

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
5 Total schools in district
2. District per-pupil expenditure: 9443

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	52	48	100		7	0	0	0
1	53	63	116		8	0	0	0
2	71	60	131		9	0	0	0
3	56	60	116		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								463

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2009	492
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 2

Specify languages:

Chinese, Spanish

9. Percent of students eligible for free/reduced-priced meals: 2%
 Total number of students who qualify: 11

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%
 Total number of students served: 65

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>35</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>1</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>48</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	99%	99%	98%	99%	99%
Teacher turnover rate	0%	3%	6%	0%	3%
High school graduation rate	99%	99%	98%	98%	99%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

Pleasant Valley Elementary School sits atop a large hill in McMurray, Pennsylvania beckoning to the beautiful suburban community nestled in the hills below. Emerging from a once pastoral community, Pleasant Valley Elementary School is a K-3 building with 463 students located in the Peters Township School District. It is a uniquely designed building with three spokes emerging from its center, where the media center is housed and is a pivotal part of the learning environment. Although its physical layout may be unusual it is even more distinctive in its culture, ambient warmth, and abundant accomplishments. The Pleasant Valley “family,” comprised of dedicated classroom teachers, enthusiastic support staff, hard-working administrators, and highly involved parents work diligently to create a learning environment where each student is nurtured to become a conscientious, lifelong learner capable of leading others into the 21st century.

The mission for Pleasant Valley Elementary School is to work in partnership with our families and community to educate individuals to become responsible lifelong learners who possess the skills, knowledge, creativity, self-worth, and ethical values necessary to live, learn, lead, and flourish in a rapidly changing culturally diverse global society. Our mission supports the vision of our school which is to inspire minds and to nurture hearts. The mission and vision are accomplished through a collaborative group of stakeholders who comprise the "PV Family."

At the foundation of this exemplary school is a committed staff frequently recognized for outstanding educational contributions. Numerous teachers have been awarded the Teacher of Distinction Award presented to teachers utilizing innovative strategies in the classroom. One truly exemplary teacher, chosen from hundreds of applicants in western Pennsylvania, was even selected to receive the Teacher of Excellence Award. The Pennsylvania Social Studies Teacher of the Year is a third grade teacher at Pleasant Valley as is the Agriculture Teacher of the Year. A 2008 finalist for the Pennsylvania State Teacher of the Year is a part of this staff which also boasts a nationally certified teacher, Keystone Technology Award winner, and Library Media Specialist Award winner.

Parental involvement is vital to the success of the Pleasant Valley students. An extremely active PTA boasts a membership of approximately 90%. This valuable group of parents sponsors programming to extend and enhance the knowledge of the K- 3 students. The PTA is fundamental in inspiring students to participate in the artistically driven Reflections contest along with providing an extensive enrichment program for students to embark on an adventure in science, learn how to play chess, or perform ballet.

Parents and staff are integral to success and achievement; however, it is the children at the heart of Pleasant Valley. High expectations are consistently met as students strive to achieve. Pleasant Valley students continually score in the proficient and advanced range on the PSSA assessments. All students regularly make Adequate Yearly Progress and score significantly higher than the national average on all standardized assessments in each grade level. For the past three years the school has been named a Title I School of Distinction due to student performance in both reading and math on the Pennsylvania System of School Assessment (PSSA).

Although the academic framework here is vital; the education of the “whole child” is the guiding principle. Community service projects are an integral part of the Pleasant Valley experience. A collaborative effort has been employed to involve the community in a multitude of worthwhile projects; Pennies for Patients, a blanket drive, shoe drive for Haiti, angel tree gifts, free rice campaign, adopting a school in New Orleans, monthly care packages to soldiers, hospital care packages, and backpacks for children in a local women’s shelter. The Relay for Life campaign, during which students raise money through our Pleasant Valley Idol show, has contributed approximately \$50,000 to the American Cancer Society. The school has been honored with the National School District of Character Award and the Promising Practices National Award.

In 2009 the staff was afforded the opportunity to participate in extensive professional development activities related to leadership. The teachers applied this newly acquired knowledge in collaborating to create a Student Leadership Team. Students involved in this volunteer group are divided into interest groups and encouraged to initiate and facilitate meaningful projects to enrich the entire community. The leadership groups address areas such as tutoring of peers, random acts of kindness, and caring for the environment. Once provided these experiences, students are expected to emerge in the future as effective community leaders capable of fostering a productive, caring community.

