ACIP

Pleasant Valley Elementary School

Calhoun County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Pleasant Valley Elementary School is located in the Pleasant Valley community of Jacksonville, Alabama. The school has about 545 students in grades Pre-K through Sixth Grade. The Pleasant Valley school district is a rural district. The faculty and school staff remain extremely secure in its instructional environment that is welcoming and inviting. Most teachers retire from Pleasant Valley Elementary and that commitment to excellence in educating students is the predominate factor in the school culture. All of the teachers at PVE are Highly Qualified. Over the past three years, the enrollment at Pleasant Valley Elementary has remained stable. There is very little industry or community resources available in the community due to it being so rural. The majority of students entering kindergarten have had very little opportunities for preschool or daycare. We were awarded an OSR Pre-K program two years ago. The school has the ability and the determination to provide a quality educational school program at Pleasant Valley. The school believes that by fulfilling this dire need in this rural community, we can provide a high quality comprehensive program and curriculum that will stimulate moments and learning that centers on social, emotional, and academic growth of the learner.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Pleasant Valley Elementary School believes that parents and guardians are an important component of the educational team. We believe that every child deserves a safe, clean, and orderly environment that focuses on learning. We believe that every child is important and capable of learning when his or her individual needs are met. We believe that every child should learn self-discipline, moral values, and good character. We believe that the faculty and staff of Pleasant Valley Elementary School should be fair, consistent, and caring individuals who strive to meet the needs of every child. The mission of Pleasant Valley Elementary School is dedicated to producing literate, competent, responsible students who will be able to reason critically, and become functioning and productive members of the school, community, and society. School personnel will have high expectations for students, including those with special needs. We will provide a 21st Century learning environment that is conducive for students to achieve higher levels of academic performance, implementing technology in daily activities to engage and motivate students so that all students will be successful in college and/or career upon graduation from high school. Children will live up to high, but attainable expectations.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

This year we participated in the Scantron State Assessment. Below are the following end of year results;

Scantron Reading (66% proficient overall)

- Strengths

o 4th Grade: 77% proficient

- Weaknesses

o 3rd Grade: 66% proficient

o 5th Grade: 59% proficient

o 6th Grade: 62% proficient

Scantron Math (72% proficient overall)

- Strengths

o 3rd Grade: 70% proficient

o 4th Grade: 80% proficient

o 5th Grade: 71% proficient

Historical data based on ACT ASPIRE DATA

PVES scored above state average on the ACT Aspire. Data results 2016-2017 indicate the following;

STAR Reading:

- Strengths (based on Aspire correlations):

o 3rd Grade - 72% Proficient

o 6th Grade - 76% Proficient

o 4th Grade - 55% Proficient

o 5th Grade - 52% Proficient

STAR Math:

- Strengths (based on Aspire correlations):

o 3rd Grade - 81% Proficient

o 5th Grade - 73% Proficient

o 6th Grade - 74% Proficient

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

At Pleasant Valley Elementary, the belief system is that the school will work for all students, regardless of financial ability because need does not stop at the poverty line, it increases its intensity. Our community is one that supports and helps one another. Pleasant Valley currently has five students identified as homeless. There is great support from our parent liaison, Becky Cox. She has truly helped these families. Her duties are a tremendous value to our parents and students. She is able to connect them to resources and outreach agencies. Thus, it is our goal that we help to improve the opportunity for all students to be successful in college and/or career upon graduation from high school. Family members will work closely with the school and teacher in order to create a continuation of learning in the home setting. Technology is intertwined with our instructional practices. Our vision is that our students are using computers, Chromebooks, educational apps, and IPads to bolster their communication and creative development to be prepared for the 21st century work force. We recently added View Sonic Touchscreen TV's in each classroom. In addition, we are 1:1 in technology for each classroom. K-1 have ipads and 2-6 have chromebooks. Students utilize online portfolios for student data and conferencing in grades 3-6.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All teachers are stakeholders and are responsible for various areas of expertise. Faculty, staff, parents, and community leaders took part in the planning and development of PVE's technology plan. Faculty, staff and parents were surveyed to gather data and analyze specific strengths and needs. Parents and other stakeholders were chosen from PTO involvement and community leadership. Dates and times were determined to allow for input from all stakeholders.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Teachers representing various responsibilities and specialty areas took part in the planning and development of bringing faculty, staff, parents, and community into the plan. Dates and times were determined to allow for input from all stakeholders. Faculty members were surveyed to gather data and analyze specific strengths and needs. The data was shared. Conclusions were drawn from the participants with onsite discussions. As teachers combed through the data collectively through their CIP teams, discussions and shared insights were used to identify specific areas in teaching and learning. Teachers analyzed the specific data to improve student learning. Data is utilized in a method to drive instruction and design plans and learning goals. Decisions were made regarding student progress. Ongoing instructional data and progress is discussed weekly in grade level meetings and monthly through PST meetings to improve student success.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final plan is shared with all stakeholders through various means. Our plan is available and presented through PTO/open house, posted publicly on the school web site, and available for review in the school library. As the school receives the on-going data from surveys, Stride Academy, data notebooks, and Scantron, the plan is updated on progress toward our annual goals.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		needs assessment 18.19

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

DIBELS
- Strengths
o Kindergarten: 91.9% Core with Nonsense Word Fluency -Overall, the Kindergarten DIBELS data was very positive. All 58 students who were Core at MOY remained Core at EOY. Of the 12 students who were Intensive at MOY, 4 moved to Strategic and 7 met Benchmark Status. Of the 4 students who were Strategic at MOY, 3 reached Benchmark status.
o 1st Grade: 78% Core with Oral Reading Fluency
o 2nd Grade: 71% Core with Oral Reading Fluency
Scantron Reading (66% proficient overall)
- Strengths
o 4th Grade: 77% proficient
Scantron Math (72% proficient overall)
- Strengths
o 3rd Grade: 70% proficient
o 4th Grade: 80% proficient
o 5th Grade: 71% proficient

Describe the area(s) that show a positive trend in performance.

2017-2018 Data
Scantron Reading (66% proficient overall)
- Strengths
o 4th Grade: 77% proficient
- Weaknesses
o 3rd Grade: 66% proficient
o 5th Grade: 59% proficient
o 6th Grade: 62% proficient

Scantron Math (72% proficient overall)
- Strengths
o 3rd Grade: 70% proficient
o 4th Grade: 80% proficient
o 5th Grade: 71% proficient
- Weaknesses
o 6th Grade: 65% proficient

2017-2018 Data BASED ON ASPIRE

Overall Data

Math- 75%

Reading-54%

Positive trend can be seen in Reading scores. However, based on testing changes it is hard to determine this at this time.

Which area(s) indicate the overall highest performance?

Scantron Reading (66% proficient overall)

- Strengths

 4th Grade: 77% proficient -Highest of all grade levels in reading

Scantron Math (72% proficient overall)

- Strengths

o 4th Grade: 80% proficient- Highest of all grade levels in math

Which subgroup(s) show a trend toward increasing performance?

