

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:		Papillion La Vista Community Schools	
County Dist. No.:		77-0027-000	
School Name:		Parkview Heights Elementary	
County District School Number:		77-0027-008	
Building Grade Span Served with Title I-A Funds:		K-6th	
Preschool program is supported with Title I funds. (Mark appropriate box)			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. (Mark appropriate box)			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.		<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Other: Behavior/SEL	
School Principal Name:		Mr. Randy Guthmiller	
School Principal Email Address:		randy.guthmiller@plcschools.org	
School Mailing Address:		7609 S. 89th St La Vista, NE 68128	
School Phone Number:		402-898-0433	
Additional Authorized Contact Person (Optional):		Mrs. Devon Watson	
Email of Additional Contact Person:		devon.watson@plcschools.org	
Superintendent Name:		Dr. Andrew Rikli	
Superintendent Email Address:		andrew.rikli@plcschools.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Confirm Schoolwide Plan will be available to the School District, Parents, and the Public.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> (include staff, <i>parents</i> & at least <i>one student if Secondary School</i>)	<u>Titles of those on Planning Team</u>
<u>Courtney Dice</u>	<u>Parent</u>
<u>Randy Guthmiller</u>	<u>Administrator</u>
<u>Devon Watson</u>	<u>Assistant Administrator</u>
<u>Patty Scheuber</u>	<u>Reading Recovery Teacher</u>
<u>Marisa Wills</u>	<u>Title 1 Teacher</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information (As of the last Friday in September)			
Enrollment: 392	Average Class Size: 17.82	Number of Certified Instruction Staff: 22	
Race and Ethnicity Percentages			
White: 56.6 %	Hispanic: 25.0 %	Asian: 3.1 %	
Black/African American: 6.6 %	American Indian/Alaskan Native: 0.8 %		
Native Hawaiian or Other Pacific Islander: 0.3 %		Two or More Races: 7.7 %	
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)			
Poverty: 54.85 %	English Learner: 8.42 %	Mobility: 5.1 %	

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
District Common Summative Assessments (CSA's)	
NSCAS	
MAP K-6th	

Please write a narrative in each box below to correspond to the Rating Rubric.

Upload PDF documentation in corresponding folder onto NDE "Landing Page" within Microsoft/SharePoint to support the narrative.

1. Comprehensive Needs Assessment

1.1	<i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.</i>
<p>The district and school data are analyzed via multiple data sources. Data collected includes HAL students, MAP tests for K-6th grade, NSCAS data are collected in the areas of math, reading, and science (only 5th grade Science) annually in grades determined at the State level; district common summative assessments (CSAs) for all content areas, and attendance and mobility rates.</p> <p>Comprehensive Needs assessment data are collected, reviewed, and analyzed regularly and tracked over time as a function of the continuous improvement process (CIP) team to ensure proficient and advanced levels of achievement. Students that are not at district set targets are followed over time by scheduled running records and performance on district assessments. Students served through interventions are tracked. Interventions are adjusted on an ongoing basis. Building dashboards for both academic and behavior performance are used during Professional Learning Community (PLC) and CIP conversations.</p> <p>Parkview Heights Elementary uses a schoolwide Problem Solving Team (MTSS) Procedure for identifying a student who needs an intervention in an academic or behavior area. Students who are identified at Professional Learning Communities (PLCs) receive interventions and then continue to be monitored. Adjustments to the interventions are made as needed through PLCs and/or through the MTSS team.</p> <p>The process used by PLCs is the Individual IDEAL Process (IIP). The IIP is a district-wide process that ensures each student in Papillion La Vista Community Schools is receiving the support necessary to meet maximum potential through additional or modified classroom based actions, or through more intensive small group or individual interventions (Identify, Describe, Evaluate, Act, Learn). The PLC format allows for the opportunity to analyze data and make collaborative decisions for students.</p> <p>New during the 2019-20 school year, due to LB 1081 the Nebraska Reading Improvement Act, students in K-3 who are not reading at grade level are identified for an Individual Reading</p>	

Improvement Plan (IRIP). The measure used by the Papillion LaVista Community Schools is MAP. Each grade level has a threshold score for the Fall, Winter, and Spring terms. Students who fall at or below the threshold are identified and placed on an IRIP. The IRIP plan includes a supplemental reading intervention program until the student is no longer identified as having a reading deficiency. Parents are notified after each MAP term if their students are starting, continuing, or exiting the IRIP. Students who score below the threshold in the Winter term are also invited to attend our district's summer school program. We use the educational technology, OTUS, to track IRIP goals, attendance, and progress.