Additional programs are incorporated on a regular basis to evoke artistic creativity in the students. The “Music and Me” program is a weekly practice session utilizing musical activities to facilitate the needs of special learners. Each week the special education teacher, working in conjunction with the music specialist, guides students through musical games and activities aiding in developing readiness skills to be used in math and reading. Movement, drumming, story play, and rhythmic exercises are all part of the small group experience.

The “Morning Masterpieces” is an arts appreciation project designed, in collaboration with our music teacher and librarian, to introduce and familiarize students with classic works, develop active listening skills, and make aesthetic connections between music, art, and literature. Each week the media specialist, art teacher, and music instructor collaborate to present a themed grouping including a literary work, a visual of famous artwork, and a classical music excerpt on our own “PVTV” morning cable show. It is a unique opportunity for students to engage in higher order thinking skills as they compare, contrast, and evaluate the arts.

After carefully nurturing the students during their four years at Pleasant Valley Elementary, it is highly rewarding to watch them evolve and grow academically and socially into unique, creative, diligent students; but it is not the end of their journey. It is our hope that these students have been inspired to find their own unique way to impact the future through their talents, abilities, and willingness to help others.

1. Assessment Results:

Pleasant Valley Elementary maintains the focus of developing excellence in achievement, character, and leadership. Excellence in the aforementioned areas ensures that our students are well rounded and prepared to be successful in the endeavors in which they desire.

In respect to student achievement, our PSSA data confirms that Pleasant Valley Elementary School has maintained a consistent standard of excellence in the areas of Mathematics and Reading. In the subject area of Reading, beginning in 2005-2006, our percentage of students achieving proficiency was 85% (lowest of the five years) and currently in 2009-2010 our achievement is 97%, its highest. Pleasant Valley's scores in the area of reading show a consistent improvement for each of the years indicated. In regard to our subgroups in reading, there was a slight achievement gap with our special education population in 2005-2006, however, through intervention this achievement gap has been reduced to 8% in 2009-2010. To close this gap, research based interventions were implemented with fidelity. These interventions, in conjunction with a strong standards based curriculum, allowed us to close this gap.

Pleasant Valley Elementary has also maintained excellence in the area of Mathematics on the PSSA. This consistency is evident through reviewing our achievement data. Our lowest year was, once again, 2005-2006 where we demonstrated 96% achievement. Our highest achievement took place in 2009-2010, where 99% of our students achieved proficiency. Over this five year span, there was a slight achievement gap (13%) during the 2008-2009 school year. To close this achievement gap, we provided our students instruction in the core mathematics standards, and provided them additional opportunity and time to remediate their weaknesses highlighted in their IEP's. As this intervention was implemented, student achievement increased and the achievement gap was reduced.

Even though Pleasant Valley Elementary maintains consistently high achievement, we recognize the fact that all students still need to be challenged and work to ensure that all students are provided challenging learning experiences. In an effort to provide all students challenging and meaningful learning experiences we use assessment data from our benchmark and curricular assessments to identify areas of student strength and weakness. These data meetings allow our staff members to monitor student achievement and growth, gaps in curriculum, and develop ways to progress monitor students in need of intervention. These data meetings are held in a way that allows our staff to monitor achievement and track student growth.

In Pennsylvania, students who are "Meeting the Standard" are considered to be scoring at "Proficiency" which encompasses students achieving proficient or advanced scores on the Pennsylvania System of School Assessment (PSSA). At Pleasant Valley Elementary we consistently work with our students to achieve proficiency, but also strive to educate our students to achieve scores in the Advanced level.

The final cog to maintaining high achievement is through communication with the stakeholders of the district, which includes parents. We have educated our parents about our expectations for benchmark assessments and how we provide intervention for those students in need. As we analyze our benchmark assessment data, we share this information with parents through the "Principal Page" on the Pleasant Valley Elementary School's website. This data specifically shows our PSSA data trends as well as our current DIBELS assessment information. Another link on our staff web-page provides parents with strategies and tools to help intervene with their child at home.

PRINCIPAL'S DATA URL: http://www.ptsd.k12.pa.us/pleasantvalley/PV_principal.htm

STAFF INTERVENTION URL: http://www.ptsd.k12.pa.us/pleasantvalley/PV_info.htm (Located in right hand column, related links/reading support.)