Our special education subgroup showed growth in the ares of reading and math.

Our school has added rigor in mathematics and reading with questions on grade appropriate content requiring a variety of cognitive skills that fill the depth of knowledge to help identify individual areas of strengths and weaknesses. We hope to see a positive trend in performance in all subgroups.

Between which subgroups is the achievement gap closing?

The greatest gap is between our ALL subgroup and our special education subgroup. According to our Scantron Growth, the achievement gap has improved in some areas such as math. Reading still show larger gap.

Which of the above reported findings are consistent with findings from other data sources?

Scantron Grades 3-6

End of the year Scantron data show that 66% 3-6th grade was proficient in the area of reading. This was a very higher than the actual results from the ASPIRE which is from previous year which was 54%. This is the end of the year formative data. This correlates with end of year reading averages in 3rd through 6th grade. However, please note that Scantron has not yet updated quartiles and this data could change based on those changes.

DIBELS Grades K-2

- Strengths

o Kindergarten: 91.9% Core with Nonsense Word Fluency -Overall, the Kindergarten DIBELS data was very positive. All 58 students who were Core at MOY remained Core at EOY. Of the 12 students who were Intensive at MOY, 4 moved to Strategic and 7 met Benchmark Status. Of the 4 students who were Strategic at MOY, 3 reached Benchmark status.

o 1st Grade: 78% Core with Oral Reading Fluency

o 2nd Grade: 71% Core with Oral Reading Fluency

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Scantron Reading

- Weaknesses

o 3rd Grade: 66% proficient

o 5th Grade: 59% proficient

o 6th Grade: 62% proficient

Describe the area(s) that show a negative trend in performance.

School wide, reading scores are lower than Math scores (although there was a 12% increase in overall Reading proficiency over the past year with increases in each individual grade level as well). There was a 3% drop in overall Math proficiency during the past year (although this may change if the ALSDE releases revised quartile score ranges as discussed).

Which area(s) indicate the overall lowest performance?

5th Grade reading has the lowest proficiency score on Scantron with 59% in reading.

Which subgroup(s) show a trend toward decreasing performance?

Special education students showed growth from beginning of the year Scantron Data to end of the year. Although not all students gained proficiency status students did show growth trend on standard scores.

Between which subgroups is the achievement gap becoming greater?

The subgroups ALL and special education show the greatest achievement gap in both reading and math.

Which of the above reported findings are consistent with findings from other data sources?

According to formative and summative assessment data, our special education students are performing lower than our regular education students in reading and math.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.75
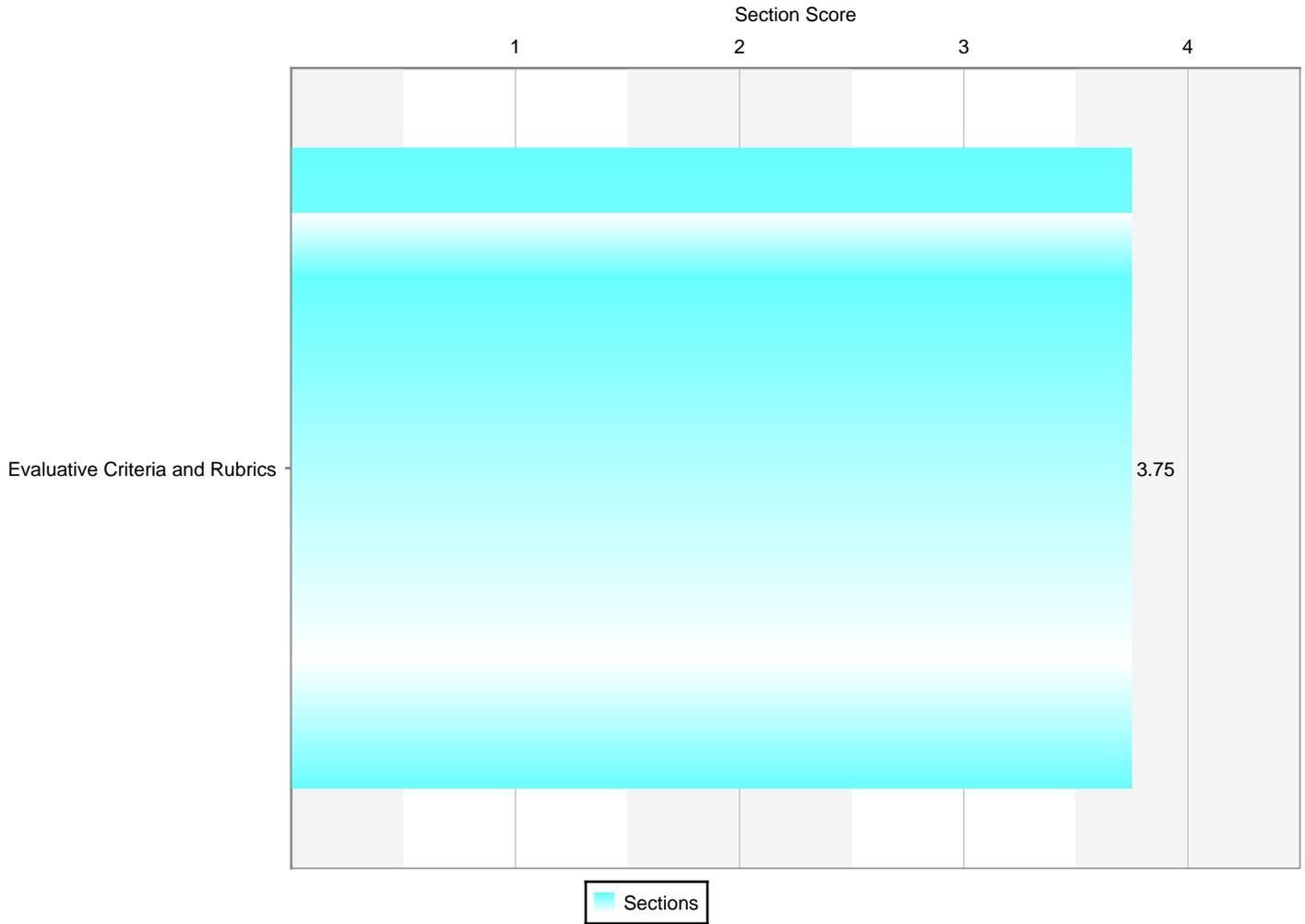
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		leadership team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		EEOC

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		EEOC

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		parent

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		compact

2018-19 Goals PVE

Overview

Plan Name

2018-19 Goals PVE

Plan Description

*

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Goal #1 PVES will increase proficiency in core academic content to prepare learners for 21st century workforce.	Objectives: 1 Strategies: 3 Activities: 8	Academic	$47241
2	Goal #2 Maintain 95% attendance Rate of students with daily attendance	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Goal #1 PVES will increase proficiency in core academic content to prepare learners for 21st century workforce.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in math and in Reading by 05/24/2019 as measured by formative and summative assessments.