Multiple interventions based on best practices are used to provide additional assistance to meet the identified needs of at-risk students. Research based interventions at Parkview Heights Elementary are used. Reading Recovery is also a program that is utilized at Parkview Heights Elementary.

Evidence to support:

- ☐ Decision Making Guidelines (Academic)
- ☐ Elementary Decision Making Guidelines (Behavior)
- ☐ 2nd Grade PLC Data Dig Notes
- ☐ OTUS Progress Monitoring Graph
- ☐ IRIP Template
- ☐ MAP Building Growth Data Graph
- ☐ MTSS B Intervention Chart
- ☐ Parkview Heights Elementary NSCAS Growth Spring 2022 Data Results
- ☐ PVH MAP Growth Trend Data
- ☐ Tier 2 Behavior Intervention Matrix
- ☐ Tri-Annual Data Conversations

1.2

Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.

Parent/community input was gathered through three or more activities that identified the needs of the school. Parent and community needs are identified by using a Parent Opinion Survey generated by the district. All parents will be surveyed in an electronic format in the spring each year. This information is used to address concerns and building climate issues that impact student learning.

In addition, the Reading Recovery teacher sends home a parent survey every year to parents of Reading Recovery students. This information is used to determine the effect Reading Recovery has on each child served in the program.

Climate surveys are distributed to all parents, staff, and students in grades 3-6, and data from those surveys is reviewed by the leadership team and CIP team. The building leadership team also discusses action steps going forward (future professional development, initiatives to implement, focus areas, etc.)

Parents and/or guardians of students in the Jump Start program turn in a survey that discusses how they felt about the program. Survey results are sent to our Director of Federal Programs, and then they are sent to our building administrator. The building results are discussed as a team at the building level and as a district.

The Parkview Heights Elementary School/Parent/Student Compact is distributed each fall to parents to review with their child. The compact describes activities that teachers, parents, and students will do to create a successful learning environment. Teachers revisit the compact at fall conferences with parents. Parents are asked to review and provide input regarding the compact at the annual parent meeting. The Title I parent meeting describes the opportunities afforded to children through the Title I program. This time also allows input from parents regarding the program.

Parent representation on the Positive Behavior Interventions and Supports (PBIS) team provides continued support and input at each of the PBIS meetings. The parent is an active member on the team that assists the schoolwide team in making decisions based on action plans. The data collected through our Tiered-Fidelity Inventory (TFI) & Self-Assessment Surveys (SAS) are brought back to the PBIS team and action plans are developed to increase the percentage of "In Place" and "Low Priority" categories for the building.

Evidence to Support:

- ☐ PVH PBIS team meeting minutes and agenda with parents
- ☐ 21-22 - Parent Exec Summary
- ☐ PVH PBIS August 2022 Staff Development Presentation
- ☐ 22-23 PVH Title I Parent and Family Engagement Policy
- ☐ Jump Start Parent Survey - English and Spanish
- ☐ 22-23 PVH Parent/Family Member/Student/School Compact
- ☐ PVH Title 1 Parent Feedback Forms- English, Spanish, and Vietnamese
- ☐ PVH Self-Assessment Survey PBIS
- ☐ PBIS Tier III Readiness Staff Presentation
- ☐ Reading Recovery Parent Survey
- ☐ Family Night Attendance
- ☐ Parent Feedback Forms

1.3

Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.