2. Using Assessment Results:

In an effort to maximize academic achievement and student growth, data driven decision making is a primary focus at Pleasant Valley Elementary School. We believe that standards aligned curriculum, assessment, and instruction are necessary to positively impact student learning and achievement. In an effort to ensure that these practices take place, we have developed ongoing data meetings to review assessment data. The assessment data included in our analysis is summative curricular data, benchmark assessment data, standardized achievement data and Pennsylvania System of School Assessment (PSSA) data. These assessments all provide snapshots of how students are performing at various times throughout the school year and are used to continually guide our instruction. In totality, these data sources allow us to plan an instructional program that will foster student achievement and growth.

Assessment data allows us to identify students for our Response to Instruction and Intervention (RtII) groupings as well as identifying progress or lack of progress being made by students. Having assessments that are standards aligned allow us to track student growth and identify areas of student strength and deficiency. This data is used to identify ways in which we can alter our curriculum or instruction to better meet the needs of our students.

To systematically evaluate this data, we meet to discuss:

- Students who are currently meeting grade level expectations (according to state standards).
- Skill areas of strength and deficiency.
- Students who are not meeting grade level expectations, but maintaining consistent rates of improvement to eventually close their achievement gap and meet expectations.
- Ways in which we can challenge all students (those meeting and not meeting expectations).
- Opportunities to progress monitor and evaluate if an intervention change is necessary.

This systematic approach provides our staff the opportunity to positively impact our teaching which, ultimately, affects achievement and growth.

3. Communicating Assessment Results:

We use data driven decision making at Pleasant Valley Elementary School to communicate assessment results. The success of this endeavor is contingent upon the understanding of all stakeholders involved. Positively impacting student achievement is reliant upon teachers and administrators, but parents and other stakeholders are necessary pieces of the puzzle. This year we have educated parents about our DIBELS benchmark assessment. We conducted an evening session to provide parents and caregivers an opportunity to understand each assessment measure, procedures for testing, student expectations, and an example of how to read the assessment results that are sent home to parents. We also reviewed the research that backed this assessment and the current achievement of our students disaggregated by assessment measure and grade level. For those parents who could not attend this session, an online copy of the presentation was posted for their reference. As we work to ensure student growth through progress monitoring, we have noticed outstanding student growth in the areas assessed by DIBELS. Through ensuring buy in from parents and caregivers, we have experienced gains in our DIBELS scores. It is evident that it takes all stakeholders to educate our students. Our updated data can be found at http://www.ptsd.k12.pa.us/pleasantvalley/PV_principal.htm (in the right margin).

In an effort to continue to keep parents in the loop about assessment results, we use our website and monthly principal newsletter to communicate our achievement results. As we continue to establish additional benchmark assessments, we will continue to maintain transparency with our stakeholders regarding our assessments and the data which they produce.

4. Sharing Lessons Learned:

Pleasant Valley Elementary School has developed a professional learning community where grade level teachers and specialists consistently meet to share best practices, teaching or assessment strategies, and co-teaching or inclusion practices. These meetings occur three Thursdays each month and are communicated to other colleagues throughout the Peters Township School District through sharing meeting minutes. This process of collaboration and sharing allows our staff members to learn about practices in each grade level as well strategies being implemented by the same grade level in other buildings.

At various times throughout the school year, in-service days are planned to allow teaching staff and administration from each grade level to meet and collaborate to discuss curriculum, assessment, and instruction. In addition to meeting as a grade level, additional in-service days provide opportunities for teachers from various grade levels to discuss the vertical alignment of the curriculum. These opportunities to meet also allow teachers and administrators to reflect upon successes and update individual and grade level action plans.

The Peters Township School District was recently named a National School District of Character by the Character Education Partnership. Our district staff and administration shared our path to success at state and national conferences. In addition to our character education endeavors, we also shared our strategies that helped us reach and maintain academic excellence. This information was shared at state conferences as well as locally at our Intermediate Unit (IU1). Many of our school district administrators are also part of the South Hills Area School District Association (SHASDA) to learn and share ideas about current best practices such as data driven decision making and implementing a Response to Instruction and Intervention program effectively in the elementary setting.

1. Curriculum:

Recognizing that the students of Peters Township will be expected to participate as citizens of a global community in the twenty-first century, the primary elementary curriculum is constructed with this mission in mind. Students are introduced to the basics of mathematics and language arts with multiple exposures to technology integration included in the instructional lesson design as often as possible.

