

PLEASANT VALLEY SCHOOL DISTRICT
Brodheadsville, PA 18322

2019-2020



ANNUAL REPORT

Excellence in Education: A Community Commitment

**ANNUAL REPORT
2019-2020**

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Office of the Superintendent
Annual Report for 2019-2020
Lee J. Lesisko

Introduction:

The 2019-2020 school year was one of ongoing change and anxiety for the Pleasant Valley School District. In December the Superintendent resigned, The Board of Education hired an interim Superintendent until a new Chief School Administrator could be employed. In March we were faced with a pandemic crisis and the new Superintendent began On April 1st.

Clearly, COVID-19 forced teachers and school officials to rethink education programming and how it is delivered. Students also had to adjust to remote learning and a new way of life. Even though our society is still in the grips of COVID-19, the class of 2020 had an exciting graduation ceremony at Pocono Raceway.

Although this was a tremulous year, the new Superintendent was able to meet individually and extensively with each board member to understand their views and expectations. Because of the pandemic, the school district developed and followed a Health and Safety plan, as well as, an Athletic Plan for the start of fall sports.

In April we developed and presented a reasonable budget for 2020-21 that focused on the instructional needs for students and the necessary materials to run our school facilities. Coming into the Superintendent position on April 1st, we had a 6-million-dollar budget shortfall for the 2020-21 school year. This was rectified and our budget was balanced and approved in June.

As we move into the 2020-21 school year, I look forward to working with staff and students, as well as community members, in an effort to promote positive happenings at Pleasant Valley School District.

Office of the Assistant to the Superintendent

Annual Report for 2019-2020

Josh Ziatyk

Introduction:

The 2019-2020 school year was one of success, surprise, and transition. COVID-19 changed the delivery of education and education overall. The Office of the Assistant to the Superintendent is responsible for supervising and evaluating the Office of Curriculum and Instruction, the Office of Pupil Services, the Chief of School Police, the District Technology Department, the four building principals, as well as the District's PIMS support and Student Information Data Specialist. Furthermore, the Assistant to the Superintendent acts as the District Assessment Coordinator for the state's standardized testing sessions (PSSA and Keystone Exams) and oversees Federal Programs, specifically Ready to Learn, Title I, II, III, and IV grants, as well as all Security/Safety grants for the District. Extending upon the accomplishments of each department within the Assistant to the Superintendent's oversight, other areas of focus for the past school year, identified by the Assistant to the Superintendent, have been:

- District-wide Threat Assessment training
- Analysis/Revision/Implementation of procedures and paperwork across all departments (ongoing)
- Instructional leadership with building principals centered around data and best practices in instruction (assessment data, PVAAS Roster Verification, etc.)
- Pennsylvania Information Management System data (data quality continues to be improved upon with a stronger focus on collaboration with people the data affects--this will be ongoing as multiple (different) reports need to be submitted to the state on a monthly basis)
- Revision of District All Hazards Plan (District Crisis Plan)
- Opportunities for grant money

Summary:

The Office of the Assistant to the Superintendent continues to assess areas of need within the district. Much has been changed/addressed in the effort to maximize efficiency. One of the primary goals moving forward is to continue and improve/add to our rigorous academic program while establishing a collaborative culture that consistently operates within the philosophy of "students first."

In collaboration with the Director of Curriculum and the four building principals, a comprehensive analysis was conducted of building-wide data including, but not limited to, behavioral, attendance, instructional, and achievement and growth data. This analysis was done with a critical eye to allow administrators to focus their financial and human resources in a more efficient fashion in the effort to provide the best instruction possible while improving upon specific areas of weakness. Ultimately, this allows the four building principals to employ data-driven problem solving rather than personality based decision-making. STREAM has been identified as an area of focus toward which the Office of the Assistant to the Superintendent and Director of Curriculum has supported wholeheartedly. In regard to other data, the District's PIMS personnel have continued to improve upon data entry and clean-up. Much time was devoted to the analysis and correction of the multitude of data reported to the Pennsylvania Department of Education.

