

	NCLB Consolidated Programs 1500 Highway 36 West Roseville, MN 55113-4266	TITLE I SCHOOLWIDE PROGRAM (SWP) APPLICATION AND PLAN	ED-02401-06
			Due: 6/30/10

GENERAL INFORMATION AND INSTRUCTIONS: The information on this report is a requirement of Public Law 107-110, the No Child Left Behind Act of 2001. All ten components must be addressed in order to be considered. Please complete an application for each Title I schoolwide school and upload the document with the ESEA application by **June 30, 2010**. Contact Noemi Treviño at 651-582-8233 or noemi.trevino@state.mn.us with any questions regarding SWP.

SCHOOL YEAR
2010 – 2011

I. IDENTIFICATION INFORMATION

Plan Status <input type="checkbox"/> Planning Year (2008/2009/____) <input type="checkbox"/> Elementary School (grade span <u>K-6</u>) Making AYP: Yes <input type="checkbox"/> Implementation Year (____/____/____) <input type="checkbox"/> Middle School (grade span ____-____) Approved Q-Comp: N/A <input type="checkbox"/> _____ <input type="checkbox"/> High School (grade span <u>7-12</u>)			
District Name Parkers Prairie Public Schools	District Number 547	Superintendent Name Thomas Ames	Superintendent Email tames@pp.k12.mn.us
School Name Parkers Prairie Elementary School	School Number	Telephone Number (218) 338 – 4079 ext. 400	Fax Number (218) 338 - 4078
Building Principal Caryl Gordy	Email cgordy@pp.k12.mn.us		
Address 518 South McCormell, P.O. Box 46	City Parkers Prairie	Zip Code 56361	
Current Student Demographics (building level) _____ % American Indian <u>>1</u> % Hispanic _____ % Limited English Proficient _____ % Asian <u>99.8</u> % White <u>12</u> % Special Education <u>></u> % _____ <u>1</u> % Black <u>43</u> % Free/Reduced Lunch			
Title I Schoolwide Coordinator Caryl Gordy	Telephone Number (218) 338 – 4079 ext. 400	Fax Number (218) 338 - 4078	
Address 518 South McCormell, P.O. Box 46	City Parkers Prairie	Zip Code 56361	
Email cgordy@pp.k12.mn.us			

II. GENERAL INFORMATION

1. Executive Summary of Schoolwide Program (SWP)

Provide an overview of your school with adequate information for the reader to become acquainted with the SWP plan.

Parkers Prairie Elementary School (PPES) is a small school in central Minnesota. Our building has programs for preschool through 6th grade. We have a separate site high school that serves students in grades 7 – 12. Our K – 6 student population is about 260 students. We have a strong history of being a TAS school with an established Title program. Our teacher has work with TAS identified students within the classroom and in pull settings for more than 15 years. Title has seen success with both the use of the Waterford and SuccessMaker computer based curriculums.

Our school was a participant in RtI training through the Minnesota RtI Center for the 2007-2008 and 2008-2009 school year. During that time we built a building level RtI team. Our team has been lead by an on-site teacher who has done extensive study with the Minnesota RtI Center. The RtI team was a guiding force as we developed our school wide plan, which occurred during the 2009-2010 school year. Based upon study with Matt Burns and Kim gibbons our priority or 09-10 plan was to establish a set intervention time. Based upon the feedback from teachers, and the growth in students we desire to continue to focus on targeted intervention time in classrooms and this will be the basis for the development of our current SWP plan.

Title One staff will support targeted intervention time within the school day at all grade levels. Our designated RtI time will focus on student needs. We will have interventions for both math and reading. When appropriate, our intervention time may group students across grades based upon specific needs. Utilizing AIMS and NWEA data we will determine students struggling, and then use further assessment as determined by grade level problems solving teams to develop our groups and design our interventions.

Our reading interventions are more developed than our math interventions. We will continue to put resources towards maintaining and improving our reading interventions. We will also continue to work to find quality math interventions. We desire to develop math interventions that have a clear focus, with entrance criteria, as well as exit criteria.

II. GENERAL INFORMATION (CONTINUED)

2. Schoolwide Program (SWP) Planning Team

A. List the names of people and programs represented in the development of this plan. (There should be at least one participant from each of the following groups).