The K-3 curriculum at Pleasant Valley is a rigorous academic program driven by the Pennsylvania State Standards in which skills are presented in an appropriate scope and sequence. Explicit instruction is delivered by teachers using a multi-sensory approach guided by the Core Body of Knowledge.

- Our Language Arts curriculum moves from pre-reading skills to independent readers by infusing phonemic awareness, phonics, sight-word vocabulary, comprehension skills, encoding and decoding strategies with fluency development. Every student's progress is monitored three times a year using DIEBELS assessments. Those students who are deficient in the reading skills tested are monitored every two to three weeks. If a student is significantly below the desired level of achievement, they are receiving daily strategic interventions. All areas of Language Arts are integrated through daily instruction and application of skills learned in the core Language Arts series. Web-based assessments, drill and practice, and word processing are all a part of our weekly instruction. Our phonics program is enhanced through the in-house broadcasting of morning announcements featuring, "Phonics Phriday."
- Our Math curriculum progresses through the spectrum of number sense to advanced numerical computations. Supplemental use of Investigations provides an avenue for multi-sensory skill development. To assure that all students are reaching the expected level of achievement, web-based programs including Rocket Math and Discovery Math are utilized. All students' needs are being met through acceleration and remediation.
- Our Science and Health curriculum encompasses Biological/Health, Physical, Earth/Space and Environmental Sciences. Our PV community has embraced the healthy habits of good nutrition and daily exercise. Our K-3 curriculum units include: plant & animal studies, earth & space exploration, electricity, fossils & fossil fuels, weather and environmental issues (school-wide composting). Students are encouraged to use The Scientific Method to achieve scientific literacy. Webcasts and United Streaming video clips compliment all units.
- Our Social Studies curriculum covers an array of concepts which include: Political Science, Economics, Geography, Cultural Diversity, History and Current Events. Our Social Studies curriculum is integrated through musical grade level performances. Past performances have featured The Rain Forest, the study of Mexico, and the culture of the city of Pittsburgh. Students are exposed to the diversity of cultures through thematic units of study. Current events are infused into daily curriculum through weekly publications and educational websites. Extensions of learning include on-site visits to local businesses and museum visits. "Community in the Classrooms" is another intuitive in which we invite guest speakers to share their expertise in the areas of nutrition, economics, habitats, safety, and occupations.
- Pleasant Valley's primary music program utilizes a multi-faceted approach which includes the methodologies of Kodaly (vocal), Dalcroze (movement) and Orff (instrumental) systems. Students experience the elements of music by practicing proper vocal technique and sol feggio, playing Orff xylophones and recorders, and moving to music with eurhythmic activities. All these experiences are brought together in a culminating grade level performance for the student body and parents that highlights a curricular unit such as the rainforest habitat or the solar system.

Hoping to cultivate a life-long appreciation of music, art and literature, the children are introduced to classic works featured in the school-wide “Morning Masterpieces” program.

- Pleasant Valley's Art Curriculum is reflective of the Pennsylvania Academic Standards. It provides students with creative, hands-on experiences through use of a variety of materials. We instill in the students that they are all artists--born to be creative. They come to realize that art is a relevant part of their everyday lives in that most of the things they come across began somewhere on a drawing board. We work with a variety of drawing materials, paint, printmaking, sculpture, and ceramics. We study the elements and principles of art on a basic level. The students also learn about art history, art literacy, art criticism, and do many interdisciplinary activities which include art.
- They Physical Education program at Pleasant Valley is a vital part of the total educational process of each individual student. Through physical activity, the program helps students obtain a balance in all areas of well-being: physical, mental/emotional, intellectual, and social. Through a variety of physical activities, students develop an appreciation for the importance of physical fitness and the knowledge of how to reach their own individual potential for fitness throughout their life. All units are specifically aligned to the Pennsylvania State Standards and emphasize age appropriate loco-motor movements, hand-eye coordination skills, team building, and individual skill development. Additionally, there are opportunities for students with special needs to take adaptive physical education classes. These classes are focused on skill development based on each individual's readiness. Our morning "Boot Camp" is another opportunity for select students to work through a series of exercises that will help to organize their nervous system to prepare for their day of learning.
- The FLES Spanish program begins in First Grade at Pleasant Valley Elementary and continues through Third Grade. Songs, TPR storytelling, and games make lessons interactive, all while utilizing classroom technologies such as Smart Boards and Clickers. The FLES program is sequenced so that each grade level's curriculum is reinforced through the FLES curriculum after it is taught in the regular classroom. Some examples of this include addition and subtraction in First Grade, Habitats in Second Grade, and telling time in Third Grade. As children gain confidence in listening and speaking through cross-curricular lessons, they learn to communicate using contextually appropriate phrases and gain cultural awareness while learning.