The Parkview Heights Elementary Continuous Improvement Plan identifies specific strategies, resources and interventions to meet the school's goals and student needs. Our building goals for the 2022-2023 school year are:

- (1) By the end of the 2022-23 school year, staff at Parkview Heights Elementary will work to improve our Professional Learning Communities implementation and collaboration at each team (grade level and specialists) utilizing the PLCS PLC Essential Core Practice rubric as a guide and way to collect data and track progress.
- (2) By the end of the 2022-23 school year, teachers at Parkview Heights Elementary will work to improve consistent implementation of our PLCS guaranteed and viable curriculum and improve student academic outcomes at each grade level utilizing the following data points to track progress: Essential core practice rubrics, NWEA-MAP

scores (individual RIT scores, %ile rank, and projected growth), NSCAS Growth, district CSAs and CFAs.

We also continue to collect and analyze PBIS SWIS data in an effort to lower the number of major office referrals from year to year.

One of the strategies for improvement is professional learning community team meetings (PLC) which are held every 10 school calendar days. At a PLC meeting, grade-level teachers, special education teachers, and other specialists (Title 1/Reading Recovery, Instructional Coach, Principal, Title I Assistant Administrator, etc.) meet to discuss student concerns, review data, and plan. If a teacher or team feels a student is in need of additional assistance, the Individual IDEAL Plan (IIP Model) will be initiated. Teachers document what strategies have been tried, what has been successful, and brainstorm additional strategies. Student progress is monitored and evaluated. If adequate progress is not made, the team may determine that other resources beyond the classroom need to be considered. When multiple interventions have been tried, the MTSS team will meet to discuss Tier II - Tier III needs. The district offers numerous evidence based interventions to support students in need of additional academic support.

The Continuous Improvement team meets monthly throughout the year to update action plans. This is when additions are made to upcoming professional development that aligns with our building needs. The Continuous Improvement Team holds meetings where there is dialogue about disaggregated data. Parkview Heights Elementary Continuous Improvement team has a planning meeting in the summer to prepare for the upcoming year. Data is broken up and looked at to make goals for the upcoming year.

Evidence to Support:

- ☐ Grade Level Referral Data
- ☐ CIP Meeting Agenda
- ☐ ELA Skill Supports and Interventions PDF
- ☐ PBiS Grade Level Focus Plans
- ☐ PBiS Office Referral Form
- ☐ PVH PLC Rotation Agenda
- ☐ PVH IDEAL Action Plan 22-23
- ☐ PVH Planning Calendar 22-23
- ☐ CIP Tier II Meeting Agenda

2. Schoolwide reform strategies

2.1

Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.

Papillion La Vista Community Schools utilizes an Individualized IDEAL Plan (IIP Model). This model includes strategies to address the needs of all children in the school, but particularly those at risk of not meeting the challenging state academic standards and addresses how the

school regularly monitors and revises the plan based on student needs. This model consists of three Tiers. Tier I is core instruction for 100% of the students; best practice, quality instruction. Tier II is the second level of the IIP. This level of supports is beyond classroom-based strategies and actions and includes use of evidence-based intervention. This includes systematic and quantifiable progress monitoring of the IDEAL and ambitious goals. If students are not making adequate progress at Tier II, the team may initiate the Multi Tiered System of Support (MTSS) process. This continues the use of intensive interventions, with increased frequency/intensity, longer term progress monitoring, and/or potential for a referral to the multidisciplinary team for special education evaluation.

Parkview Heights Elementary has an MTSS academic team and an MTSS behavior team. These teams meet to discuss academic and behavior data acquired from classroom teachers and other support staff. The team convenes a minimum of every 2 weeks to discuss progress of interventions and/or next steps for Tier III support. The team discusses student data and collaborates to make decisions on what is best for students.

Parkview Heights Elementary has a Problem Solving team meeting that works to address the needs of students and families as well. This team includes: the principal, Title I Assistant Administrator, counselor, and social worker. Some data points discussed are: health concerns, attendance and tardy concerns, abuse/neglect referrals, connections services (Project Harmony therapists), student and family concerns, behavioral updates, and data review. This team meets every four weeks.

