

Allegheny-Clarion Valley School District



K-6 Schoolwide Title I Program Handbook 2021-2022

Revised: 6/28/2021 Parent Committee

Approved: 8/5/2021 Parent Committee
8/16/21 School board

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District Calendar

Revised: MARCH 15, 2021

2021-2022

ALLEGHENY-CLARION VALLEY SCHOOL DISTRICT

July 2021 calendar grid with days 1-31. Day 1 is crossed out, and day 5 is circled in red.

August 2021 calendar grid with days 1-31. Days 23, 24, and 25 are circled in green. Days 30 and 31 are circled in red.

September 2021 calendar grid with days 1-30. Days 6 and 7 are crossed out. Days 27 and 28 are circled in red.

October 2021 calendar grid with days 1-31. Days 30 and 31 are crossed out. Days 28 and 29 are circled in red.

November 2021 calendar grid with days 1-30. Days 29 and 30 are crossed out. Days 27 and 28 are circled in blue.

December 2021 calendar grid with days 1-31. Days 30 and 31 are crossed out. Days 27 and 28 are circled in blue.

January 2022 calendar grid with days 1-31. Days 1 and 2 are crossed out. Days 17 and 18 are circled in blue. Days 29 and 30 are circled in red.

February 2022 calendar grid with days 1-29. Days 27 and 28 are circled in blue. Days 26 and 27 are circled in red.

March 2022 calendar grid with days 1-31. Days 14 and 15 are circled in blue. Days 29 and 30 are circled in red.

April 2022 calendar grid with days 1-30. Days 13 and 14 are circled in blue. Days 29 and 30 are circled in red.

May 2022 calendar grid with days 1-31. Days 30 and 31 are circled in blue. Days 29 and 30 are circled in red.

June 2022 calendar grid with days 1-30. Days 29 and 30 are circled in blue. Days 28 and 29 are circled in red.

Legend: Student First/Last Day (red circle), Teacher In-Service (green circle), School Closed (crossed out), Act 80 Day (blue circle), Snow Make-up/Vacation Day (diamond)

August 23 & 24, 2021: In Service-Day; August 25, 2021: First Day of School; September 6, 2021: Closed - Labor Day; October 8, 2021: Closed - ALF Day; November 25 & 26, 2021: Closed - Thanksgiving Break; November 29, 2021: Closed - Buck Day; November 30, 2021: Act 80 Day; December 24 - 31, 2021: - Closed - Winter Break; January 3, 2022: - Closed - Winter Break; January 17, 2022: Act 80 Day; February 21, 2022: Act 80 Day; March 11, 2022: Snow Make-Up Days; March 14-15, 2022: Snow Make-Up Days; April 14, 2022: Snow Make-Up Day; April 15 - 18, 2022: Closed - Spring Break; May 27, 2022 - Last Day of School; May 30, 2022: Closed - Memorial Day; ACT 80 DAYS: November 30, 2021; January 17, 2022; February 21, 2022

Make-up days are March 11, March 14, March 15, and April 14, 2022. All other days will be added to the end of the school calendar.

District Holidays: November 25, November 29, December 24, December 24, 2020, January 3, and May 30, 2022; Graduation will be on Sunday, May 29, 2022

2021-22 Funding & Staff Information

Allocation (*Subject to change during funding adjustments): \$211,517

Funds currently support:

*Salaries/Benefits of two Reading Specialists

*Salaries/Benefits of one Instructional Aide

*Foster/Care Homeless student support

Current Federal Programs Staff:

*Mrs. Carrie Longo, Federal Programs Coordinator

*Mrs. Lori Sherman, Elementary Principal

*Mrs. Marcy Sundling, Reading Specialist

*Mrs. Erin Barlett, Reading Specialist

*Ms. Andrea Stewart, Business Manager

*Sarah Little, Instructional Aide

State & Local Assessments

The following state and local assessments may be utilized in the 2021-2022 school year in grades K-6:

Local:

DIBELS Next

iReady Math Diagnostic

iReady ELA Diagnostic

State:

PSSA (Grades 3-6)

Foster Care/Homeless Support

The Foster Care/Homeless Liaison will communicate with the Federal Programs Coordinator when students are entered into foster care or become homeless. The Federal Programs Coordinator will discuss academic needs with the Reading Specialists and determine if academic performance shows a need to receive more support. Services will be given according to need. The allocation of Title I money to support students in foster care or students that are homeless will be determined by the Federal Programs Coordinator and the Foster Care/Homeless Liaison.