<i>Category</i>	<i>Name</i>	<i>Contact Information</i>
Parents Name(s)	Meagan Moen Laurie Koep Nancy Euteneuer Mary Springer Elizabeth Hezlep	amamoen@midwestinfo.net lauriekoep@yahoo.com prairiewood@pcs.sfhs.org m_springer_84@hotmail.com ehezlep@midwestinfo.net
Teachers Name(s) and Respective Grade	Bonnie Carlson, Grade 1 Ashley Olson, Grade 4	bcarlson@pp.k12.mn.us aolson@pp.k12.mn.us
Community Member	Michelle Olson, MRC	molson@pp.k12.mn.us
Other Staff Name(s)	Deb Olson, Title One Teacher Kelli Klaessy, Title One Paraprofessional	dolosn@pp.k12.mn.us kklaessy@pp.k12.mn.us
Pupil Service Personnel Name(s)	Lori Henning Melissa Eggert	lhenning@pp.k12.mn.us meggert@pp.k12.mn.us
Principal's Name	Caryl Gordy	cgordy@pp.k12.mn.us
Students Name(s) if secondary school program		
Program Administrator <i>(Administrators of the programs that are to be consolidated in the SWP plan)</i>	Caryl Gordy	cgordy@pp.k12.mn.us
Technical Assistance Provider	Cheryl Nash Sarah Suchy	bulrush@brainerd.net ssuchy@lcsc.org
Additional Member Name and Role		

B. How do all staff, parents, and community members provide input in the development, implementation, and evaluation of the SWP plan?

During the 2009-2010 school year PPES successfully implemented our first SWP. Feedback for this program was positive from staff, parents, and community members. Our Panther Parent organization discussed progress of the plan at our regular meetings, and found ways in which their organization could continue to support the program. They have appreciated the flexibility that being a SWP school has allowed and feel it meets the needs of our diverse learners.

Input from these groups has been used to develop our first SWP plan. We will continue to utilize staff meetings and our Panther Parents meetings as a means to have on-going input for our first year of implementation. These groups will also take part in a mid-year and end of year assessment to evaluate the SWP plan. Information will be shared with the community on the SWP through building level newsletters. Survey results will be shared publicly through school board meetings.

C. Describe the team's plan for communicating with the school and community.

The SWP team will communicate with school staff through staff meetings, and grade level team meetings. We will communicate with the community through information shared in a variety of newsletters, parent letters, and with our local newspaper. We see Panther Parents as a key group for connecting to the community. Panther Parents was created to open our school to the community. The members of Panther Parents are committed to being a voice of the community for a variety of issues including our SWP with Title. The SWP team will also share information through Board reports at least three times per school year.

III. TEN REQUIRED COMPONENTS

Under section 1114(b)(1) of Title I of No Child Left Behind, a Schoolwide Program (SWP) must address the following ten components. Please describe HOW the school will implement each of the ten components.

1. Comprehensive Needs Assessment

A. Provide a brief description of your school including demographics of your school and community, academic achievement and other relevant information.

Parkers Prairie Elementary School serves approximately 260 students from grades K-6. We are rural district, spanning more than two hundred square miles. Currently 43% of our students qualify for free and reduced lunch. We have a strong positive number of open enrollment students that come to us from other districts, many of whom (over 25%) have special needs.

Based upon Spring 2010 testing our district made safe harbor in the area of reading. As a district we did not make AYP for math in the following sub groups – all, free/reduced, special education. Historically we have not been making AYP in the area of special education math, and have been identified for special education reading. Past AYP data highlights two important objectives for our district. We need to identify research based methods of reaching and teaching struggling students in both reading and math.

We have utilized NWEA for the past three school years and are working together to make good use of the data it provides for improved instruction. We are working diligently as a building to develop a framework for instruction at all three tiers of intervention.