Faculty, staff, administrators and parents will work side-by-side with students to determine the educational program that best serves the needs of each PV student. A collaborative culture can only be established when all members of the school community commit to performing at their personal best, while striving to achieve the common goal—outstanding education for all students. The Office of the Assistant to the Superintendent will collaborate with both district and building leadership as we determine the best way for the Pleasant Valley School District to achieve a collaborative culture dedicated to the greatest possible development of all students.

Office of Director of Curriculum and Instruction

Annual Report for 2019-2020

Susan Mowrer Benda, Ed.D.

Introduction:

The Department of Curriculum and Instruction oversees the critical aspects of Teaching and Learning for the instructional staff, students and families of the Pleasant Valley School District. At the outset of the 2019-2020 school year, the Department focused on the following priority areas:

- Strengthen instructional delivery and enhance student growth and achievement through the Curriculum Renewal Process;
- Increase teacher knowledge and classroom expertise through Professional Learning Community opportunities;
- Expand the utilization of technology with the potential of a 1:1 Personal Device, Distance Learning opportunity for PVSD students;
- Respond to the learning needs of all students by piloting the Co-Teaching Model of instruction in all district buildings;
- Movement to a distance learning model to support an asynchronous learning model in response to the COVID 19 school closure crisis.

These priority areas have informed the cumulative goals of:

- Completed K-12 Science Program Review;
- Completed K-5 Mathematics Program Review;
- Implementation of a pilot for the Co-Teaching Model of Instruction;
- Implementation of districtwide and community Task Force for the potential of a 1:1 Instructional Platform;
- Implementation of an asynchronous learning environment including professional development for teachers; and
- Ensuring ongoing communication with PVSD families regarding asynchronous learning during the COVID 19 school closure crisis.

Summary:

Comprehensive K-12 Science Program Review and 1-5 Mathematics Program Review

In order to increase academic rigor and relevant learning opportunities at all grade levels a focus was placed upon the creation of a system-wide curriculum renewal process ensuring the formal review of all content areas within a 5-year cycle. During the 2019-2020 school year, the renewal process specifically focused on K-12 Science and included teachers of science, building administration and members of the district curriculum department. The cadre of stakeholders participated in the year-long review process to ultimately identify areas of strength and need in the content area for Pleasant Valley students.

The review process culminated in the selection of Smithsonian's STC Science program for stage one implementation during the 2020-2021 school year.

Concurrently, teachers of grades 1-5 mathematics concluded a two-year program review and pilot opportunity for the selection of a comprehensive math program for district students.

Establishment of a Districtwide/Communitywide 1:1 Technology Enhancement Task Force

In the Fall of 2019, 31 members of the PVSD learning community came together as a Task Force to define the necessary steps of a 1:1 instructional platform adoption. The Task Force reviewed needs in 5 categories:

- Districtwide Infrastructure preparation for a successful 1:1 environment;
- Selection of devices to best meet student instructional and developmental needs in a 1:1 environment;
- Training for Teachers regarding instruction in a 1:1 environment;
- Training for students regarding learning in a 1:1 environment; and
- Communication to the PVSD Community regarding instruction in a 1:1 environment.

Curriculum Programming Enhancements

During the course of the 2019-2020 school year, the groundwork has been laid for multiple curriculum enhancements designed to align teaching and learning for all grade level learners:

- Implementation of the Career Pathways Model including a revitalized PVHS Program of Studies and Career Internship Program;
- Training and implementation of the Units of Study for English/Language Arts instruction in grades K-2 and 7 and 8;

- Reconstruction of the PVE Master Schedule to include a weekly STEAM special area class including scaffolded instruction in coding, digital literacy, and engineering practices;
- Reconstruction of the PVI Master Schedule to optimize instructional time;
- Reconstruction of the PVMS Master Schedule to optimize instructional time and include a STEM special area class.