Allegheny-Clarion Valley Elem

School Level Plan

07/01/2021 - 06/30/2022

School Profile

Demographics

Allegheny-Clarion Valley Elem

PO Box 347
 Foxburg, PA 16036
 (724)659-3555

Federal Accountability Designation: none
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: Lori Sherman
 Superintendent: DAVID MCDEAVITT

Stakeholder Involvement

Name	Role
Carrie Longo	Federal Programs Coordinator
Lori Sherman	Administrator/ Building Principal: Schoolwide Plan
Erin Barlett	Elementary Title I Reading Specialist: Schoolwide Plan
Marcy Sundling	Elementary Title I Reading Specialist: Schoolwide Plan
Ann Butler	Elementary School Teacher - Regular Education : Schoolwide Plan
Sara Black	Elementary School Teacher - Regular Education: Schoolwide Plan
Julie Myers	Parent: Schoolwide Plan
Lida Jenkins Whitehill	Parent: Schoolwide Plan
Trevor Hile	Elementary Math Coach: Schoolwide Plan
Maria Clark	ACV First Program Director: Schoolwide Plan

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

No assurances have been identified

Assurance 13

No strategies have been identified

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of the schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Federal Programs Coordinator worked with the Building Principal to plan and develop the steps to transition from Targeted Assisted to Schoolwide. The Federal Programs Region Coordinator was consulted frequently and was instrumental in guiding the process.

Provider	Meeting Date	Type of Assistance
Lori Sherman	2/5/2019	Schoolwide committee meeting
Lori Sherman	3/20/2019	Schoolwide committee meeting
Melissa Douglas	1/9/2019	Administrative meeting to discuss transition to schoolwide

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1: Educational Programming/Technology - The elementary school currently has sufficient laptop inventory to provide for one-to-one student use and is working on grant funding to have newly updated one-to-one student laptops for the 2021-22 school year. A second IT position was added within our district and their office is located on the second floor of the elementary building, offering faster assistance with technological interruptions/difficulties. Using our wireless internet system has also allowed us to improve the efficiency of our computerized testing, increase the access and use of laptops and iPads, and implement targeted learning software to improve student achievement. A technology committee was formed that includes members of the school board, administration, teaching staff, and community. This committee meets regularly to discuss technology needs of the district as well as building specific needs.

Accomplishment #2:

Instruction and Curriculum

During the 2017-2018 school year, groundwork was laid for implementing a PBIS program. In the 2018-2019 school year, this program was kicked off district wide. The district has continued to implement the practices of PBIS as a district in the 2019-2020 school year. The 2020-21 school year showed great success with the PBIS program as discipline referrals greatly decreased throughout the school year at the elementary level.

In the 20-21 school year, our school district began to utilize the iReady assessment across the district in ELA and math. This will allow for a consistent conversation among teachers and administrators in regard to student progress over time. It pinpoints areas of need, particularly necessary in light of the pandemic, and offers automatic individualized instruction for the students to participate in, as well as offering resources for teachers to use.

Beginning in the 2021-22 school year, sixteen of our elementary teachers will be participating in a 2-year LETRS professional development opportunity to expand their knowledge of reading development and to hone their ELA instructional skills.

Also in the 2021-22 school year, grant funds have been used to hire a math coach to address needs at the elementary school. The math coach plans to assess each student and offer data to inform instruction and provide smaller group intensive instruction to students requiring support.

The district is currently in the process of setting up a 2-3 day “Kindercamp” for incoming kindergarten students. This camp will allow students to participate in the routines of the full-day kindergarten instructional day prior to the first day of school.

Accomplishment #3:

Community/Culture

The administration has been working diligently to encourage our local community to be actively involved in our educational system and below are a few examples of this. These activities have been used to increase our community/culture awareness within the elementary school. Each event was successful and will be replicated in the future. Although, we are constantly working to get our local community more and more involved with our school.

STEAM Committee

Three teachers from the A-C Valley School District participate in a STEAM Committee to provide STEAM enrichment and activities to the elementary students. These activities often involve inviting parents and community members to participate. In the 2020-21 school year, community members and families were invited to join in on a virtual “goosechase” scavenger hunt activity during the weekend as an extension of a schoolwide goosechase the previous Friday. Questions and scavenger hunt tasks included visiting or learning information about local historical areas and points of interest in the community.