B. Describe the process used to collect and analyze data across the five SWP planning dimensions:

<i>Dimension</i>	<i>Identification of Priority Needs</i>	<i>Data/Evidence to Support Identification of Priority Needs</i>	<i>Goal</i>
Student Achievement	We need to increase our percentage of students achieving proficiency in the areas of reading and math.	Our percentage of students making or exceeding expectations on the MCA's. Spring NWEA assessment data also supports this need.	By spring 2011 80% of our students will be at or above the 50 th percentile in reading as reported through NWEA data. By spring of 2011 80% or our students will be at or above the 50 th percentile in the area of math as reported through NWEA data.
Professional Development	We need to increase our understanding of how to effectively use research based math and reading interventions. We need to identify essential standards in the areas of reading and math. We need to develop a local system of determining our students level of proficiency on standards (common assessments).	Through staff meetings, RtI team meetings, and grade level team meetings we have identified the need for more training and support in how to effectively implement these interventions. While we will continue to utilize NWEA for the 10-11 school year, we understand the need to have a local system that is more highly correlated with our state standards.	During targeted RtI time teams will utilize research based interventions in the area of reading as documented through their PLC binders. Specialized math interventions will be delivered and progress monitored in a pull out setting throughout the year. PLC's will identify essential standards in language arts and math. PLC's will develop and utilize at least one common assessment based upon an identified essential standard for both language arts and math.
School Context and Organization	Continue to develop strong core, supplemental and intensive interventions at all grade levels. PLC's to work cooperatively on identifying essential standards, and have discussion about how those standards are taught in the classroom.	Our AYP status supports the need to enhance our core, supplemental, and intensive interventions.	Continue with uninterrupted time for interventions at a child's learning level. Focus our instructional efforts on essential standards.
Curriculum and Instruction	We need to identify core standards so that our curricular and instructional decisions are grounded in what we have determined to be our essential standards.	Our AYP status supports this need.	PLC's will identify essential standards.
Family and Community Involvement	Parents need to know how to support their children's learning so that they can be partners in increased achievement.	Parent teacher conferences, informal parent staff interactions, and feedback from Panther Parents supports this need.	We will offer opportunities to parents that focus on providing strategies to increase their child's academic achievement.

Summarize how your goals match your identified priority need areas as the means to educate all students in the school to meet the state's academic content and achievement standards.

Because research is not suggesting as strong of a correlation between NWEA and MCA's we understand the need to develop local assessments to determine if students are understanding content. This will need to be a multiple step process. While we continue to use NWEA as a measurement tool for progress of learning, we will identify essential standards, and start the process of making common assessments around those standards. As staff, students, and community members strive to meet the goals listed we will make a positive impact on all learners, especially those who are educationally disadvantaged.

III. TEN REQUIRED COMPONENTS (*CONTINUED*)

2. Schoolwide Program (SWP) Reform Strategies

- A. Describe the school's implementation of SWP reform strategies that will provide opportunities for all children to meet the **State's proficient and advanced levels of student academic achievement**.

As a part of our SWP our school will continue to implement a designated RtI time. During this time extra staff will be available to classrooms or grade levels. Students will be divided based upon needs, and interventions will be targeted to specific need areas. Instruction needs for intervention will be determined by Grade Level Problem Solving Teams. They will use data to determine how to group students, and look to each other as the resources to meet the needs of all students in these two grade levels.

- B. Describe the selection process for choosing effective methods and instructional strategies established on scientifically based research that strengthens the **core academic program** of the school.

Based upon the positive feedback from the intervention time that was built into our schedule for 09-10, we will continue to focus our SWP around targeted intervention time. Originally our source of support for this was Implementing Response to Intervention in Elementary and Secondary Schools by Matt Burns and Kim Gibbons. We targeted intervention time (RtI time) based upon this work. Within this book the strategies of small group instruction, "doubling up", and "drilling down" to the lowest developmental skill area to determine which research based instructional strategy to utilize were supported.

We also looked to our building RtI implementation specialist who received training through the Minnesota RtI center as a resource. His cohort explored tools to use to "drill down" to determine the lowest developmental skill. Based upon this data he worked with our school to develop a list of interventions that would be appropriate for the targeted need areas – phonemic awareness, phonics, vocabulary, fluency, comprehension. Using the floating RtI time model will provide enhanced quality core instruction that is differentiated for the multiple needs across the reading spectrum. Supplemental interventions will also be provided within the floating RtI model in a small group. This will also allow the educationally disadvantaged students greater access to instruction at their level of need.

As a district we continue to explore options as to how to best serve students in respect to math interventions. The research base is not as strong in this area, so as a building we will continue to work to identify local strategies that assist students. Our focus for students needing additional support in math is to make sure that they get extra support with computation as that is commonly a deficit area for struggling students. We also will utilize previous academic year material to build up skills in specified areas.

- C. Describe how the SWP reform strategies will use effective methods and instructional strategies to **increase the amount and quality of learning time**.

The quality and amount of learning time will be increased through the floating RtI model depending upon the students developmental skill need. For example, a student that has an identified need in the area of phonics will receive explicit, intensive, phonics instruction for a greater amount of time than a student not demonstrating this same need. According to Matt Burns and Kim Gibbons tier 2 students need to receive 30 minutes of instructional time beyond their core academic time. Both doubling up and intensive instruction increase the quality and amount of instructional time.