Parkview Heights holds grade level professional learning community (PLC) meetings. This method fosters collaborative learning among colleagues. These meetings are held once in a 10 day cycle. During this time, a variety of topics are discussed such as: academics, behaviors, IIP, interventions, enrichment, testing results and conversation, and others as necessary.

Parkview Heights Elementary offers additional strategies to address the needs of all children in the school. Parkview Heights Elementary participates in Reach For Success, a mentoring program for youth. Students who are more at risk are chosen to be a part of this outside the school day program. Currently, Parkview Heights has 20 mentors and 20 students that are a part of this program.

Parkview Heights Elementary has many extra curricular clubs that are offered outside of the normal school hours to provide extended learning opportunities for students. Some of the clubs include: Disney Musical in Schools, Yearbook, Student Council.

Parkview Heights Elementary has a guidance program that offers additional opportunities for students who are at risk. Parent referrals and data reviews give insight into who is placed into what type of counseling group. The guidance counselor and social worker at Parkview Heights Elementary have held numerous groups this year to provide social and emotional assistance to students that need support services. Other data sources such as: Universal Screener data, Health/Attendance, Health office visits, parent referrals, etc. are also used. These data sources are utilized to see what additional needs students have for counseling in the school setting.

Evidence to Support:

- ☐ PVH Extracurricular Clubs
 - ☐ Yearbook
 - ☐ Student Council
 - ☐ Safety Patrol
 - ☐ OSHE
 - ☐ HOPE Squad
 - ☐ Disney Musical in Schools (DMIS)
- ☐ Project Harmony Brochure and Application
- ☐ Connections Referral Form
- ☐ HAL Seminars 2022-2023
- ☐ IIP Planning Sheet
- ☐ Elementary Special Education Programming Continuum
- ☐ Minor Behavior Log
- ☐ MTSSB Intervention Tier Chart
- ☐ Office Referral Form
- ☐ PVH PLC Rotations
- ☐ PBIS Team Notes
- ☐ PVH Monthly PBIS Focus Skill
- ☐ PVH Positive Office Referral Form
- ☐ Reach for Success Mentoring Program Parent Letter
- ☐ PVH Tier II Behavior Intervention Matrix
- ☐ SRSS PVH Winter Building Data

3. High quality and ongoing professional development

3.1

Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

The Papillion La Vista Community Schools utilize a variety of methods to ensure that ongoing professional development occurs for the entire school community. All buildings in Papillion La Vista Community Schools have a New Staff Induction Program. The program is designed to provide personal and professional guidance that is differentiated and balanced for all new staff members in an enriched collaborative environment. The goals of the program are to ensure a smooth transition of new staff so students have the best classroom experience possible, enhance retention of new and current staff, provide professional growth opportunities, and clarify the roles and responsibilities of current staff as new staff are hired.

Professional Development also occurs through a variety of other methods. During staff meetings and on staff development days, best practice instruction is studied through whole group and small group sessions, led by the principal, Instructional Coach, Title I Assistant Administrator, Technology Coach, school librarian, EL teacher, Title I teachers, school counselor, behavior coach, classroom teachers, and district leaders. Some topics include

Marzano instructional elements, math look fors, vocabulary instruction, technology integration and development of conceptual understanding in math.

The district also offers a number of classes teachers can take to enhance their professional development. These classes can be taken for college credit, if desired, and include a wide variety of topics in Literacy, Math and Special Education.

Furthermore, our daily instruction is improved through the use of grade level Professional Learning Communities (PLC), which meet once every 10 days. The Principal, Instructional Coach, Title I Assistant Administrator, and Behavior Coaches provide coaching to individual teachers, which includes consulting, modeling, co-planning, and observing with feedback. Lesson studies focused on guided reading instruction, Marzano instructional elements, math instruction, and the use of the MAP Learning Continuum to guide instruction are focuses this year. Implementation of each teacher's classroom goals are based upon our school improvement plan.

TCIT (Teacher Child Interaction Training) continues to be a focus of professional development in kindergarten and first grade. All K-1 teachers attend a refresher session and additionally, all staff receive some training from our Behavior Coach. The implementation of TCIT strategies and language is an integral part of our commitment to the success of all children.