Falcon Friday

Every Friday, we participate in “Falcon Friday” as an activity to promote school spirit. Each Friday the staff has the option to wear jeans and our school logo/colors if they choose to do so by donating \$25 to a scholarship fund that is distributed to selected seniors who are planning to attend college.

Local Fire Departments

Our district is fortunate to have the local community volunteer fire departments participate in many educational safety programs with our students throughout the year. These include Fire Safety Day and involvement in our PTO Fun Day in which students learn different fire safety tips, engage with fire department and EMT volunteers to learn about their duties and equipment, as well as learning other health and safety tips in a fun and engaging manner.

Blueprint Communities Group

The administration has been working with the blueprint community initiative which includes Parker City, Foxburg, and Emlenton Borough. This group is working to revitalize the community and promote job growth. In addition, we have also opened our buildings for this group to hold the community meetings.

Allegheny Riverstone Council for the Arts (ARCA)

The ARCA program has worked with our school district for several years now to host performances that are tied into the curriculum. The group has worked with the teachers and students during the day and then typically hosts a concert for the community in the evening. During the pandemic, students were still able to participate in these activities through a virtual format.

Open House

Each year at Open House our Title I teachers and aides man a table that provides information about the program to our families. They also sponsor literacy door prizes for each grade (K-6), which are drawn at the close of Open House.

Backpack Program

Our school nurse started a backpack program during the 2017-18 school year and continued it in the 2018-19 school year. This program provides a backpack of non-perishable foods for students in need each Friday to ensure they have food for the weekend. The program is funded through donations from our school staff and community groups. While this activity was interrupted early in the pandemic, plans to continue this program are in process for the 2021-22 school year.

Community Connections

Each year our local Grange provides the 3rd grade students with free dictionaries that they can use for the year and then take home at the end of the year. In the 2018-19 school year an outreach group from a local church provided every student in grades K-6 with a free pair of TOMS shoes. Since the pandemic, other local community churches and community groups have provided farm to family food distribution with help from school employees. These connections with our community partners are valued in our school and we hope they will continue in the years to come.

High School/Elementary Connections

Due to our buildings being located on the same campus, our elementary students are provided many opportunities to interact with our high school students. Some examples are HS students coming to the elementary to tutor, elementary student involvement in the high school musical, HS clubs involving the elementary students in their charitable drives, and common spirit weeks to celebrate school events. These connections are beneficial to both buildings and we will continue to take advantage of these opportunities as they arise. While COVID-19 has interrupted some of these activities in the last year, our plans to continue are ongoing once restrictions are lifted.

Family Connections

ACV Elementary welcomes our families into our building as often as possible throughout each school year. Some yearly events that bring our families into our school are the Halloween Parade, the Metric Meet, concerts, field trips, classroom presentations, PTO Fun Day, and the 6th grade recognition ceremony. Of course, COVID-19 restrictions prevented some of these events in recent years, but our plans to maintain these events are ongoing once restrictions are lifted.

Agency Connections

Many of our county agencies work with us to provide programs, counseling, and family outreach. We have the unique situation of being located in four counties, and though this sometimes complicates things, it also gives us access to many different opportunities for our students.

Accomplishment #4:

Professional Development

During the pandemic and in the summer prior to the 20-21 school year, professional development opportunities were provided to staff to improve their remote instruction abilities. Clarion University offered four week-long modules on Intentional Online Teaching in which twenty-eight A-C Valley teachers participated. Any teacher who volunteered their time to take a course was able to do so, and the district provided the tuition for the course. In addition, sixteen elementary teachers will be participating in the LETRS training for two consecutive years beginning in the 2021-22 school year. Special education teachers are continuing their coaching and development with the Lindamood-Bell reading intervention program, as well as participating in an intensive IEP writing training.

School Concerns

Concern #1:

There is an overall lack of achievement in the area of reading based on PSSA/PVAAS/SPP data. Local DIBELS and iReady data supports a deficit in reading achievement in the second grade class in particular.

Concern #2:

Math performance in grades 3-6, as evidenced by PSSA/PVAAS/SPP data, is well below district expectations. Local iReady data provides evidence of a lack of achievement in the area of Number and Operations across the grade levels, especially in grades 3-6.

