



Achievement and Integration Plan Form

July 1, 2025 to June 30, 2028

Submissions are due by March 15, 2025.

District ISD# and Name: Pipestone Area Schools
#2689

District Integration Status: Racially Isolated

Superintendent Name: Klint Willert

Title of Person Submitting Report: Lisa Pease

Phone: 507-562-6015

Email: lisa.pease@pas.k12.mn.us

Superintendent Phone Number: 507-562-6068

Superintendent Email: 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.

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:

1. Edgerton Public Schools ISD #581

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: Klint Willert

Signature: _____ Date Signed: _____

School Board Chair: 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 Member Details

Name	Position/Role	Email/Phone Number
Klint Willert	Pipestone Area Schools Superintendent	Klint.willert@pas.k12.mn.us 507-562-6068
Lisa Pease	Pipestone Area Schools Director of Curriculum, Teaching, and Learning	Lisa.pease@pas.k12.mn.us 507-562-6015
Jennifer Moravetz	Pipestone Area Schools Elementary Principal	Jennifer.moravetz@pas.k12.mn.us 507-562-6202
Sonja Ortman	Pipestone Area Schools Secondary Principal	Sonja.ortman@pas.k12.mn.us 507-562-6081
Keith Buckridge	Edgerton Public Schools Superintendent/Elem. Principal	Kbuckridge@edgertonpublic.com 507-442-7881

Community Collaboration Council Member Details (for Racially Identifiable School(s))

Name	Position/Role	Email/Phone Number

AIPAC Member Signature (if applicable): _____ Date Signed: _____

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.

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)).

SMART Goal #1: Students in grades K-5 will demonstrate growth in reading from 50% of students achieving their projected growth goal in 2025 to 56% of students achieving their projected growth goal in 2028 as measured from fall to spring using the NWEA Reading Benchmark Assessment.

Choose a WBWF/CACR goal area:

- ☐ All children are ready for school.
- ☒ All racial and economic achievement gaps between students are closed.
- ☐ All students are ready for career and college.
- ☐ All students graduate from high school.

Choose the type of Goal:

- ☒ Achievement Disparity
- ☐ Integration
- ☐ Teacher Equity

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).

Strategy #1: Summer School

Choose the type of Strategy:

☒ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

☐ Option 2: Family engagement initiatives to increase student achievement.

☐ Option 3: Professional development opportunities focused on academic achievement of all students.

☐ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

☐ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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.

Narrative: 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.

Location of services: Pipestone Area Elementary School

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.	2026 Target	2027 Target	2028 Target
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.	85% of invited students will attend	90% of invited students will attend	95% of invited students will attend

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.	2026 Target	2027 Target	2028 Target
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.	85% of invited students will attend	90% of invited students will attend	95% 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.	85% of students report enhanced reading skills	90% of students report enhanced reading skills	95% of students report enhanced reading skills

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

SMART Goal #2: Through the implementation of professional development, teachers at Pipestone Area Schools will increase confidence and effectiveness in applying culturally responsive literacy instruction across K-12 from 80% in Spring of 2025 to 90% in Spring of 2028 as measured by a pre- and post- reflection survey.

Choose a WBWF/CACR goal area:

- ☐ All children are ready for school.
- ☒ All racial and economic achievement gaps between students are closed.
- ☐ All students are ready for career and college.
- ☐ All students graduate from high school.

Choose the type of Goal:

- ☐ Achievement Disparity
- ☐ Integration
- ☒ Teacher Equity

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).

Strategy #1: Literacy Lead

Choose the type of Strategy:

___ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

___ Option 2: Family engagement initiatives to increase student achievement.

X Option 3: Professional development opportunities focused on academic achievement of all students.

___ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

___ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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.

Narrative: 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 Area 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.	2026 Target	2027 Target	2028 Target
Participants report increased confidence and effectiveness in applying culturally responsive literacy instruction	85%	87%	90%
Staff will be given opportunities to participate in literacy-based professional development	3 opportunities	4 opportunities	5 opportunities

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

SMART Goal #3: Pipestone Area Schools will increase district-wide attendance from 94% in the Spring of 2024 to 97% in Spring of 2028.

Choose a WBWF/CACR goal area:

- ☐ All children are ready for school.
- ☐ All racial and economic achievement gaps between students are closed.
- ☐ All students are ready for career and college.
- ☒ All students graduate from high school.

Choose the type of Goal:

- ☐ Achievement Disparity
- ☒ Integration

___ Teacher Equity

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).

Strategy #1: Cultural Liaison

Choose the type of Strategy:

☒ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

___ Option 2: Family engagement initiatives to increase student achievement.

___ Option 3: Professional development opportunities focused on academic achievement of all students.

___ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

___ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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.

Narrative: 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 Area 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.	2026 Target	2027 Target	2028 Target
By the end of the year, students in grades JK-5 will increase their attendance rate.	95%	96%	97%
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.	600	400	300

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

Enter Text below:

Our 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.