- D. Describe the instructional strategies that will address the needs of all children in the school, particularly the needs of **historically underserved populations and low-achieving children**.

All classrooms and teachers will participate in the RtI model. All teachers will be expected to provide instruction along the learning spectrum. When small groups are utilized larger group of student who are at or above target will be engaged in a meaning educational experience. Doubling up will only be utilized with low achieving children, as this would not be an appropriate use of time for students achieving at or above grade level. When using data to determine student's needs, only those students demonstrating need will receive supplemental instruction. Both of these strategies will target historically underserved student populations.

E. Describe how the SWP reform strategies are consistent with, and designed to implement, the state and local school improvement plans.

Our District Improvement plan focuses on math and reading. The floating RtI model will allow individual teachers to work with targeted students on skills necessary to have a higher likelihood of passing the MCAII's. We will utilize MCA data, specifically our free and reduced cell, to monitor effectiveness of our reform strategies on an annual basis.

Measurable Mathematics Goal and Action Plan:

In the spring of 2011, the percentage of 5th grade students meeting or exceeding the state Mathematics performance standards will increase from 61 % to 80 % as measured by the MCA II.

School Profile data which relates to this goal: (most recent Math MCA II data used to create baseline for above goal) According to Spring 2010 MCA data 61% of our 5th graders were proficient in math.					
Description of how student progress toward this goal will be measured: (local math assessment)					
PPES will utilize NWEA assessments three times a year to monitor progress on this goal.					
Description of procedures for reporting student progress toward this goal to parents: NWEA reports will be shared with parents twice a year; within this reporting teachers will talk with parents about how their child's progress impacts our goal.					
Strategy, Method or Action What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of this strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies to support this goal Identify Essential Standards K – 6, Curriculum analysis for EveryDay Math program K – 5 and Saxton for 6, Title One Intervention	Grade Level Teams, Title One Staff	Work will begin after fall Benchmarking done through NWEA assessment and curriculum based measures and will continue for students in intervention for the duration of the school year.	Multiple data sources – MCA, NWEA, CBM's help guide instructional decisions. Title One curricular decisions will use this as a beginning	Ongoing informal assessment, mid year and end of year universal screening data, curriculum based measurements.	Increased proficiency on NWEA, AIMS and curriculum based measures.
Professional Development to support this mathematics goal. Continued use of Professional Learning Communities. PLC's to identify essential standards in math.	All teachers of math K – 6.	While essential standards work will be on-going, our building will have a formal document in place for math by October 31, 2010.	Research from Buffum, and the Pyramid Response to Intervention book will be utilized to support development of this strategy.	A building level document of essential standards for math.	A working document, that all staff are aware of and reference in respect to lesson planning, and curricular development.
Family/Community Involvement Activities to support mathematics goal. Back To School Night Family Fun Night Conferences	School staff will include math activities during Back to School Night and Family Fun Night. Parents of students involved in intervention will receive additional information of how to support their child's math growth in the home	Back to School night will take place in September 2010. Family Fun Night will take place in January 2011. Parent contact of students in math intervention will occur throughout the 10-11 school year.	Parent needs will be gathered by our Panther Parent's group, and then teaching staff will be our main resource to get the information that families desire to them through our events or individual interactions.	Flyers or brochures from our family/community events.	Survey's will be distributed to parents at the end of the year to determine if the events we sponsored at the school supported them in their efforts to assist their children with math work in the home setting.
Other: (please specify)					

Measurable Reading Goal and Action Plan:

In the spring of 2011, the percentage of 5th grade students meeting or exceeding the state Reading performance standards will increase from 71 % to 80 % as measured by the MCA II.