Strategy 1:

Explicit Intensive Reading Instruction - ARI training provided to all K-3 teachers and Strategies provided to all 4-6 teachers. Phonics training for K-3 teachers. Strategic teaching traning for 4-6 teachers.

Reading strategies will include close reading, text connections, identifying main idea and details within text, the five text structures, author's purpose, vocabulary in context, and small group intervention. Target students will also receive tier II and/or tier III small group instruction based on Renaissance Learning Star Benchmark data. Read 180 and Spire will be used for intervention. All students will practice grade level reading skills and improve comprehension through many different resources including the use of online programs such as IRead and IXL, Renaissance Learning (Accelerated Reader), and Wonders Reading online features and printed materials. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will be incorporated into all content areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. McGraw Hill Wonders, MSLE, Comprehension Toolkit, and other additional supplemental resources needed.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct data meetings to monitor student progress after benchmark assessment has been administered. Data discussed includes AR, SCANTRON, DIBELS, - software purchased through Title I funds	Academic Support Program	08/07/2018	05/24/2019	$15525	Title I Part A	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will refer students who qualify for tier III small group instruction to interventionist or collaborative teacher. Instructional supplies and computer hardware will be purchased to meet the needs of all students. Students may also participate in extended learning through the summer program funded by Title I funds. Teachers and administrators will participate in site visits, lunch and learn, conferences, and in/out of school professional development to enhance instruction in targeted areas. Read 180 will be used to target intervention students.	Direct Instruction	08/07/2018	05/24/2019	$10350	Title I Part A, Title I Part A	Principal, Assistant Principal/Title I Facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Administrators will participate in on-going professional development opportunities throughout the school year through workshops, professional organizations, visiting other school sites, professional memberships, and conferences	Professional Learning	08/07/2018	05/24/2019	$14699	State Funds, Title II Part A, Title I Part A	Teachers, administrators, reading interventionist.

Strategy 2:

Standards Based Math Instruction - Depth of knowledge training in the area of math will be required of all content area teachers throughout the school year. Depth of knowledge is a tool to increase instructional rigor. Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. Depth of Knowledge (DOK) offers a common language to understand "rigor" or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. For classroom teachers, the more important question is one of practice: how do we create rich environments where all students learn at a high level? One useful tool, Norman Webb's Depth of Knowledge Levels, will help teachers meet that challenge. Depth of Knowledge (DOK) categorizes tasks according to the complexity of thinking required to successfully complete them. Math activities will include number talks, interactive math journals, use of EngageNY module, partner work, daily calendar, decomposition, compensation, number lines, five/ten frames, making landmark or friendly numbers, doubling and halving, adding in chunks and small group intervention. Target students will receive tier II and/or tier III small group instruction daily. All students will practice grade level math skills through Stride Academy and small group instruction. Target students will receive small group instruction and practice daily math skills based on Scantron, PNOA, classroom benchmark assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. Math in Focus, STAR Math, OGAP, Engage NY

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Conduct data meetings to monitor student progress after benchmark assessment has been administered. Data discussed includes AR, SCANTRON, PNOA, - software purchased through Title I funds | Academic Support Program | 08/07/2018 | 05/24/2019 | $0 | No Funding Required | Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists

Funding attached to previous stragegies |

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will refer students who qualify for tier III small group instruction to interventionist or collaborative teacher. Instructional supplies and computer hardware will be purchased to meet the needs of all students. Students may also participate in extended learning through the summer program funded by Title I funds. Teachers and administrators will participate in site visits, lunch and learn, conferences, and in/out of school professional development to enhance instruction in targeted areas. Tier III resoruces will be used to target intervention students.	Academic Support Program	08/07/2018	05/24/2019	$0	No Funding Required	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers,

Funding attached to previous strategy |

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers and Administrators will participate in on-going professional development opportunities throughout the school year through workshops, professional organizations, visiting other school sites, and conferences. | Professional Learning | 08/07/2018 | 05/24/2019 | $0 | No Funding Required | Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers *funding attached to previous strategy |

Strategy 3:

Stakeholder involvement - Provide parental involvement though both face to face and technology implementation. Teachers will utilize SEESAW program in grades 3-6 to provide student portfolio information to parents online. Student led conferences, tutoring programs, parent resources. Actively seek opportunities for increased community and stakeholder involvement with local churches, universities, and businesses.

Category: Other - Stakeholder involvement

Research Cited: Hackmann, 1996; Leaders of Their Own Learning, 2014

Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student led conferences in 3-6. All K-6 students will utilze data notebooks (k-2), Student online portfolios (3-6).	Parent Involvement	08/07/2018	05/24/2019	$6667	Title I Part A	Teachers, students, administration, media specialist, counselor, reading interventionist, reading coach, technology coach.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on student portfolio integration and various resources by technology coach throughout the year.	Technology	08/07/2018	05/24/2019	$0	No Funding Required	Technology coach, administration, teachers, staff

Goal 2: Goal #2 Maintain 95% attendance Rate of students with daily attendance

Measurable Objective 1:

collaborate to identify barriers of attendance barriers by 05/24/2019 as measured by the ADA/ADM end of year report..

Strategy 1:

Data notebooks - Students will track daily attendance and other school data in data notebooks. Teachers will conference with students about data goals and attendance goals. Students will conference with parents about data goals.

Category: Other - Student-Led Conferencing

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data notebooks will contain pre-printed slips for parents to complete and return as required for excused absences. School will monitor attendance through school policy and report violation of attendance to the truancy officer. In addition, school will highlight grades that have high attendance.	Policy and Process	08/07/2018	05/24/2019	$0	Other	Administration, attendance secretary, students, teachers *Funding attached to Student Led Conferences for data notebooks, professional development.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Monitoring	Data notebooks will contain pre-printed slips for parents to complete and return as required for excused absences. School will monitor attendance through school policy and report violation of attendance to the truancy officer. In addition, school will highlight grades that have high attendance.	Policy and Process	08/07/2018	05/24/2019	$0	Administration, attendance secretary, students, teachers *Funding attached to Student Led Conferences for data notebooks, professional development.
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Support	Teachers will refer students who qualify for tier III small group instruction to interventionist or collaborative teacher. Instructional supplies and computer hardware will be purchased to meet the needs of all students. Students may also participate in extended learning through the summer program funded by Title I funds. Teachers and administrators will participate in site visits, lunch and learn, conferences, and in/out of school professional development to enhance instruction in targeted areas. Read 180 will be used to target intervention students.	Direct Instruction	08/07/2018	05/24/2019	$6350	Principal, Assistant Principal/Title I Facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists
Professional Development	Teachers and Administrators will participate in on-going professional development opportunities throughout the school year through workshops, professional organizations, visiting other school sites, professional memberships, and conferences	Professional Learning	08/07/2018	05/24/2019	$10699	Teachers, administrators, reading interventionist.