2. Reading/English:

The Pleasant Valley Elementary School's English language arts curriculum consists of two core series that provide explicit, systematic, multi-sensory instruction. The teachers use the ideas in the core series, along with other supplemental materials and strategies, to actively engage each student in differentiated lessons. The two core series were chosen after extensive and comprehensive research as the teachers looked to find the “best fit” for our high achieving population. Rigorous lessons in all of the areas of language are delivered by the classroom teacher and supported by the Instructional Support Team (IST), speech, and reading teachers. The language arts lessons are also woven throughout each student's day as they interact with the special area teachers.

The teachers and support staff work very closely to make sure that delivery of phonemic awareness skills are consistent. For example, each teacher introduces vowel instruction using the same words, symbols, and kinesthetic movement. This way the student moves from grade to grade following the road map that has been carefully designed.

Areas of need in English language arts are determined very early in the school year. Each child is given a benchmark assessment test and discussions about the data collected are held between classroom teachers, administrators and support staff within the first few weeks of school. At this time, each student who did not meet the benchmark is given a battery of diagnostic assessments to determine specific areas of need. The reading support teacher develops a plan that provides prescriptive activities that will help each child

reach his full reading potential. Progress is monitored every two to three weeks for each child who has not met benchmarks, as well for those who made benchmarks by a marginal degree. The teachers and support staff have open communications about these students and any other student in their classes who may also need additional interventions. If at any time a student needs extra support, the teacher immediately informs the support staff. Everyone in the building takes responsibility for each child's reading achievement. The principal has fluency practices every day for those students who are the neediest.

The responsibility of English language arts instruction is taken very seriously by all members of the Pleasant Valley staff. We are aware of students who are struggling to break the "code" of reading and work very hard to improve the reading skills of students who are reading below grade level . Our goal is to develop readers who will emerge as successful life-long learners.

3. Mathematics:

At Pleasant Valley Elementary, mathematics is not only taught "once a day" it is an integral part of the students' learning. By utilizing a PA Standards-based core curriculum, students are given opportunities to develop critical thinking and problem solving skills. Teachers and students use a variety of materials for mathematics instruction that include a textbook, curriculum guide, Investigations (supplemental exploratory math program), websites, document cameras, Smart Boards, manipulatives, charts, graphs, computers and software. After benchmark assessments are administered and learning styles accounted for, instruction is differentiated based on individual student's needs. In one classroom a teacher may facilitate flexible groups for a lesson, while another classroom is taught in a large group setting using manipulatives with a document camera to aid in understanding of concepts. At Pleasant Valley, math is not just about numbers and solving equations, students apply math skills for other activities such as: daily calendar, weather, graphing lunch count, counting service project donations, charting data, reading, writing, counting and calendar activities in Spanish, and measuring objects around the school. Students move throughout the core curriculum with guided pacing. Teachers continuously monitor and adjust lessons based on student performance and assessment results. Student data is analyzed from pre-tests, post-tests, computerized progress monitoring, timed computation tests and performance-based assessments. Opportunities are provided for enrichment and advancement with some students even progressing to the next grade level. Along with enrichment activities, re-teaching materials are also available for students performing below grade level. Using data from benchmark assessments, students are supported in math by computer-aided instruction (Discovery Math), classroom support, peer tutoring, Mastering Math Facts, small group instruction, Instructional Support, and at-home practice. Investigations activities are also utilized to help struggling learners "see math." At Pleasant Valley, we are proud of our high-achieving math students. However, we still believe that there is room for continuous growth. Our goal is to have all students feel successful in mathematics. Our belief is that children learn by using different modalities, therefore our math instruction must provide them with the tools to grasp core curriculum concepts in order to become 21st Century Learners.