Paraprofessional training is also an aspect of Parkview Heights Elementary's professional development plan. Paraprofessionals receive training in all aspects of our curriculum and school-wide behavior policies on a regular basis. These trainings focus on building needs for the current year. These meetings are led by the Principal, Title I Assistant Administrator, Instructional Coach, district Behavior Coaches and Special Education staff.

Evidence to support:

- ☐ 22-23 Elementary Para Training Schedule
- ☐ 22-23 Reflective Coaching Cycle
- ☐ 2022-2023 August PD PBiS Agenda
- ☐ New Teacher Bootcamp Agenda
- ☐ District Para Training Descriptions
- ☐ Elementary Professional Development Plan
- ☐ Staff Development Day Agenda
- ☐ Professional Learning Flyer
- ☐ IDEAL Goal 2022-23
- ☐ PVH PBiS Matrix
- ☐ Smart Skills for Educators 22
- ☐ TCIT Overview Agenda

4. Strategies to increase parent and family engagement

4.1

Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.

Parents and community members have multiple opportunities to be actively involved in the development and implementation of the school-wide plan at Parkview Heights Elementary. Parkview Heights recognizes and encourages the importance of parent input with regards to the education of their children. An annual meeting is held to inform parents about the Title I program and implementation at the school. At this meeting, the compact and Parent Involvement Policy are reviewed. Feedback was collected from each individual on a document included in the Evidences section. Staff, parents and family members could provide feedback on the compact and the engagement policy. The school team collected the feedback sheets and discussed any changes or questions that would be addressed.

The School/Parent/Child Compact is an important part of the home-school communication and connection at Parkview Heights. Parents are given a copy of the compact to sign at enrollment and are given electronic access to the Parent Handbook. Parent compacts are reviewed during parent teacher conferences to ensure that all parties are fulfilling their roles and responsibilities.

Parkview Heights has developed a Parent Involvement Policy. This policy details the means of communication between home and school. The policy clearly outlines or communicates the opportunities for parent involvement at Parkview Heights.

Parent Teacher Conferences are held twice a year at Parkview Heights, with our spring conference being student-led. Students are able to share with their families their learning and together (with parents and teachers) can create learning goals for the remainder of the school year. At conferences, parents, classroom teachers, principal, Title I assistant administrator, Title I Teacher, other specialists, coaches, and students join in sharing information about student learning and educational goals.

Each year, in the Parent Newsletter, information is given to parents about the Title I program at Parkview Heights. The parent is notified when the child is entered into and exited out of the Title I Reading Recovery program. They are also given progress updates at conferences.

Parkview Heights provides many opportunities for parent and family engagement in learning. We begin our school year with an open house night. Parents and students meet the staff and view the building and meet their teacher. Questions about the upcoming school year are asked and answered at this activity. Each grade level is responsible for organizing their own Parent Curriculum Event at some point during the school year to have students share their learning with their parents.

Evidence to Support:

- ☐ PVH Title I Parent and Family Engagement Policy
- ☐ Bring Your Parent to PE Event Flyer
- ☐ PVH Compact 2022-2023
- ☐ PVH Parent Teacher Conference Newsletter
- ☐ PVH Open House Newsletter
- ☐ PVH Compact, Trunk or Treat Event, etc. Newsletter
- ☐ Title 1 Event Flyer
- ☐ Kindergarten Families Curriculum Event
- ☐ PVH District Title 1 Event Sign In

- ☐ PVH Title 1 Parent Feedback Forms
- ☐ Fifth Grade Wax Museum Curriculum Event Parent Sign-in
- ☐ Kindergarten Family Event Parent Sign-in
- ☐ Teacher-Parent Communication Standards Plan
- ☐ Fourth Grade Family Curriculum Flyer

4.2

Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.