Instructional Support	Teachers will refer students who qualify for tier III small group instruction to interventionist or collaborative teacher. Instructional supplies and computer hardware will be purchased to meet the needs of all students. Students may also participate in extended learning through the summer program funded by Title I funds. Teachers and administrators will participate in site visits, lunch and learn, conferences, and in/out of school professional development to enhance instruction in targeted areas. Read 180 will be used to target intervention students.	Direct Instruction	08/07/2018	05/24/2019	$4000	Principal, Assistant Principal/Title I Facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists
Student Led Conferences	Student led conferences in 3-6. All K-6 students will utilze data notebooks (k-2), Student online portfolios (3-6).	Parent Involvement	08/07/2018	05/24/2019	$6667	Teachers, students, administration, media specialist, counselor, reading interventionist, reading coach, technology coach.
Data Meetings	Conduct data meetings to monitor student progress after benchmark assessment has been administered. Data discussed includes AR, SCANTRON, DIBELS, - software purchased through Title I funds	Academic Support Program	08/07/2018	05/24/2019	$15525	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists
				Total	$43241	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers and Administrators will participate in on-going professional development opportunities throughout the school year through workshops, professional organizations, visiting other school sites, professional memberships, and conferences	Professional Learning	08/07/2018	05/24/2019	$1500	Teachers, administrators, reading interventionist.

		Total	$1500

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development on student portfolio integration and various resources by technology coach throughout the year.	Technology	08/07/2018	05/24/2019	$0	Technology coach, administration, teachers, staff
Instructional Support	Teachers will refer students who qualify for tier III small group instruction to interventionist or collaborative teacher. Instructional supplies and computer hardware will be purchased to meet the needs of all students. Students may also participate in extended learning through the summer program funded by Title I funds. Teachers and administrators will participate in site visits, lunch and learn, conferences, and in/out of school professional development to enhance instruction in targeted areas. Tier III resoruces will be used to target intervention students.	Academic Support Program	08/07/2018	05/24/2019	$0	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Funding attached to previous strategy
Data Meetings	Conduct data meetings to monitor student progress after benchmark assessment has been administered. Data discussed includes AR, SCANTRON, PNOA, - software purchased through Title I funds	Academic Support Program	08/07/2018	05/24/2019	$0	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists Funding attached to previous stragegies

Professional Development	Teachers and Administrators will participate in on-going professional development opportunities throughout the school year through workshops, professional organizations, visiting other school sites, and conferences.	Professional Learning	08/07/2018	05/24/2019	$0	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers *funding attached to previous strategy
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers and Administrators will participate in on-going professional development opportunities throughout the school year through workshops, professional organizations, visiting other school sites, professional memberships, and conferences	Professional Learning	08/07/2018	05/24/2019	$2500	Teachers, administrators, reading interventionist.
				Total	$2500	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Yes, surveys were administered to PreK - 6th grade. Surveys were sent home in April 2018 and again in September 2018. Information regarding the surveys was disseminated to parents via newsletters, social media, and e-mail. 109 Title I Parent Surveys were completed.	

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Ninety-eight percent of parents indicated that they feel welcome at Pleasant Valley Elementary School and that the school encourages them to be involved in their child's education. Ninety-six percent of parents feel that the teachers in the school are interested and cooperative when they discuss their child's academic progress and/or other concerns. Ninety-three percent of parents indicated that they know the school's academic goals and how they can be involved. Ninety-nine percent of parents indicated that they can reach their child's classroom teacher to discuss their child.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Parents feel comfortable within the school, are aware of the school's academic goals, and can reach their child's teacher(s) who are also interested in discussing their child.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

On the Culture and Climate Parent Survey, parents indicated that they interactions they have with their child's teacher are respectful, supportive, helpful, and comfortable. This reinforces the idea that parents are comfortable within the school and that teachers are interested and cooperative when discussing their children.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Forty-one percent of parents indicated that they do not know how they can be involved in school planning/review committees. Twenty-six percent of parents do not know how additional help with reading and/or mathematics is given to students through the Title I program.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Parents are not aware of the school planning process or how extra academic support is provided through Title I funds.

What are the implications for these stakeholder perceptions?

If parents are not aware of the school planning process, they may not feel involved and support. Yet, the majority of parents who completed the survey indicated that they feel welcome in the school, know the school's goals, and have meaningful conversations with teachers regarding their children. If parents are not aware of the reading and math support provided to students, they may not feel that their children's academic needs are being met. These services are in place, so we need to provide more explicit information to parents regarding our programs that provide academic help for students.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

On the Climate and Culture parent survey, 53% of parents indicated that their children spend a lot of time doing worksheets and 51% selected that the children spend a lot of time taking tests. Worksheets and tests are not indicative of the academic support that is taking place for reading and math. Therefore, it is important to communicate this information to parents.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4
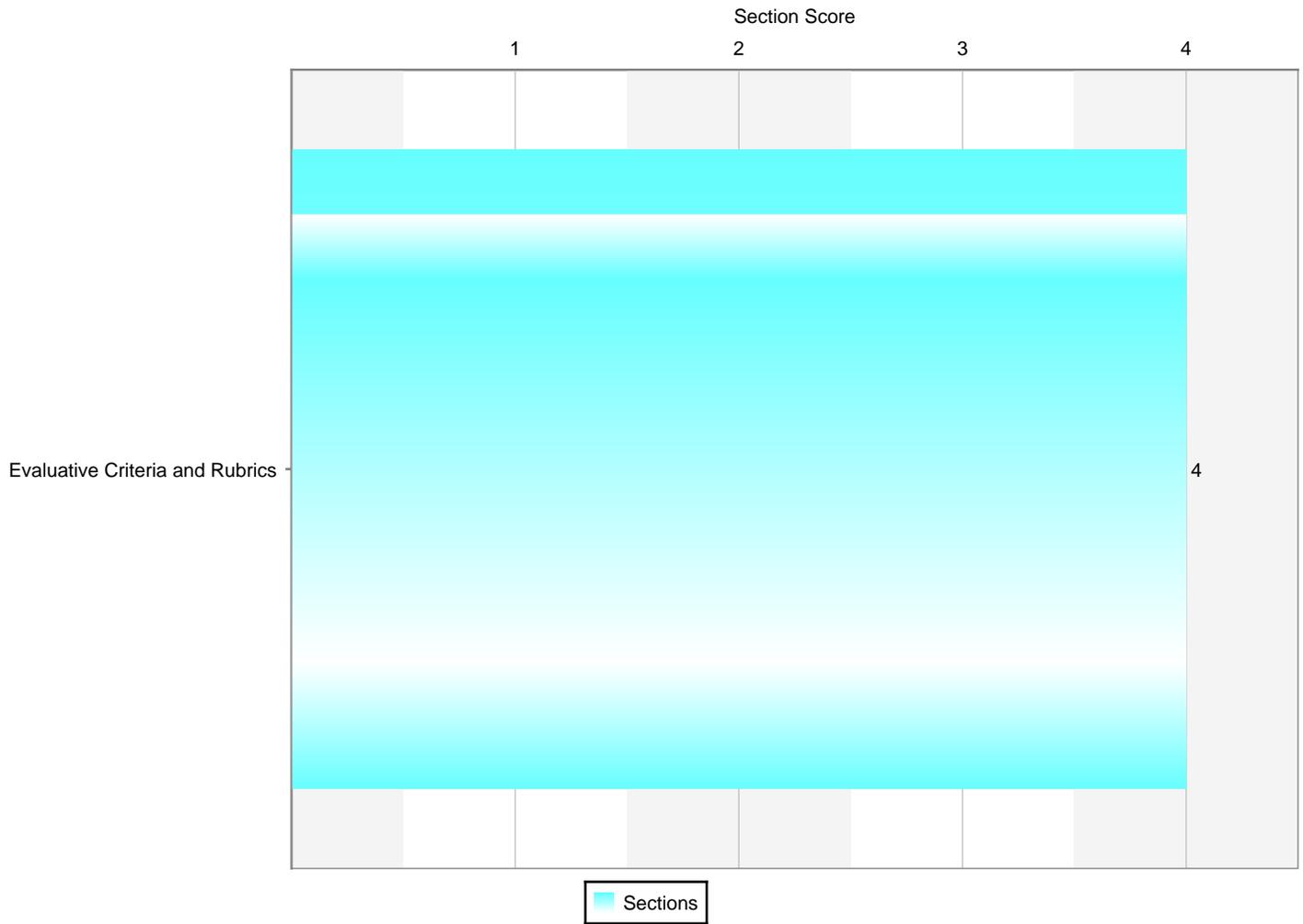
Sections