Concern #3:

*Currently addressing, but important to note: We are lacking an updated science textbook. A committee has been working toward this goal, however COVID-19 has delayed progress.

Established Priorities (as aligned with PDE FRCPP plan development)

Priority Statement	Outcome Category
We will use research-based professional development for teachers, and differentiated instruction and progress monitoring for our students to ensure growth in ELA.	English Language Arts
We will implement targeted assessments, the addition of an instructional coach, and differentiated instruction to ensure growth in mathematics in Number and Operations.	Mathematics
We will use research-based professional development for teachers, and differentiated instruction and progress monitoring for our students to ensure growth in ELA.	English Language Arts
We will use research-based professional development for teachers, and differentiated instruction and progress monitoring for our students to ensure growth in ELA.	Essential Practices 1: Focus on Continuous Improvement of Instruction

Action Plan (as aligned with PDE FRCPP plan development)

Action Plan for: ELA LETRS and Lindamood-Bell Training					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> ELA Instructional Improvement 		Participating teachers will provide evidence via lesson plans or student folders that they are practicing the strategies they are learning. As instruction is more informed, student data will show growth in ELA in both DIBELS and iReady.		Lesson plans are turned in weekly. Trainings require additional discussions and evidence of classroom practices. Teacher observations can provide evidence of new practices being utilized in classrooms.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
A group of sixteen elementary teachers will be participating in LETRS training beginning August 20, 2020.	08/20/2021	05/31/2023	Elementary Principal	LETRS training materials Coach from the IU	Yes
Special Education Teachers are being coached and trained in Lindamood-Bell reading interventions.	08/05/2021	05/31/2022	Special Education Supervisor	Lindamood-Bell Training materials and coaching staff	Yes

Action Plan for: ELA Targeted Instruction					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Targeted Instruction 		Student growth in ELA skills as supported by the assessment data. Instructional gaps, including those from interrupted instruction during the pandemic, will be addressed.		Assessment data results, data discussions among teaching teams	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Teachers and "teams" of Title teachers, instructional support personnel, and learning support teachers will utilize data to provide targeted instruction to students in ELA WIN classes.	08/25/2021	05/27/2022	Elementary Principal	iReady Reading materials / data DIBELS materials / data Intervention/ instructional materials to address student need	No

Action Plan for: ELA Progress Monitoring					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Second Grade Progress Monitoring 		Student growth or needs will be monitored. Instruction will change accordingly to address growth or need as evident in progress monitoring. Student data should show improvements and, if it does not, this will show the need for more intensive interventions.		Data, data discussion meetings	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Second grade will continually progress monitor students throughout the year and hold data discussion meetings with the ELA instructional "team" of teachers, instructional support personnel, Title I teachers, and learning support teachers	08/25/2021	05/27/2022	Elementary Principal	DIBELS progress monitoring, iReady materials for progress monitoring	No

Action Plan for: Math Data-Informed Instruction					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Math Data Informed Instruction 		Students will show growth in mathematics assessments. Teachers will be able to utilize progress monitoring materials to help ensure students are growing and meeting learning goals.		Assessment data, Data discussion meetings	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
A math instructional coach has been hired this year and once new assessments are implemented, teachers will be coached on how to utilize data and inform their instruction for Math WIN.	08/25/2021	05/27/2022	Math Coach	Math assessments, Progress monitoring materials, Instructional resources to address student need, iReady math materials	Yes
The math coach will assist teachers in progress monitoring students' math skills.	08/25/2021	05/27/2022	Math Coach	Math assessment data, Progress monitoring materials	Yes

Professional Development Steps (as aligned with PDE FRCPP plan development)

LETRS						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	16 Elementary Participants	Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension	Classroom practices employed and participation in the program	Lori Sherman	08/20/2021	05/27/2023
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Independent study	Independent work on own Group check-ins bi-monthly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 		Language and Literacy Acquisition for All Students		

Lindamood-Bell						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	The elementary special education team.	Decoding and comprehension skills	Evidence of learning in classroom instructional practice	Special Education Supervisor	08/25/2021	05/27/2022
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Multiple check-in points and trainings throughout the year	<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 		Teaching Diverse Learners in an Inclusive Setting		

Math Data-Informed Instruction						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All math elementary teachers	Using assessment data to inform instruction	Evidence of differentiated instruction and use of data to inform instruction in classroom instruction and lesson plans/student portfolios	Trevor Hile/Lori Sherman	08/25/2021	05/27/2022
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Multiple points throughout the year	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1b: Demonstrating Knowledge of Students • 3d: Using Assessment in Instruction • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction 			Teaching Diverse Learners in an Inclusive Setting	

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Allegheny-Clarion Valley Elem in the Allegheny-Clarion Valley SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Allegheny-Clarion Valley Elem in the Allegheny-Clarion Valley SD for the 2021-22 school-year.