Parental input and support are very important to the success of the school wide program at Parkview Heights Elementary. In order to more fully involve parents in the education of their students, Parkview Heights Elementary has developed a Parent and Family Engagement Policy. Initially, the plan was developed with input from our parents at our Title I meeting. Annually, the plan is reviewed and updates made as necessary at these meetings. At Parkview Heights Elementary, the annual parent meeting is held in the spring. All five Title I buildings share the event now. At this meeting, staff, family members, and students are provided with the Title I Parent and Family Engagement Policy. Parents are given a copy of the policy to review. Comments and questions are encouraged and changes are made to the policy, if necessary. The same process is followed for collecting feedback and making changes to the Engagement Policy as it is with the compacts mentioned in 4.1. The policy is sent home with the school compact to all families at the beginning of the school year.

The parent policy outlines the means of communication between school and home with regards to the following: parent participation opportunities (i.e. Home Visits, Parent Teacher Conferences), provisions to communicate academic and curriculum information (i.e. newsletters-school and classroom, conferences, standardized test results, report cards), assistance and materials provided for parents relating to student achievement (i.e. reading and math take home activities), and methods of communication with parents (i.e. translators).

Additionally, at the same annual parent meeting, our school wide compact is reviewed and updated, if necessary, to ensure that all responsible parties continue to make student achievement a priority.

Evidence to Support:

- ☐ 22-23 PVH Title I Parent & Family Engagement Policy
- ☐ 22-23 PVH Compact
- ☐ 22-23 District Title 1 Event Agenda
- ☐ 21-22 PVH District Title I Event Sign-in
- ☐ 21-22 PVH Parent Night Feedback

4.3

Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.

Parkview Heights Elementary values the input and participation of our families. Annually, we have a Title I Parent Meeting. At this meeting, the Title I program and its implementation are explained to the parents. Parents provide input about our compact and involvement policies as well as ask questions regarding the implementation of the school wide program at

Parkview Heights Elementary. Parkview Heights Elementary values the input and participation of our families.

Annually, we have a Title I Parent Meeting. Beginning in the 2018-2019 school year, we altered the format of our Title I Event to make it for all five elementary Title I buildings in the district. At this meeting, the Title I program and its implementation are explained to the parents. Parents provide input about our compact and involvement policies as well as ask questions regarding the implementation of the school wide program at each specific building. We also provide families with a speaker related to the interests of the families. The speaker was based on "overcoming challenges". Last year's speaker was on "Positive Parent Child Interaction Training". This year's presentation will be done by our district Mental Health Liaison, Dr. Deb Anderson. This community event encourages participation by offering activities for the students while parents participate in the meeting and listen to the speaker.

In addition to the annual parent meeting, Parkview Heights Elementary encourages parents to view Reading Recovery lessons for children receiving this service as well as to attend behind-the-glass sessions. Reading Recovery is a reading intervention offered at Parkview Heights Elementary to first graders. Some first graders are taught lessons at an alternate location and parents are encouraged to attend these sessions. In addition to this, Title I teachers also attend student-teacher conferences to share academic information about students involved in their program.

Parkview Heights Elementary participates in the Jump Start program for students entering Kindergarten. Jump Start is designed to provide extended learning opportunities to at-risk students. An important component to the success of this program is the home visit. During a home visit, teachers and parents take time to learn about one another and to celebrate the learning and success of the children. The visit takes place at the home of the child's parents or caregivers, providing a comfortable setting in which conversations about academic needs (as well as other needs) can take place. Teachers provide instruction and materials to parents at these visits to further the educational opportunities of these students. Home visits are continued through their third grade year. Parkview Heights Elementary is very enthusiastic about the success of this program and the subsequent engagement of families through this contact.