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

Various data was analyzed to review strengths and weaknesses of the school. A parent representative, teachers, and administration were all involved in the assessment.

What were the results of the comprehensive needs assessment?

We were able to look see that reading overall is lower than math in achievement for all students.

What conclusions were drawn from the results?

III. What are the greatest areas of need in your school?
School wide, reading scores are lower than Math scores (although there was a 12% increase in overall Reading proficiency over the past year with increases in each individual grade level as well). There was a 3% drop in overall Math proficiency during the past year (although this may change if the ALSDE releases revised quartile score ranges as discussed).

a. What patterns of strengths and weaknesses were discovered from data analysis of the DIBELS, STAR, PNOA, iRead and Scantron?

DIBELS
- Strengths
o Kindergarten: 91.9% Core with Nonsense Word Fluency -Overall, the Kindergarten DIBELS data was very positive. All 58 students who were Core at MOY remained Core at EOY. Of the 12 students who were Intensive at MOY, 4 moved to Strategic and 7 met Benchmark Status. Of the 4 students who were Strategic at MOY, 3 reached Benchmark status.
o 1st Grade: 78% Core with Oral Reading Fluency
o 2nd Grade: 71% Core with Oral Reading Fluency
- Weaknesses
o Kindergarten: Of the 12 students Intensive at MOY, 1 remained Intensive and 4 reached Strategic status but not Benchmark. Of the 4 students who were strategic at MOY, 1 fell to Intensive.
o 1st Grade: All 3 students who were Intensive at MOY remained Intensive at EOY. Of the 7 students who were Strategic at MOY, 5 fell to Intensive. Of the 72 students who were Benchmark at MOY, 9 fell to Strategic.
o 2nd Grade: 3 of the 5 students who were Intensive at MOY remained Intensive. 2 of the Strategic students at MOY fell to Intensive. Of the 49 students who were Core at MOY, 5 fell to Strategic.

Scantron Reading (66% proficient overall)
- Strengths
o 4th Grade: 77% proficient
- Weaknesses
o 3rd Grade: 66% proficient

o 5th Grade: 59% proficient

o 6th Grade: 62% proficient

Scantron Math (72% proficient overall)

- Strengths

o 3rd Grade: 70% proficient

o 4th Grade: 80% proficient

o 5th Grade: 71% proficient

- Weaknesses

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The implementation of Student Data Notebooks will help foster a growth mindset for students in grades K-6. All students are expected to learn and grow - academically, behaviorally, and socially. These notebooks will help students track their progress in these areas and create accountability.

How are the school goals connected to priority needs and the needs assessment?

IMPROVEMENT PLAN:

Purpose: To analyze data patterns that form the basis of improvement plans to bring about improved achievement results.

I. What are your goals for improvement?

- Increase Reading & Math Proficiency

- Increase attendance rates

II. How will you implement those goals?

- Implement Student Data Notebooks for each student in grades K-6 (which will target academics, discipline, and attendance)

- Monthly data meetings to review student achievement & growth

- District-wide formative assessments

How do the goals portray a clear and detailed analysis of multiple types of data?

Data was analyzed from various resources.

-types of data were used to determine areas of need: outcome data (STAR, DIBELS, Scantron), demographic data, and/or school quality data (student attendance, discipline, teacher attendance, survey data, etc)?

STAR, DIBELS, PNOA, Attendance

-specific data that were analyzed under those three categories.

STAR Reading & Math (2nd-6th Grades), Scantron (3rd - 6th Grades), DIBELS (K-2), PNOA (K-1), Attendance (K-6)

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Reading and Math goals geared towards growth for all students. Scantron will be given to analyze growth each month for students who are in tier 2 and tier 3. These students will recieve intervention specific to their needs.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Goal #1 PVES will increase proficiency in core academic content to prepare learners for 21st century workforce.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in math and in Reading by 05/24/2019 as measured by formative and summative assessments.

Strategy1:

Standards Based Math Instruction - Depth of knowledge training in the area of math will be required of all content area teachers throughout the school year. Depth of knowledge is a tool to increase instructional rigor. Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. Depth of Knowledge (DOK) offers a common language to understand "rigor" or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. For classroom teachers, the more important question is one of practice: how do we create rich environments where all students learn at a high level? One useful tool, Norman Webb's Depth of Knowledge Levels, will help teachers meet that challenge. Depth of Knowledge (DOK) categorizes tasks according to the complexity of thinking required to successfully complete them. Math activities will include number talks, interactive math journals, use of EngageNY module, partner work, daily calendar, decomposition, compensation, number lines, five/ten frames, making landmark or friendly numbers, doubling and halving, adding in chunks and small group intervention. Target students will receive tier II and/or tier III small group instruction daily. All students will practice grade level math skills through Stride Academy and small group instruction. Target students will receive small group instruction and practice daily math skills based on Scantron, PNOA, classroom benchmark assessments.
Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. Math in Focus, STAR Math, OGAP, Engage NY

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will participate in on-going professional development opportunities throughout the school year through workshops, professional organizations, visiting other school sites, and conferences.	Professional Learning	08/07/2018	05/24/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers *funding attached to previous strategy

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for tier III small group instruction to interventionist or collaborative teacher. Instructional supplies and computer hardware will be purchased to meet the needs of all students. Students may also participate in extended learning through the summer program funded by Title I funds. Teachers and administrators will participate in site visits, lunch and learn, conferences, and in/out of school professional development to enhance instruction in targeted areas. Tier III resoruces will be used to target intervention students.	Academic Support Program	08/07/2018	05/24/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers,

Funding attached to previous strategy |

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor student progress after benchmark assessment has been administered. Data discussed includes AR, SCANTRON, PNOA, - software purchased through Title I funds	Academic Support Program	08/07/2018	05/24/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists

Funding attached to previous stragegies |

Strategy2:

Explicit Intensive Reading Instruction - ARI training provided to all K-3 teachers and Strategies provided to all 4-6 teachers. Phonics training for K-3 teachers. Strategic teaching traning for 4-6 teachers.