School Profile data which relates to this goal: (most recent Math MCA data used to create baseline for above goal)					
According to Spring 2010 MCA data 61% of our 5th graders were proficient in reading.					
Description of how student progress toward this goal will be measured: (local reading assessment) We will utilize NWEA and AIMS Web universally, three times annually in the area of reading.					
Description of procedures for reporting student progress toward this goal to parents: NWEA reports will be shared with parents twice a year; within this reporting teachers will talk with parents about how their child’s progress impacts our goal. AIMS reports will be shared with parents of students participating in an reading intervention.					
Strategy, Method or Action What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of this strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies to support this goal “Doubling Up” Targeted Intervention time based on need	Grade level teams, including administration, will work to establish what students need additional reading intervention. Those students will participate in additional reading through “doubling up” and through supplemental reading groups.	Students will be assessed in the fall to determine need for reading intervention. That intervention will begin by September 2010. Intervention groups will be fluid, with additional assessment occurring at least quarterly to determine if additional students need support – or if students can be exited from the intervention program.	We will review AIMS, NWEA and MCA scores to determine which students to give additional assessment to. We will utilize additional staff during literacy time to “double up” instruction for students demonstrating need. We will also use additional staff to provide supplemental reading interventions to students based upon their developmental need.	All students in supplemental reading intervention will be progress monitored using AIMS web. Students not making progress in their current intervention will be discussed by grade level teams to determine if a new intervention should be implemented.	AIMs data will be utilized for students in supplemental intervention. AIMS and NWEA will be used universally to determine if additional students are in need of intervention. Ultimately our MCAII data will be used to demonstrate progress.
Professional Development to support this reading goal. Staff development on literacy topics based upon needs assessment Building level PLC’s with literacy focus	Teachers within the building, and administration will work together to provide staff development in the area of literacy. Grade level teams will determine their needs, and through their PLC’s will utilize research as needed to meet their needs.	Professional development in the area of literacy will occur throughout the school year. Dedicated time at fall in-service will be provided for literacy training. Teacher workshop days throughout the school year will have literacy training developed based upon staff needs.	We will use local resources when possible to meet training needs. We will utilize reading experts in neighboring districts, and through LCSC as needed. We will send staff to relevant workshops and use them as a resource when back in the building. We will utilize book study through our established professional development library.	We will keep a building level running record of literacy training needs, and how PPES responded to meeting that need.	All teachers will be providing interventions in the area of reading. Staff meetings will be utilized to determine how staff are feeling in respect to their ability to effectively implement interventions with students. Staff will complete evaluations for literacy training they receive.

<p>Family/Community Involvement Activities to support reading goal Back To School Night MRC Parent Night Conferences</p>	<p>School staff will include literacy activities during Back to School. MRC will host parent reading nights. Parents of students involved in intervention will receive additional information of how to support their child's literacy growth in the home environment.</p>	<p>Back to School night will take place in September 2010. Parent contact of students in literacy intervention will occur throughout the 10-11 school year.</p>	<p>Parent needs will be gathered by our Panther Parent's group, and then teaching staff will be our main resource to get the information that families desire to them through our events or individual interactions.</p>	<p>Flyers/Brochures from our family/community events.</p>	<p>Survey's will be distributed to parents at the end of the year to determine if the events we sponsored at the school supported them in their efforts to assist their children with literacy work in the home setting.</p>
<p>Other: (please specify)</p>					

Measurable School Goal and Action Plan:

For the 2010- 2011 school year, our school will focus on increased academic achievement through the use developing a system for identifying and reviewing essential standards across subject areas, and review those essential standards when making curricular or instructional decisions.

School Profile data which relates to this goal: Setting 80% proficiency as a realistic goal, our spring 2010 MCAII data indicates that we are not consistently at this level in math and reading across the grade levels.					
Description of how ___students___ progress toward this goal will be measured: Students receiving intervention will be progress monitored bi-monthly.					
Description of procedures for reporting student progress toward this goal to parents: Parents will receive written notice of progress monitoring, parents will also be encouraged to have discussions (face to face, phone, email) with staff involved in the intervention for their child(ren).					
Strategy, Method or Action What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of this strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies to support this goal Dedicated grade level intervention time with additional staff dedicated to support it.	PLC's, paraprofessionals, administration	Beginning September 2010 for the duration of the 2010-2011 school year.	Use of LCSC staff for support in developing a building wide understanding of how to identify essential standards.	Document of essential standards, and evidence that essential standards were used in lesson planning and curricular choices.	Collection of essential standards, and documentation of interventions utilized that support the essential standards.
Professional Development to support this school goal. PLC/Grade Level Problem Solving meetings	Teaching staff and administration.	To take place 2 times a month for the duration of the 2010-2011 school year.	PLC's will maintain a binder of activities for reference. PLC's will review essential standards together, and report out in our staff meetings. PLC's will identify a professional reading resource for the year.	Records will be maintained by PLC's through a binder.	Ongoing discussion through staff meetings of effectiveness of PLC process, including needs assessment.
Family/Community Involvement Activities to support school goal. Back To School Night Family Fun Night Conferences	Teaching staff, paraprofessionals, Panther Parents, and administration.	Activities will take place throughout the 2010-2011 school year.	Local staff and community experts will be our primary resource	Agendas from planned events.	Parent surveys will be completed after events to determine if activities increased their ability to work effectively with their child(ren) in the home setting.
Other: (please specify)					