Evidence to Support:

- ☐ Behind the Glass Picture
- ☐ Jump Start Application
- ☐ Home Visit Log
- ☐ District Family Night Agenda
- ☐ PVH District Title 1 Parent Event Sign-in
- ☐ PVH Title 1 Parent Feedback Forms
- ☐ Title I Night Brochure
- ☐ Title I Family Night Pic Collage

5. Transition Plan

5.1	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
<p>Kindergarten Round-up is held each spring to transition preschoolers into the kindergarten classroom. The preschoolers and their families spend time and familiarize themselves with the Kindergarten teachers and support staff. Parents become familiar with teacher expectations as well as building procedures for a full day schedule. In addition, open house and curriculum nights allow the dissemination of information.</p> <p>Parkview Heights also offers Jump Start as an opportunity for the students who meet at-risk criteria. They are provided a 2-week kindergarten experience prior to the start of the school year in a low teacher-student ratio. Parents are invited to spend a day at Jump Start with their students to better understand what school looks like and what they can do to support their child. Home visits are conducted for Jump Start students during the 2-week period and are provided once a semester through the third grade. Interpreters are provided as needed. A parent survey is completed at the culmination of Jump Start. Preschoolers on an IEP receive an individual transition meeting prior to the start of kindergarten that includes their preschool and kindergarten team members.</p> <p>The Parkview Heights Elementary English Language (EL) teachers serve as a strong link between school and home between our culturally diverse families. They arrange interpreters for families that may need assistance during completing school registration paperwork, school meetings or conferences, or any other school function. They facilitate the evaluation and assessment of students as they enter into a new educational experience. The Parkview Heights Elementary School transition plan provides accommodations for parents and children based on cultural differences as they arise.</p> <p>Students new to Parkview Heights Elementary are guaranteed support based on their needs that are reviewed upon enrollment. Pertinent staff are provided a document to sign off on student needs such as: 504, IEP, Health needs, EL, etc.</p> <p>Evidence to Support:</p> <ul style="list-style-type: none"><input type="checkbox"/> Jump Start Application<input type="checkbox"/> EL Program Information<input type="checkbox"/> Kindergarten Round-up Presentation<input type="checkbox"/> Kindergarten Round-up Agenda<input type="checkbox"/> New Student Checklist for Admin. Asst.<input type="checkbox"/> Transition for PreK - Kindergarten document	
5.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).</i>
<p>Parkview Heights Elementary School staff and the Papillion La Vista Community Schools use various resources to assist and support students as they transition from one educational experience to another. The transition plan includes many contacts and activities for students, parents and school personnel. There is a defined written process which includes interpreters,</p>	

visitations, and numerous contacts between the child, parent, and school service providers. In addition, interpreters, visitations and other resources are involved with new student orientation. The transition plan provides accommodations for parents and children based on educational and cultural differences as needs arise. A letter is sent out explaining the various events for transitioning students.

The Parkview Heights Elementary Special Education Team provides multiple and varied contacts as well as visitations for special education students moving onto the middle school. The transition process includes a case manager, related service providers, preschool/grade level teachers, counselors, administrators, and interpreters. The Elementary Special Services Supervisor is involved in the transition process for students with more involved needs. Observations, visitations, and transition/IEP meetings are all held in order to make the transition process smooth for students, parents, and staff members.

Several transition plans are in place to help transition 6th graders as they move from one educational experience to the next. Some transition activities currently in place include: Middle School Parent Night, Middle School presentation at each elementary building that includes a visit from middle school principals, guidance lessons during the second semester of 6th grade and Middle School Visitation for 6th graders. These events help facilitate the transition by familiarizing new students and family members with the school, staff, and school programs. Activities allow for the dissemination of information. It is common practice for administrators, Continuous Improvement Team and involved parties at affected levels to evaluate and determine effectiveness of transition plans and activities.

Evidence to Support:

- ☐ 6th Grade Parent Night Presentation
- ☐ 6th Grade Transition Student Presentation
- ☐ Elementary to Middle School District Transition Plan
- ☐ 6th Transition Guidance Lessons
 - ☐ GR6 Lesson 12
 - ☐ GR6 Lesson 12 Handout
 - ☐ GR6 Lesson 13 Lock Handout
 - ☐ GR6 Lesson 13
 - ☐ GR6 Lesson 14 Sample-Schedule-Map Worksheet
 - ☐ GR6 Lesson 14 Supplement Am I Ready for Middle School Self-Assessment
 - ☐ GR6 Lesson 14
- ☐ Liberty Middle School Handbook 2023-2024

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

Parkview Heights Elementary has a Kindergarten Jump Start Program. This is a program for incoming kindergarten students and takes place for two weeks prior to the start of the school year. The purpose of the program is to offer students a “jump start” into the school year by

providing them with reading, writing and social opportunities prior to the start of school. Students are eligible for free transportation, free breakfast/lunch and free child care through Kids Club. Jump Start teachers make a home visit during the program to help develop relationships with families. Kindergarten through third grade classroom teachers continue to facilitate these relationships by making additional home visits each semester.