Reading strategies will include close reading, text connections, identifying main idea and details within text, the five text structures, author's purpose, vocabulary in context, and small group intervention. Target students will also receive tier II and/or tier III small group instruction based on Renaissance Learning Star Benchmark data. Read 180 and Spire will be used for intervention. All students will practice grade level reading skills and improve comprehension through many different resources including the use of online programs such as IRead and IXL, Renaissance Learning (Accelerated Reader), and Wonders Reading online features and printed materials. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will be incorporated into all content areas and targeted grade levels.

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Research Cited: Research Cited: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. McGraw Hill Wonders, MSLE, Comprehension Toolkit, and other additional supplemental resources needed.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor student progress after benchmark assessment has been administered. Data discussed includes AR, SCANTRON, DIBELS, - software purchased through Title I funds	Academic Support Program	08/07/2018	05/24/2019	$15525 - Title I Part A	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will participate in on-going professional development opportunities throughout the school year through workshops, professional organizations, visiting other school sites, professional memberships, and conferences	Professional Learning	08/07/2018	05/24/2019	$10699 - Title I Part A $2500 - State Funds $1500 - Title II Part A	Teachers, administrators, reading interventionist.

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy3:

Stakeholder involvement - Provide parental involvement though both face to face and technology implementation. Teachers will utilize

SEESAW program in grades 3-6 to provide student portfolio information to parents online. Student led conferences, tutoring programs,

parent resources. Actively seek opportunities for increased community and stakeholder involvement with local churches, universities, and

businesses.

Category: Other - Stakeholder involvement

Research Cited: Hackmann, 1996; Leaders of Their Own Learning, 2014

Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student led conferences in 3-6. All K-6 students will utilze data notebooks (k-2), Student online portfolios (3-6).	Parent Involvement	08/07/2018	05/24/2019	$6667 - Title I Part A	Teachers, students, administration, media specialist, counselor, reading interventionist, reading coach, technology coach.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on student portfolio integration and various resources by technology coach throughout the year.	Technology	08/07/2018	05/24/2019	$0 - No Funding Required	Technology coach, administration, teachers, staff

Goal 2:

Goal #2 Maintain 95% attendance Rate of students with daily attendance

Measurable Objective 1:

collaborate to identify barriers of attendance barriers by 05/24/2019 as measured by the ADA/ADM end of year report..

Strategy1:

Data notebooks - Students will track daily attendance and other school data in data notebooks. Teachers will conference with students about data goals and attendance goals. Students will conference with parents about data goals.

Category: Other - Student-Led Conferencing

Research Cited:

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data notebooks will contain pre-printed slips for parents to complete and return as required for excused absences. School will monitor attendance through school policy and report violation of attendance to the truancy officer. In addition, school will highlight grades that have high attendance.	Policy and Process	08/07/2018	05/24/2019	$0 - Other	Administration, attendance secretary, students, teachers *Funding attached to Student Led Conferences for data notebooks, professional development.

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Goal #1 PVES will increase proficiency in core academic content to prepare learners for 21st century workforce.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in math and in Reading by 05/24/2019 as measured by formative and summative assessments.

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Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and

technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:
Goal #1 PVES will increase proficiency in core academic content to prepare learners for 21st century workforce.

Measurable Objective 1:
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Strategy1:
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Funding attached to previous stragegies |

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will participate in on-going professional development opportunities throughout the school year through workshops, professional organizations, visiting other school sites, and conferences.	Professional Learning	08/07/2018	05/24/2019	$0 - No Funding Required	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers

*funding attached to previous strategy |

Strategy3:

Explicit Intensive Reading Instruction - ARI training provided to all K-3 teachers and Strategies provided to all 4-6 teachers. Phonics training for K-3 teachers. Strategic teaching traning for 4-6 teachers.

Reading strategies will include close reading, text connections, identifying main idea and details within text, the five text structures, author's purpose, vocabulary in context, and small group intervention. Target students will also receive tier II and/or tier III small group instruction based on Renaissance Learning Star Benchmark data. Read 180 and Spire will be used for intervention. All students will practice grade level reading skills and improve comprehension through many different resources including the use of online programs such as IRead and IXL, Renaissance Learning (Accelerated Reader), and Wonders Reading online features and printed materials. McGraw Hill Wonders with MSLE strategies and comprehension toolkit will be incorporated into all content areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. McGraw Hill Wonders, MSLE, Comprehension Toolkit, and other additional supplemental resources needed.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor student progress after benchmark assessment has been administered. Data discussed includes AR, SCANTRON, DIBELS, - software purchased through Title I funds	Academic Support Program	08/07/2018	05/24/2019	$15525 - Title I Part A	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for tier III small group instruction to interventionist or collaborative teacher. Instructional supplies and computer hardware will be purchased to meet the needs of all students. Students may also participate in extended learning through the summer program funded by Title I funds. Teachers and administrators will participate in site visits, lunch and learn, conferences, and in/out of school professional development to enhance instruction in targeted areas. Read 180 will be used to target intervention students.	Direct Instruction	08/07/2018	05/24/2019	$6350 - Title I Part A $4000 - Title I Part A	Principal, Assistant Principal/Title I Facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will participate in on-going professional development opportunities throughout the school year through workshops, professional organizations, visiting other school sites, professional memberships, and conferences	Professional Learning	08/07/2018	05/24/2019	$2500 - State Funds $1500 - Title II Part A $10699 - Title I Part A	Teachers, administrators, reading interventionist.

Goal 2:

Goal #2 Maintain 95% attendance Rate of students with daily attendance

Measurable Objective 1:

collaborate to identify barriers of attendance barriers by 05/24/2019 as measured by the ADA/ADM end of year report..

Strategy1:

Data notebooks - Students will track daily attendance and other school data in data notebooks. Teachers will conference with students about

data goals and attendance goals. Students will conference with parents about data goals.