III. TEN REQUIRED COMPONENTS (CONTINUED)

3. Instruction by Highly Qualified (HQ) Teachers

A. All teachers must meet the HQ requirements set forth in PL Section 1119(a)(1).

Describe how the school will ensure and maintain that only HQ staff are instructing students in a school-wide program.

All of the current teachers at Parkers Prairie Elementary School meet the requirements for Highly Qualified. If hiring becomes necessary in future years we will require that all employees continue to meet the requirements of Highly Qualified.

I verify that copies of teacher qualifications are maintained at the school as well as the district office AND are available to any member of the general public upon request. By signing this section of the application, the principal of this school attests in writing that the school is in compliance and meets the highly qualified teacher requirements.

Principal's verification (Name)

(Keep original signature on file at the school.)

Date

NOTE: follow this link for more detailed explanation of what it means to be HQ.

http://www.education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/Highly_Qualified_Teacher_Require_MN_State_Plan/index.html

B. All paraprofessionals must meet the HQ requirements set forth in PL Section 1119(c) and 1119(d). New and Existing Paraprofessionals working in programs supported by Title I Part A shall satisfy the requirements of :

a) completed at least 2 years of study at an institution of higher education;

b) obtained an associate's (or higher) degree; or

c) met a rigorous standard of quality and can demonstrate through a formal State or local academic assessment

Describe how the school will ensure and maintain that only HQ staff are instructing students in a school-wide program.

All of the current paraprofessionals at Parkers Prairie Elementary School meet the requirements for Highly Qualified. If hiring becomes necessary in future years we will require that all employees continue to meet the requirements of Highly Qualified.

I verify that copies of paraprofessional qualifications are maintained at the school as well as the district office AND are available to any member of the general public upon request. By signing this section of the application, the principal of this school attests in writing that the school is in compliance and meets the highly qualified paraprofessional requirements.

Principal's verification (Name)

(Keep original signature on file at the school.)

Date

NOTE: follow this link for more detailed explanation of what it means to be HQ.

http://www.education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/Highly_Qualified_Teacher_Require_MN_State_Plan/index.html

4. Professional Development

The school must describe how it will implement high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff.

Whenever possible we will utilize local experts as a part of our on-going staff development. Our LLI Teacher and MRC member will work with staff on reading strategies. They will also lead staff in ways to effectively manage data so that running records are utilized for all students, and progress monitoring is set up for students in supplemental (Tier 2) interventions. When necessary we will either bring in experts, or send staff to appropriate staff development activities.

Our Service Cooperative offers excellent support to schools identified as not making AYP. They will do specialized training in the area of PLC development, and identifying essential standards. We will continue to utilize their support for other areas of professional development.

We will continue to research a quality math intervention program this year. The teacher primarily responsible for implementation will be supported with staff development time to network with other schools that are successfully implementing intervention curriculum.

Our PLC's and Grade Level Team Meetings will have focused time on reviewing data and determining their own leaning needs to best support student achievement.

At least one staff member will attend state supported Title training through MAASFEP. Information learned will be shared with staff through staff meetings.

5. Highly Qualified Teacher to high needs schools

What is the school doing to attract and retain highly qualified teachers to its school?

Parkers Prairie Elementary school has been fortunate to hire only highly qualified teachers at our school. We have limited turnover within our teaching staff. When we do look to hire we are able to gain enough applicants to only select teachers that meet this requirement. Because of this no extra efforts are currently required to attract and retain highly qualified teachers.

III. TEN REQUIRED COMPONENTS (*CONTINUED*)

6. Parent Involvement

- A. Describe how parents will be involved in the design, implementation and evaluation of the SWP. NOTE: If the evaluation results show that the SWP plan is not satisfactory to parents, the school is required to submit these comments to the LEA.