4. Additional Curriculum Area:

Library media instruction is an essential part of Pleasant Valley students' education. All curricular areas are dependent upon library media services for the support necessary to meet many outcomes in the various disciplines. Serving all grade levels, ages and content areas, the program has a unique outlook on the needs and abilities of all the members of the school's learning community. That perspective makes Pleasant Valley's library media program a hub for bringing teachers and the library media specialist together to create exemplary and innovative lessons to support all areas of the curriculum.

Pleasant Valley's library media curriculum is based on finding information, using information, sharing information, and enjoying literature. Instruction is organized into six units: Library Orientation, Literature Motivation and Appreciation, Access Information, Ethical Use of Information, Internet Safety and Analyze, Identify and Evaluate Resources. The curriculum is a sequential program of library media standards, concepts, activities, and assessments.

Collaboration between the classroom teacher and library media specialist promotes student achievement and innovative instructional design. The classroom teacher and the library media specialist are actively involved in identifying the learning needs of students, developing teaching units, and guiding students' progress in lifelong learning. The library media specialist facilitates activities that offer meaningful practice in using a variety of information resources. Students experience richer instruction as 21st century learners when the teacher and the library media specialist synergize in a collaborative process to provide resources and activities that meet curriculum standards. The library media's curriculum goal is to augment and reinforce all curriculum content with age appropriate and timely media resources. The primary mission is to provide materials and experiences that will empower students to be life-long learners who are able to locate, retrieve, evaluate, and productively use information from a wide variety of print and non-print sources.

Examples of collaborative lessons include:

- Utilize the Super 3 research process to investigate prehistoric animals, culture of Mexico, solar system, habitats, nutrition, and musicians and artists.
- Use Kidspiration software and mapping skills to reinforce language arts skills such as comparing and contrasting, vocabulary building and decoding.
- Use Web 2.0 sites as the creative devices for the culminating activity to conclude a social studies, science, or literature research project.
- Schedule educational videoconferences with NASA, Cleveland Zoo, and the Carnegie Museum which provide enrichment for the science curriculum. Social studies curriculum is enhanced with Plimoth Plantation and the National Cowboy Museum videoconferences.
- Utilize clickers and Smart Board lessons that provide an interactive method to practice and assess with learning support students.

Pleasant Valley's library media curriculum assists in promoting the lifetime learning of skills that are essential to academic success--skills which will prepare students for the rapidly changing technological and academic world.

5. Instructional Methods:

Teachers differentiate instruction by first assessing students using a variety of tools, including the Dynamic Indicators of Early Literacy Skills (DIBELS). Benchmark DIBELS assessments are used to establish baseline performance. The principal leads data meetings to review DIBELS information, analyze individual student readiness, and to determine instructional levels.

A Response to Intervention Model is used to modify or adapt the curriculum goals to meet the diverse needs of student subgroups. The Reading Specialist, Librarian, Enrichment Facilitator, and Instructional Support Teacher collaborate with the classroom teachers to plan and deliver lessons that provide the appropriate level of challenge enabling students to progress at their individual learning rates.

Language arts skills are tested weekly to determine student knowledge. Students with skill deficits work directly with the teacher. They read leveled decodable books, complete word building activities with partners, and do guided practice activities. Students with more advanced skills work on Amazing Word Journals that challenge them to decode more complex words and develop a robust vocabulary. They work independently or in a small group. Students create personalized spelling tests based on their performance on the pre-test.

Accelerated Reader (AR), a school wide differentiated reading activity, allows students to read at their own level and pace. Teachers use AR to motivate, monitor, and enhance reading performance and growth.

Tiered Daily Oral Language Practice activities are provided to offer different levels of complexity and challenge to students. Students select and self-monitor their placement. They are eager to advance to the next level and work hard to find all of the mistakes in punctuation, capitalization, and spelling.

To differentiate writing instruction, the learning support teacher teams with teachers to introduce writing activities to classes including special needs students with Individual Education Plans (IEPs). For example, a compare and contrast activity is modified to meet the diverse needs of the group. Emerging writers complete one sentence stating how two items are alike and one sentence about how they are different. More established writers give two examples, and advanced writers complete an essay with two paragraphs.

Homework is differentiated by learning style preference. A choice of kinesthetic, visual, or activity ideas for homework practice is suggested. Students then choose how they prefer to study.

Students move at their own rate as they practice math facts using Mastering Math Facts. Goals are set and students graph their progress using a data notebook. As students master their facts, they continue to progress through applying their knowledge of these facts to solve more complex problems.