Category: Other - Student-Led Conferencing

Research Cited:

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data notebooks will contain pre-printed slips for parents to complete and return as required for excused absences. School will monitor attendance through school policy and report violation of attendance to the truancy officer. In addition, school will highlight grades that have high attendance.	Policy and Process	08/07/2018	05/24/2019	$0 - Other	Administration, attendance secretary, students, teachers *Funding attached to Student Led Conferences for data notebooks, professional development.

English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

Goal #1 PVES will increase proficiency in core academic content to prepare learners for 21st century workforce.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in math and in Reading by 05/24/2019 as measured by formative and

summative assessments.

Strategy1:

Explicit Intensive Reading Instruction - ARI training provided to all K-3 teachers and Strategies provided to all 4-6 teachers. Phonics training

for K-3 teachers. Strategic teaching traning for 4-6 teachers.

Reading strategies will include close reading, text connections, identifying main idea and details within text, the five text structures, author's

purpose, vocabulary in context, and small group intervention. Target students will also receive tier II and/or tier III small group instruction

based on Renaissance Learning Star Benchmark data. Read 180 and Spire will be used for intervention. All students will practice grade level

reading skills and improve comprehension through many different resources including the use of online programs such as IRead and IXL,

Renaissance Learning (Accelerated Reader), and Wonders Reading online features and printed materials. McGraw Hill Wonders with MSLE

strategies and comprehension toolkit will be incorporated into all content areas and targeted grade levels.

Category: Develop/Implement College and Career Ready Standards

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supplemental resources needed.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct data meetings to monitor student progress after benchmark assessment has been administered. Data discussed includes AR, SCANTRON, DIBELS, - software purchased through Title I funds	Academic Support Program	08/07/2018	05/24/2019	$15525 - Title I Part A	Principal, Assistant Principal/Title I facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will refer students who qualify for tier III small group instruction to interventionist or collaborative teacher. Instructional supplies and computer hardware will be purchased to meet the needs of all students. Students may also participate in extended learning through the summer program funded by Title I funds. Teachers and administrators will participate in site visits, lunch and learn, conferences, and in/out of school professional development to enhance instruction in targeted areas. Read 180 will be used to target intervention students.	Direct Instruction	08/07/2018	05/24/2019	$6350 - Title I Part A $4000 - Title I Part A	Principal, Assistant Principal/Title I Facilitator, Reading Interventionist, Certified Classroom Teachers, Collaborative Teachers, Media Specialists

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will participate in on-going professional development opportunities throughout the school year through workshops, professional organizations, visiting other school sites, professional memberships, and conferences	Professional Learning	08/07/2018	05/24/2019	$1500 - Title II Part A $10699 - Title I Part A $2500 - State Funds	Teachers, administrators, reading interventionist.

Strategy2:

Stakeholder involvement - Provide parental involvement though both face to face and technology implementation. Teachers will utilize SEESAW program in grades 3-6 to provide student portfolio information to parents online. Student led conferences, tutoring programs, parent resources. Actively seek opportunities for increased community and stakeholder involvement with local churches, universities, and businesses.

Category: Other - Stakeholder involvement

Research Cited: Hackmann, 1996; Leaders of Their Own Learning, 2014

Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student led conferences in 3-6. All K-6 students will utilze data notebooks (k-2), Student online portfolios (3-6).	Parent Involvement	08/07/2018	05/24/2019	$6667 - Title I Part A	Teachers, students, administration, media specialist, counselor, reading interventionist, reading coach, technology coach.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on student portfolio integration and various resources by technology coach throughout the year.	Technology	08/07/2018	05/24/2019	$0 - No Funding Required	Technology coach, administration, teachers, staff

Strategy3:

Standards Based Math Instruction - Depth of knowledge training in the area of math will be required of all content area teachers throughout the school year. Depth of knowledge is a tool to increase instructional rigor. Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. Depth of Knowledge (DOK) offers a common language to understand "rigor" or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. For classroom teachers, the more important question is one of practice: how do we create rich environments where all students learn at a high level? One useful tool, Norman Webb's Depth of Knowledge Levels, will help teachers meet that challenge. Depth of Knowledge (DOK) categorizes tasks according to the complexity of thinking required to successfully complete them. Math activities will include number talks, interactive math journals, use of EngageNY module, partner work, daily calendar, decomposition, compensation, number lines, five/ten frames, making landmark or friendly numbers, doubling and halving, adding in chunks and small group intervention. Target students will receive tier II and/or tier III small group instruction daily. All students will practice grade level math skills through Stride Academy and small group instruction. Target students will receive small group instruction and practice daily math skills based on Scantron, PNOA, classroom benchmark assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. Math in Focus, STAR Math, OGAP, Engage NY

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Goal 2:

Goal #2 Maintain 95% attendance Rate of students with daily attendance

Measurable Objective 1:

collaborate to identify barriers of attendance barriers by 05/24/2019 as measured by the ADA/ADM end of year report..

Strategy1:

Data notebooks - Students will track daily attendance and other school data in data notebooks. Teachers will conference with students about

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Data notebooks will contain pre-printed slips for parents to complete and return as required for excused absences. School will monitor attendance through school policy and report violation of attendance to the truancy officer. In addition, school will highlight grades that have high attendance.	Policy and Process	08/07/2018	05/24/2019	$0 - Other	Administration, attendance secretary, students, teachers *Funding attached to Student Led Conferences for data notebooks, professional development.

Narrative:

PVE does not meet requirements for this goal.

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

ELL teacher provides support for any family in need. In addition all school forms and documents are available for English Language Learners

in their on language.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

All certified staff goes through employee committee than ensures only qualified applicants are interviewed and hired for positions.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

We had one teacher retire. We did not gain another unit.

What is the experience level of key teaching and learning personnel?

Almost all our staff has at least 5+ years teaching. We only have no non tenured teachers.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

na

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

We look at data to determine needs. On areas this year will be on professional development for tier 2 and tier 3 resource to help support students in the classroom.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Intervention training
Monthly data meetings
AMSTI Math PLU
AMSTI Science PLU
ARI reading PD

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

Calhoun County provides new teacher mentoring program for all new teachers district wide.

Describe how all professional development is "sustained and ongoing."

We continue to grow as the data presents needs. This year our professional development will continue to work around student data notebooks and creating data leadership with both teachers and students.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

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Funding attached to previous strategies |

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Goal 2:

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Category: Other - Student-Led Conferencing

Research Cited:

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data notebooks will contain pre-printed slips for parents to complete and return as required for excused absences. School will monitor attendance through school policy and report violation of attendance to the truancy officer. In addition, school will highlight grades that have high attendance.	Policy and Process	08/07/2018	05/24/2019	$0 - Other	Administration, attendance secretary, students, teachers *Funding attached to Student Led Conferences for data notebooks, professional development.

Narrative:

Our PreK students are able to work with Kindergarten throughout the year. Our Kindergarten offers various student and parents workshops.

Our 6th graders going to the high school participate in a summer camp as well as visit the high school before exiting.

We do various activities in our clubs each month with all grade levels that gives students exposure to teachers in different grades.