Parents have been involved in the design of the SWP plan through our Panther Parents organization. We will filter information through this group as we move towards implementation of our SWP plan. We will use this group to develop future family learning opportunities sponsored by the school. Within this study we will determine when to best meet with families, and how to support their needs as partners in the overall academic achievement of the students. Panther Parents will act as a resource to other parents. Minutes from the meetings will be shared. And Panther Parents will have an email within the school as a ready way to communicate with other parents in addition to face to face, and phone communications. We will work cooperatively with this group to develop a mid-year and end of year evaluation of the SWP plan.

- B. Describe how the school will provide parents with assistance in understanding the SWP.

Panther Parents will review the SWP plan annually. As a part of the review they will advise administration on how to best share information with parents. At Back to School night components of the SWP plan will be shared. Regular building newsletters will have a section devoted to highlighting our SWP plan. In both venues parents will be encouraged to talk with staff, including administration, with any questions they may have about our SWP plan.

- C. Describe the services that will be provided to parents as part of the SWP.

At Back to School Night we will distribute a needs survey asking for input on areas that parents would like further training/support to enhance their child's educational experience. We will use data from this survey to determine future parent training needs. One activity our families are familiar with is Family Fun Night. This event will continue. Through this event school staff will provide focused training on reading and math strategies that can be reinforced in the home setting.

Individual conferencing that highlights data related to their child's learning growth will happen minimum of two times per school year. Parents of students in supplemental interventions (tier 2) will receive information about what skill area is being targeted and when appropriate strategies to use in the home. They also will receive regular written feedback that correlates with the progress monitoring.

- D. Describe the process of annual evaluation of the Parent Involvement Policy/Procedures and Parent/Teacher Compact.

In June of 2010 Panther Parent met and reviewed and updated our Parent Involvement Policy and Parent Teacher Compact. Both of those are updated, and uploaded as a part of our consolidated application. In the summer of 2011 Panther Parents will come together again and evaluate how our SWP school impacted parent involvement. The results from this evaluation will be utilized to improve and make recommendations for future SWP plans.

REMINDER: The current **Parent Involvement Policy/Procedures** and **Parent/Teacher Compact** must be uploaded with the Title I application.

III. TEN REQUIRED COMPONENTS (CONTINUED)

7. Preschool Transitioning

- A. Describe how the SWP will coordinate the transition of preschool children from early childhood programs to the local elementary schools.

School Readiness, ECFE, and ECSE are all located in our building. Families of students in school readiness are offered parent conferences at the same time as regular conferences. School Readiness, ECFE, and ECSE families are encouraged to participate in regular collaborative experiences. Collaborative experiences are built with the goal of getting families comfortable participating in events together that support the learning of their child(ren).

Students coming to day programming have the opportunity to eat breakfast in the school cafeteria. This gives preschoolers some access to other parts of the building, and increases their comfort level. Preschool classes have formed a partnership with grade level teams so that a “readying buddy” program can take place on a regular basis.

Kindergarten teachers work collaboratively with early childhood staff to set up a Kindergarten Round Up experience as well as a day for current enrolled school readiness student to spend time in a kindergarten room. Both of these events occur in the spring of the year.

Preschool teachers will be a part of a primary PLC, during their PLC time they will review the targets of our SWP plan. This time will also be utilized so that they have voice in how the plan is implemented and evaluated. Preschool staff will use the SWP plan to as a guide for how to best prepare students for this next level of learning.

- B. Describe how the SWP will coordinate, to the extent feasible and appropriate, parent involvement programs and activities with other state or federally run preschool programs.

All preschool programs work collaboratively to design events for families to participate in. These events have a learning focus which will enhance the parents understanding of their important role as primary teacher for their children.

- C. Describe how the SWP will coordinate other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary options.

Our middle school block provides students in 5th and 6th grade the opportunity to experience a schedule that reflects the movement that they will be involved in at the high school (grades 7 – 12). They also take one class on a rotating basis within the high school itself. They have a day in the spring where they experience the high school for one class and a non-structured time. In the fall new seventh grade students are offered a separate orientation time.

8. Measures to Include Teachers in Decision-Making Regarding the Use of Assessments

Describe how teachers are included in the decision-making, regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students in the overall instructional program.

Our school universally screens all students using AIMSweb as a literacy assessment three times a year. We also use NWEA two times a year for both reading and math. Data gathered through these sources is used to determine students in need of supplemental instruction. Grade Level Teams meet to discuss students in need. They determine what additional assessment is necessary (if any) to assign them to the appropriate supplemental intervention.