Superintendent/Chief Executive Officer

Board President

IU Executive Director

Appendix A

Parent Right to Know Information as Required by The Elementary and Secondary Education Assistance (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]

August, 2021

Dear Parent(s)/Legal Guardian(s):

Your child attends Allegheny-Valley Clarion Valley Elementary School, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At Allegheny-Valley Clarion Valley Elementary School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether or not your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additional right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
 - subject matter tested
 - purpose of the test
 - source of the requirement (if applicable)
 - amount of time it takes students to complete the test
 - time and format of disseminating results

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact me at 724-659-5820 or lori.sherman@acvsd.org.

Sincerely,

Mrs. Lori Sherman, Elementary Principal

Appendix B

Allegheny-Clarion Valley School District
Title I Family Evaluation
2021-22 School Year

Dear Parent/Guardian: This evaluation is required as part of our Title IA program at A-C Valley. Your participation in this Title I requirement is appreciated. Please fill out **both sides** of the form and return to Mrs. Lori Sherman, Principal.

Please rate each statement.

Statement	Agree	Somewhat Agree	Neutral/ Unsure	Somewhat Disagree	Disagree
I feel welcome when I enter the school.					
The school schedules parent/teacher conferences in a flexible way so that I can attend.					
I know what the School-Parent Compact is.					
The Title I Parent Questionnaire, supplied to me at the beginning of the year, provides a meaningful way to communicate with my child's Title I teacher.					
Teachers regularly communicate with me through notes, phone calls, e-mails, or school notices.					
My calls, e-mails, or notes to school staff are answered promptly.					
I have access to and regularly use e-mail.					
I feel knowledgeable about the school's expectations for my child.					
I feel knowledgeable about what is going on at the school.					
I know how to help my child with his/her homework.					
My child receives additional academic help when needed.					
My child has been identified as gifted and receives additional enrichment activities.					
The school provides our family with workshops or informational events.					
The school provides our family with parenting resources.					
The school asks for input on family workshops and events.					
The school asks for my input about my child and how he/she learns best.					
I have been encouraged to volunteer at school.					

I feel that parents are involved in decision-making at our school.					
I have been invited to participate in school planning such as the school improvement plan, the Title I plan, parent involvement policy, etc.					
I feel knowledgeable about the Title I program.					
I feel knowledgeable about our school's status as a Title I Schoolwide school.					

Additional

Comments: _____

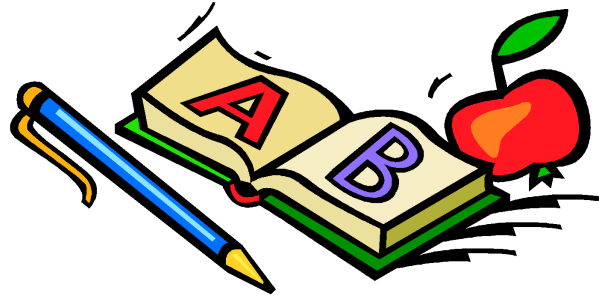
Parent Name (Printed): _____

Parent Signature: _____

Child's Name: _____

A-C Valley Elementary School Small Group Information Sheet

Classroom Teacher Information- Reading



Student's name _____

Teacher's name _____

Data Source/s _____
(Ex: Report Card, test, quiz)

Description of concern: _____

Appendix D
Allegheny-Clarion Valley Elementary School
COMPACT



The School Parent Compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards (ESSA, Section 1116(d)).