Our Summer School Program is designed to be an intervention that will help students improve and maintain their reading level through the summer months. Many students were enrolled in summer school from across the district. The program runs five half days a week for four weeks with breakfast and lunch being provided. The meals are also offered to our district families not in attendance for summer school.

In partnership with the La Vista Police Department, the D.A.R.E. Program is offered to our sixth grade students. Some topics discussed are drugs, alcohol, smoking and peer pressure. This is a 10-week program culminating with a graduation at the end of second semester.

The Rose Theater provides extended learning opportunities for many of our grade levels through subject specific performances. These performances are student involved and interactive. The third grade classrooms have the opportunity to tour and participate in activities at the Rose Theater.

The Reading Recovery Program has monthly on-going Professional Development. Each month 2 teachers bring students and teach a lesson. Teachers receive feedback on the lesson giving them the chance to improve their teaching in future lessons. Parents are given the opportunity to attend teaching sessions and observe a trained professional working with their student in this intervention.

Parkview Heights Elementary kindergarten and first grade students are part of a take-home reading program. Each student is given a bag and a book at their independent reading level. Students take the book home, read it with a family member, and bring the book back to school to receive a new book. Parents are encouraged to listen to their child read and sign a form indicating they read with their child.

Parkview Heights Elementary participates in a Reach for Success Mentoring Program. There are monthly activities that are designed to extend the learning of our students. This program involves trips to social events in the community (bowling, zoo, dancing). There are 15 certified and classified teachers that serve as mentors to 20 students at Parkview Heights Elementary.

Parkview Heights has an Author in Residence for our fourth grade students. Students are able to engage in lessons while working with an author. This author comes once a month, and continually checks any work that is submitted through a Seesaw App.

Parkview Heights offers after school clubs for students. The extended learning clubs offered are: Student Council, Disney Musical in Schools, OSHE, HOPE Squad, and Yearbook club. Each club is held once a week for the entire year with the exception of OSHE and Disney Musical in Schools being held in the second semester. The intent of each club is to encourage children to spend time thinking and learning in a self-selected club designed to promote social development, as well as promote analytical thinking and creativity.

Many grade levels attend curriculum based field trips. These field trips are sponsored by the PTO and some are paid through community grants that teachers and district personnel apply for. Some experiences that our students are offered include: Omaha's Henry Doorly Zoo, Rose Theater, Lincoln Memorial, etc.

HAL Seminars are available for high-ability learners to extend learning in an area of their interest.

As a building, we have decided to cut back on monthly assemblies. We hold quarterly assemblies for PBIS celebrations and recognition. This has increased the amount of learning time for students at the end of the day for social studies, science, and social emotional curriculum time.

Evidence to Support:

- ☐ 4th Grade Author in Residence Photo
- ☐ 2022-23 Portal House District Field Trip
- ☐ Jump Start Application
- ☐ Disney Musical in Schools Photos
- ☐ HAL Seminars 2022-23
- ☐ PVH ESC Rose Theater Schedule 22-23
- ☐ Portal House District Field Trip Picture
- ☐ PVH Extra Duties/Clubs
 - ☐ Yearbook
 - ☐ Disney Musical in Schools
 - ☐ OSHE
 - ☐ HOPE Squad
 - ☐ Safety Patrol
 - ☐ Student Council
- ☐ Reach for Success Parent Letter
- ☐ Reading Recovery Behind the Glass Photo
- ☐ Reading with Buddies
- ☐ Summer School Invite 2023