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

We have ACIP meetings, Faculty meetings,and data meetings.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

We use formative assessments with SCANTRON,DIBELS, dyslexic screening

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Intervention is provided daily to targeted students. Data meetings are held monthly.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

The school has hotspots that were purchased through Title I parent money. These can be checked out along with chromebooks to provide online education supports for students who need additional help. We also have a resource room with education check out items as needed.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

ELL support is provided for any family who qualifies through the home language survey. In addition, homeless students are identified and provided resources under the McKinney Vento Program. Students who are identified under IDEA receive special education services as outlined in the students IEP. Our Parent Liason is also a resource for any economically disadvantaged family. Upon enrollments various forms are completed to determine the need for services.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

McKinney Vento, PreK state grant funding, Title II, Title I, School funds, State funds, all coordinate together to provide resources for students school wide in met criteria. In addition, these programs all work to support school wide and system goals.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

McKinney Vento, PreK state grant funding, Title II, Title I, School funds, State funds, all coordinate together to provide resources for students school wide in met criteria. In addition, these programs all work to support school wide and system goals.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

We look at various data sources to see outcome of school wide programs. Academic data, formal and informal, attendance, discipline, parent involvement and sign in sheets, and surveys, are just a few of the data we review each year to determine success and failures of school wide programs.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

We look at longitudinal data to determine trends, strengths,and weaknesses of academic achievement from year to year on annual State assessments. We target areas of growth and areas of decline and determine resources and needs through the data provided.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

We look at longitudinal data to determine trends, strengths,and weaknesses of academic achievement from year to year on annual State assessments. We target areas of growth and areas of decline and determine resources and needs through the data provided.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Formal and Informal data will show needs throughout the year. This is done monthly through grade level data meetings. We are able to adjust resources and needs as the data shows us areas of need and growth to provide adequate resources and support. For example, Second grade Dibels data indicated a need for a specific intervention in kindergarten and first grade. Upon review resources are budgeted for this purchase.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	32.26

Provide the number of classroom teachers.

32.26

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1759395.0

Total   1,759,395.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.5

Provide the number of administrators.

2

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	115425.0

Total   115,425.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	70438.0

Total   70,438.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	58473.0

Total   58,473.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56223.0

Total   56,223.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	10728.0

Total   10,728.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3218.0

Total   3,218.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	19170.0

Total   19,170.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3438.0

Total   3,438.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	90519.0

Provide a brief explanation and breakdown of expenses.

Title I Facilitator-47278

Instructional Supplies-32,542

Professional Development-10,699

Total- 90,519.00

Parenting (not part of PPA) 1,930.56

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	1500.0

Provide a brief explanation and a breakdown of expenses.

Association Fees-1200

Substitutes-300

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

na

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

na

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

na

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	92449.0

Provide a brief explanation and breakdown of expenses.

PPA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

na

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

na

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

na

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

na

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The school provides an annual meeting in the morning and afternoon to inform parents of the schools Title plan and requirements each year. This year the meeting will be held on September 18, 2017. In regards to system level an additional meeting is provided for system level set asides that includes all Calhoun County Schools and stakeholders including parent representatives from each school.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Pleasant Valley Elementary will provide a variety of parent meetings to help inform parents of students progress and both in the morning, during the day, and evening. This will include student conferencing and school wide programs. The administration conduct home visits as needed for parents who are unable to attend meetings and/or to assist in providing resources. We recently purchased Hot Spots for parents to check out to help with web based educational programs some family's may not have access to at home. Parents are involved in the initial ACIP development and plan. PTO works with parents to provide a variety of programs and create coordination between home and school.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Newsletters are provided for all students in every grade level. Parents who need translation have access to TRANSACT through our ELL department and are provided adequate resources to help with involvement. We provide a variety of meeting types and locations to help increase parental involvement. We use a variety of communication sources including social media, blackboard, and websites to keep parents informed and involved.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The School-Parent Compact is completed with parent, teacher, and administration representation each year. This compact is used throughout the year for conferencing and is a tool that we go back to to address various issues in the classroom with teachers, students, and parents. It is updated yearly and used through-out the year in parents conferences and meetings to support student success.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents are able to submit comments through email, webpage, and social media with is concerns they have the Continuous Improvement Plan.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.   (Describe)

Parents are a central part of student success. Parent communication and partnership is key! Parents will have a variety of tools to assist with involvement in various forms at PVE.

PTO
Data Notebook participation-Sent home monthly
Parent workshops-Make and Take, Title I meetings, Literacy training
Daily communication with student planners and take home folders
Hot Spot checkouts with Chromebooks for parent home access to grades, technology resources, and etc...
Parent room in the school to checkout resources
Social media and website communication and resources to provide instructions and web-based parent workshops

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Parents are a central part of student success. Parent communication and partnership is key! Parents will have a variety of tools to assist with involvement in various forms at PVE.

PTO

Data Notebook participation-Sent home monthly

Parent workshops-Make and Take, Title I meetings, Literacy training

Daily communication with student planners and take home folders

Hot Spot checkouts with Chromebooks for parent home access to grades, technology resources, and etc...

Parent room in the school to checkout resources

Social media and website communication and resources to provide instructions and web-based parent workshops

These forums help build a forum of collaboration between the home and school to ensure success for ALL students.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Parents are a central part of student success. Parent communication and partnership is key! Parents will have a variety of tools to assist with involvement in various forms at PVE.

PTO

Data Notebook participation-Sent home monthly

Parent workshops-Make and Take, Title I meetings, Literacy training

Daily communication with student planners and take home folders

Hot Spot checkouts with Chromebooks for parent home access to grades, technology resources, and etc...

Parent room in the school to checkout resources

Social media and website communication and resources to provide instructions and web-based parent workshops

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Parents are a central part of student success. Parent communication and partnership is key! Parents will have a variety of tools to assist with involvement in various forms at PVE.

PTO

Data Notebook participation-Sent home monthly

Parent workshops-Make and Take, Title I meetings, Literacy training

Daily communication with student planners and take home folders

Hot Spot checkouts with Chromebooks for parent home access to grades, technology resources, and etc...

Parent room in the school to checkout resources

Social media and website communication and resources to provide instructions and web-based parent workshops

All these resources will be available in a variety of language formats if needed.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Parents are a central part of student success. Parent communication and partnership is key! Parents will have a variety of tools to assist with involvement in various forms at PVE.

PTO

Data Notebook participation-Sent home monthly

Parent workshops-Make and Take, Title I meetings, Literacy training

Daily communication with student planners and take home folders

Hot Spot checkouts with Chromebooks for parent home access to grades, technology resources, and etc...

Parent room in the school to checkout resources

Social media and website communication and resources to provide instructions and web-based parent workshops

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

ELL and other resources and support is available upon completion of the Home Language survey for any family who qualifies. in addition, our Parent liaison is available to assist with various family needs and barriers that may arise to help ensure parental involvement and equal access.