THE SCHOOL PLEDGE

The Allegheny-Clarion Valley School District understands the importance of the school experience to every student and their role as educators and models. Therefore, the A-C Valley School District agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards (required)
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
 - frequent reports to parents on their children's progress;
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. *(ESSA, Section 1116(d)(1-2))*
- Treat each child with dignity and respect
- Strive to address the individual needs of the student
- Acknowledge that parents are vital to the success of child and school
- Provide a safe, positive and healthy learning environment
- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

Principal's Signature _____ Date: _____

THE PARENT PLEDGE

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their child's classroom
- Supporting their child's learning (required)
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time (required)
- Create a home atmosphere that supports learning
- Send the student to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conference
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly
- Limit media time (such as TV)

Parent Signature _____ Date: _____

THE STUDENT PLEDGE

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Get to school on time every day
- Develop a positive attitude toward school
- Be responsible for completing homework on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Do daily work that is neat and reflects the student's best effort
- Be respectful to all school members and to school property

Student Signature _____ Date: _____

Appendix E

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Allegheny-Clarion Valley School District

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by Allegheny-Clarion Valley Elementary in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

Components

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy:
 - The elementary building principal will invite parents and family members to participate in the Title I Schoolwide Committee. The purpose of the committee will be to review and improve the school Parent and Family Engagement Policy.
2. Convene an annual meeting, at a convenient time:
 - To which all parents and family members of participating children shall be invited, and encouraged to attend;
 - To inform parents and family members of their school's participation as a Title I school; and
 - To explain the requirements and the rights of parents and family members to be involved.
 - Involve parents/guardians in the joint development of the district's overall Title I plan and the process of school review and improvement.
 - Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

- Develop activities that promote the school's and parents'/guardians' capacity for strong parental involvement.
 - Coordinate and integrate parental involvement strategies with appropriate programs, as provided by law.
 - Involve parents/guardians in an annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I.
 - Identify barriers to participation by parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
 - Use findings of annual evaluations to design strategies for more effective parental involvement.
 - Involve parents/guardians in the activities of schools served under Title I.
3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings through payment of transportation, child care costs and/or refreshments.
 4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program.
 - The building principal or designee will host a Title I informational meeting for all families once a year to plan, review and improve the school's parent and family engagement program.
 - The building principal or designee will convene a Schoolwide Committee that represents multiple stakeholders. These include, but not limited to, parents, family members, teachers, staff, community members and administration. The purpose of this committee will be to review the school level plan as well as review and improve the school's parent and family engagement program. This Committee will also be responsible for planning parent engagement activities.
 5. Provide parents and family members of participating children with timely information about the Title I program:
 - The building principal or designee will host a Title I informational meeting for all families once a year to plan, review and improve the school's parent and family engagement program.

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:
 - The building principal or designee will host a Title I informational meeting for all families to disseminate information regarding curricula in use at the schools, the current assessments utilized to measure student progress and develop groupings for WIN (What I Need) intervention groups and information regarding the state PSSA assessments.
7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions.
 - The elementary teaching staff will honor any verbal or written request by a parent for a conference to discuss student academic progress.
8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law.
 - The building principal will convene a Schoolwide Committee that represents multiple stakeholders. These include, but not limited to, parents, family members, teachers, staff, community members and administration. The purpose of this committee will be to review the school level plan as well as review and improve the school's parent and family engagement program. This Committee will also be responsible for planning parent engagement activities.
9. Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:
 - Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time and
10. Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:

- Teacher conferences upon request with parents and family members in elementary schools, during which the compact shall be discussed as the compact relates to the individual child's achievement.
 - Frequent reports to parents and family members on their children's progress;
 - Reasonable access to staff, opportunities to participate in their child's class, and
 - Ensure meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.
11. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children.
- Parents may request assistance from administration in understanding the state academic standards, state and local academic assessments, and how to monitor their child's progress and work with teachers to improve the achievement of their children.
 - The Title I informational meeting held annually will provide information to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor their child's progress and work with teachers to improve the achievement of their children.
12. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:
- The Title I informational meeting held annually will provide information to parents and family members on how to work with their children to improve their children's achievement and use technology including education about the harms of copyright piracy.
13. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school:
- The building principal or designee will utilize Title I State Parent Advisory Council resources to educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach

out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.

14. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:
 - The school district will enter into a Memorandum of Understanding (MOU) with the local birth-5 education providers. The MOU will outline the parent and family member activities that they school district and birth-5 education provider will plan for and collaborate.

15. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand:
 - The district will ensure that all information relating to school and parent and family member programs is posted online and sent home in the language utilized by the family.

16. Provide opportunities for the informed 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).

17. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:
 - School District Social Media
 - School District website
 - Sent home with students

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and objectives to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.