All teachers analyze their classroom data to determine how to best support their current students based upon data. They look at median information to determine if their core instruction needs to be supplemented.

NWEA is aligned to state and local standards, as results have correlation to MCAII's. They will continue to be our data source until a better data source can be found or developed.

9. Effective and Timely Assistance

Describe the step-by-step process to ensure that students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards receive effective and timely assistance.

Students will be universally screened. If students show low scores, 20th percentile or below grade level teams will have discussions about needs. From there teams will make decisions about whether further assessment is necessary. After further assessment students will be placed in intervention. All students in intervention will be progress monitored. When students are making progress, and achieve grade level standards they will be exited from intervention. Students not making progress will be discussed with the grade level problem solving teams, and decisions will be made about any changes to intervention.

Students at advanced levels based upon universal screening data will be provided with in class enrichment opportunities. They will also have access to extended day activities supported by our Panther Parent group.

10. Coordination of Programs

Describe the coordination and integration of federal, state and local services and programs.

Parkers Prairie currently is a Minnesota Reading Corps site. MRC provides reading support to students in grades K – 3. MRC will continue to provide individualized reading support to students. Being a SWP will allow more fluid transitions for students eligible for MRC as they will no longer have to exit or re-enter Targeted Title. Our MRC members are also a resource to our local staff. Our MRC member has worked with teaching staff to better understand data as a means to inform instructional decisions. She has also worked with all district paraprofessionals on reading behaviors and strategies. We will continue working cooperatively with MRC in this nature.

We are also the recipients of funding through the Alternative Delivery of Specialized Instructional Services (ADSIS) program at MDE. For the 08-09 and 09-10 school year we funded Leveled Literacy Intervention for students in 1 – 3 grade. We expanded our application to ADSIS for the 09-10 school year. This allowed us additional support through a school social worker to design classroom interventions for students that are struggling with behavioral and emotional issues. This position will also work cooperatively with our SWP to provide support and training for all staff in understanding how students struggling in these areas are impacted educationally. Both of these components of ADSIS are in place for the 10-11 school year.

IV. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

A. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

State MCA reports are shared with parents each fall. At fall conferences classroom teachers share information from AIMS and NWEA assessments. Both provide easy to read graphs that show their child in comparison with district, and state. During conferences goals are set based upon assessment data, and those goals are reviewed at the following conference.

B. Describe additional measures other than MCA II which will be used to identify successes and/or problems with the SWP.

Because of the availability of timely feedback our school will primarily rely on AIMS and NWEA data to determine successes and/or problems with our SWP plan.

C. Describe the plan for measuring and reporting student progress during the year.

Assessment data from universal screenings will be shared at conferences. Students involved in supplemental services will be progress monitored bi-monthly. This progress will be shared in writing bi-monthly. Parents will be encouraged to talk with individual teachers should they have questions about universal or progress monitoring data.

D. Describe how disaggregated data be used to identify groups of students and determine whether or not they are making progress.

We will use the disaggregated data within the MCAII's to determine if specific groups are making progress.

E. Describe how the results of your student assessment data and other measures will be used to improve instructional practice as part of the evaluation process for continuous improvement.

Assessment data will be utilized by all teachers to determine the quality of their core curriculum. We will set a target of 80% of our students meeting or exceeding standards in math and reading on the MCAII's. We will utilize AIMS and NWEA data along with classroom assessments to determine if we are on track to meet this goal as the school year progresses.

V. TECHNICAL ASSISTANCE

Provide a list of technical assistance providers who have contributed to the development of this SWP plan. Include meeting dates and topics.

Provider Name Cheryl Nash	Date 8/23/10	Type of Assistance AYP Data Analysis	Provider's Experience in SWP Programming Regional AYP Expert
Provider Name Cheryl Nash	Date 8/24/10	Type of Assistance AYP Data Analysis	Provider's Experience in SWP Programming Regional AYP Expert
Provider Name Sarah Suchy	Date 9/1/10	Type of Assistance Reading Intervention Training	Provider's Experience in SWP Programming Regional AYP Expert
Provider Name Cheryl Nash	Date 10/12/10	Type of Assistance NWEA and AIMS Data Analysis	Provider's Experience in SWP Programming Regional AYP Expert
Provider Name	Date	Type of Assistance	Provider's Experience in SWP Programming

Cheryl Nash	10/13/10	NWEA and AIMS Data Analysis	Regional AYP Expert
-------------	----------	-----------------------------	---------------------