teachers of math K-12 to complete an ASL (Analyzing Student Learning) Tool (NTC) with the Math Specialist to increase growth of instructional effectiveness.~~ Pipestone Area Schools will increase the number of culturally responsive literacy instruction K-12 from 0 during the 2023-2024 school year to 2 in the 2024-2025 school year.

Choose a WBWF goal area: Closing the achievement gap for identified student groups.

**Choose the type of Goal:**

Achievement Disparity

Integration

Teacher Equity

**Strategy Name and # Enter:** ~~Analyzing Student Learning Tool- Literacy Lead~~ - Goal 2 – Strategy 1

**Choose the Type of Strategy:** ~~Innovative and integrated~~ Professional Development

**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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

\_\_\_ Option 2: Provides school enrollment choices.

\_\_\_ Option 3: Increases cultural fluency, competency, and interaction.

\_\_\_ Option 4: Increases graduation rates.

**X** \_\_\_ Option 5: 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.

**Add narrative:** The Math Specialist will increase coaching to all tenured and non-tenured math teachers using the ASL to help teachers of math better understand the results of standards-based instruction and to have a thorough understanding of what students know and are able to do relative to standards-based tasks in addition to supporting conversations about equitable instruction and classroom conditions that shift teacher practice and promote student learning; thus, providing all students access to effective math teachers. The Literacy Lead Teacher will provide coaching, staff development opportunities, and support to K-12 educators in effectively implementing the Minnesota English Language Arts (ELA) standards. This role will focus on enhancing teachers' instructional practices in reading and literacy, incorporating evidence-based strategies, and reinforcing targeted interventions to address and overcome student learning gaps.

**Enter location of services:** Pipestone Elementary School and Pipestone MS/HS

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.	2023 Target	2024 Target	2025 Target
Percentage of students in FRP student group will increase from current proficiency level of 27.6% to 37% as measured by Math MGA.	30%	34%	37%
From the Winter screening to the Spring screening, grades K-8 will have 50% of students that are some/high risk move up a level as measured by the earlyMath or aMath screener.	25%	35%	50%
Increase successful completion of ASL with tenured and non-tenured math instructors K-12 as measured by documentation in Kiano.	10 Teachers	20 Teachers	30 Teachers

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.	2023 Target	2024 Target	2025 Target
Increased use in New Teacher Center Coaching High Leverage Tools with teachers of mathematics as measured by documentation in Kiano.	10 High-leverage Tools	20 High-leverage Tools	30 High-leverage Tools
Participants report increased confidence and effectiveness in applying culturally responsive literacy instruction			80%
Staff will be given opportunities to participate in literacy-based professional development			2 opportunities

Enter SMART Goal #3: By 2025, 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 measure by a district-created survey utilizing a 5-point Likert scale. Pipestone Area Schools will increase district-wide attendance from 94% in Spring of 2024 to 95% in Spring of 2025.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed.

**Choose the type of Goal:**

- Achievement Disparity
- Integration
- Teacher Equity

**Strategy Name and # Enter:** Cross-District Math Integration Programs Cultural Liaison – Goal 3 – Strategy 1

**Choose the Type of Strategy:** Innovative and integrated

**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:

\_\_\_ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

\_\_\_ Option 2: Provides school enrollment choices.

X Option 3: Increases cultural fluency, competency, and interaction.

\_\_\_ Option 4: Increases graduation rates.

\_\_\_ Option 5: 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.

**Add narrative:** 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 face-to-face or virtually to integrate Edgerton and Pipestone students in grades K-12 increasing all students' cultural fluence, competency, and interaction with the focus of building math skills and strategies. Cross-District Math Integration Programs will address 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. Pipestone Area Schools will hire a dedicated Cultural Liaison to promote culturally responsive practices, strengthen community engagement, and support multilingual families in fostering equitable student achievement. The Cultural Liaison will serve as a vital bridge, facilitating effective communication between students, their families, and the school district. Additionally, they will work to empower all students to actively engage in educational programs and activities. Through this role, students will gain valuable opportunities to collaborate with peers from diverse racial, cultural, and socioeconomic backgrounds, fostering a more inclusive and supportive learning environment for all.

**Enter location of services:** Pipestone Elementary School, Pipestone MS/HS, and Edgerton Public Schools

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.	2023 Target	2024 Target	2025 Target
Percentage of students in FRP student group will increase from current proficiency level of 27.6% to 37% as measured by Math MGA.	30%	34%	37%

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.	2023 Target	2024 Target	2025 Target
From the Winter screening to the Spring screening, grades K-8 will have 50% of students that are some/high risk move up a level as measured by the earlyMath or aMath screener.	25%	35%	50%
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.	20 Students	40 Students	60 Students
	2 Student Groups	3 Student Groups	4 Student Groups
Increase in students' level of comfort with initiating and maintaining social relationships with students different from themselves.	35%	45%	55%
By the end of the year, students in grades JK-5 will increase their attendance rate.			95%
Student tardiness at the secondary level during quarter 1 of 2024-25 school year will be reduced from 2,500 by the end of the year.			1,000

### Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

Our updated plan provides math specialist support to Pipestone as well as Edgerton. Our Math Specialist spends five school days per month supporting Edgerton staff and students. Additionally, rather than both Edgerton and Pipestone hosting summer school programming, Pipestone offers a two-week math summer school program that Edgerton students are also invited to attend. Edgerton provides the bussing to Pipestone for summer school. During the school year, Pipestone hosts a Math Fun Night for students and their families and invites Edgerton students and families. Our updated plan provides reading support to Pipestone students with the addition of summer school and a literacy lead. Our literacy lead will spend one day per week planning and facilitating staff development opportunities

for K-12 ELA teachers in Pipestone. Additionally, rather than both Edgerton and Pipestone hosting summer school programming, Pipestone offers a two-week summer school program that Edgerton students are also invited to attend. Edgerton provides the bussing to Pipestone for summer school. With the addition of a cultural liaison, Pipestone students will gain valuable opportunities to collaborate with peers from diverse racial, cultural, and socioeconomic backgrounds, fostering a more inclusive and supportive learning environment for all.