6. Professional Development:

Teachers at Pleasant Valley Elementary School challenge students of all readiness levels with a focus on instruction and instructional strategies that are aligned with the Pennsylvania Academic Standards. The district provides the Pleasant Valley Elementary School with professional development programs several times throughout the year. Professional development topics include 21st century learning skills, Character Counts, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Math Investigations, language arts concepts, technology, common assessments, Stephen Covey's Seven Habits, data note booking, Understanding By Design (UBD), and writing action plans. These topics drive the district's schools to define what the students should know, and are able to know, as a result of instruction.

Each grade level completes a Yearly Action Plan for Continuous Improvement. The plans are structured and based on the percentile ranks from the Stanford Achievement Tests (SAT-10), the Pennsylvania System of School Assessment (PSSA), DIBELS, and the Pearson Language Arts Benchmark Tests. These data, are discussed and measurable reading and math goals are developed. Additionally, teachers plan a "roadmap" to implement instructional practices and interventions to ensure attainment of these action plan goals. The district's professional development programs, UBD curriculum format, and student assessments are integral pieces of this action planning process. At various points during the year these plans are revisited to monitor progress and reevaluate goals.

The last section of the action plan asks what professional development activities are needed to carry out the tasks of the action plan, to support student learning. The teachers list the professional development programs that will have an impact on improving student growth and achievement. The district and school professional development programs, and action plans, go hand-in-hand, to improve student learning and achievement at Pleasant Valley.

7. School Leadership:

The leadership at Pleasant Valley includes building administration, but is clearly supported and brought to fruition by our teachers, support staff, PTA, and students. Our common belief statements listed below support the vision of our school and district.

- Show Affection for Children

- Be Child Centered/Collaborate and Cooperate
- Demonstrate Courage and Risk Taking
- Initiate Community Service
- Aspire and Achieve

These belief statements are the foundation of leadership at Pleasant Valley Elementary School. Our number one priority is the expectation that all volunteers and staff members demonstrate a respectful, caring attitude toward all students. We are always looking for opportunities to make a child's day better. Being child centered aligns with the belief that all children can succeed. The Pleasant Valley staff works to develop relationships with our students, parents, and PTA to provide learning experiences that will impact student growth and achievement. At Pleasant Valley, we also promote the courage to be responsible risk takers. This belief focuses on the ability to think outside of the box which often results in innovative practices that impact student growth and achievement.

Another belief that resonates throughout Pleasant Valley is community service. As part of our character education initiative we continuously look for ways to provide service and assistance to our community and beyond. Included in this project is a collection of backpacks for children living in a local women's shelter, Pennies for Patients (Leukemia and Lymphoma society), and donations of candy to the Washington City Mission. Beyond our community, we have sent care packages to soldiers and donated over 500 pairs of shoes to Haiti. Pleasant Valley students and teachers demonstrate their character to positively impact the lives of others who are less fortunate.

Finally, our staff maintains a focus on creating a climate where staff and student achievement is our shared mission. We celebrate teacher and building successes through recognition at our faculty and PTA meetings. Our student successes are acknowledged through our in house cable channel, "PVTV." Additionally, our staff develops action plans that include measurable goals as well as a plan for achieving these goals. Throughout the year we monitor our progress to evaluate the need to adjust our goals. Our grade level data meetings provide us additional opportunities to maintain a focus on student growth and achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA

Edition/Publication Year: PSSA

Publisher: PDE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	99	98	97	98	96
Advanced	71	73	69	63	70
Number of students tested	134	125	117	123	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient and Advanced	94	85	96	92	95
Advanced	44	54	61	46	45
Number of students tested	18	13	23	13	20
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11PA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA

Edition/Publication Year: PSSA

Publisher: PDE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	97	97	95	95	85
Advanced	49	50	50	35	40
Number of students tested	134	125	117	123	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient and Advanced	89	92	96	92	70
Advanced	28	39	9	8	25
Number of students tested	18	11	23	13	20
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11PA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	99	98	97	98	96
Advanced	71	73	69	63	70
Number of students tested	134	125	117	123	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient and Advanced	94	85	96	92	95
Advanced	44	54	61	46	45
Number of students tested	18	13	23	13	20
5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11PA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	97	97	95	95	85
Advanced	49	50	50	35	40
Number of students tested	134	125	117	123	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient and Advanced	89	92	96	92	70
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5. English Language Learner Students					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient and Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11PA1