Climate, Culture and Communication during the COVID Crisis

In response to Governor Wolf's mandate, all Pennsylvania schools were closed for brick and mortar instruction as of March 13. To this end, the administration of the Pleasant Valley School District worked diligently to create and implement a distance learning model capable of meeting the needs of all students. Devices were disseminated to district families, professional staff was asynchronously trained by district administrators and coaches, and continual communication was provided to the learning community in the form of the Continuity of Education Plan. As the district moves forward to the opening of school in the Fall of 2020, additional information regarding the vision for instruction will become available.

Office of Business Management

Annual Report for 2019-2020

Susan Famularo, Business Manager

Stacy Stair, Assistant to the Business Manager

Marcia Taylor, Accountant

Introduction:

The Business Office is responsible for the financial administration of the Pleasant Valley School District. Functions within the business office include budget, payroll, accounts payable, accounts receivable and revenues, employee benefits, debt, insurance, and investments. The Business Office administers school district funds, such as the General Fund, the Capital Projects Fund, Food Service Fund, Trust Funds; and an Agency fund in which the school district accounts for assets held as an agent for various student activities. This annual report summarizes the accomplishments and efforts of the Business Manager, Administrative Assistant to the Business Manager, Accountant and the Business Office staff.

Review of Objectives:

Continuing Objectives:

The development of a budget that is fiscally responsible to both the students and the taxpayers for general and food service funds. Review business office processes and develop and implement procedures that will strengthen internal controls and streamline operations. Ensure that the financial accounting system is compliant with generally accepted accounting principles, and timely reporting of grants and regulatory reports.

The 2020-21 budget was developed within the parameters of Act 1. Budget projection scenarios were prepared and discussed with the finance committee and the board as a whole. This budget was challenging due to increasing costs and flat revenues. Many meetings were held with administrators and the board to narrow the deficit from \$8.4 million to about \$4 million. In March of 2020, a state of emergency was declared, closing schools and forcing the school district to revise its revenue projections downward by \$3 million and make very difficult staffing decisions. Budget approval occurred at the June 25, 2020 meeting. The budget included a modest 1.4% tax increase to address educational needs of the students, maintain current educational programs and continue to prepare for future capital projects on ageing facilities. Financial analysis was provided to the Board as requested.

The District received an unqualified audit opinion on its June 30, 2019 financial statements. The Administrative Assistant and Accountant continued to work with business office staff and financial accounting system to develop processes and procedures to properly record and analyze transactions on a current basis while maintaining proper controls. Reclasses, account analysis and reconciliations are performed on a current basis. The accountant met with grant program administrators monthly during the year to review budget and spending status. Education was provided to staff as required.

Special Objectives:

Prepare the financial accounting system for the eventual transition to the upgraded FIS system with CSIU set to occur during the 2020-21 year. Establish reconciliation procedures associated with the Act 5 PSERS deductions. Review the capital assets system.

The COVID-19 pandemic caused a postponement of the cleanup of the financial accounting system. The focus was re-directed to staying current on new mandates, implementing Act 13, renegotiating transportation and fuel contracts, and learning the requirements for new funding streams. Capital Asset review began but was not completed due to COVID. The reconciliation process for Act 5 PSERS reporting was accomplished during the first half of the year.

Summary:

The Business Office saw the retirement of the payroll specialist and the resignation of the administrative assistant to the business manager and welcomed a new confidential secretary to the business manager. The business office will continue to provide support to the operation of the school district. We will continue to seek ways to operate more efficiently, while implementing sound fiscal controls, and comply with all regulations. The staff works diligently, and is to be commended for their efforts.

Office of the Acting Director of Human Resources

Annual Report for 2019-2020

Robert Mauro, Ed.D.

The Human Resource Office works with each building and department level administrator, as well as central office personnel to review staffing based on enrollment, course selection, program development and/or student need. The office facilitates the employment process from advertisement of vacancy notices, application processing, interviews, on-boarding paperwork for final candidates, placement of candidates on the board agenda, and notification of approval. Specifically, the office notifies and tracks staff transfers and posts vacancies through the district website, local newspapers, PSBA Career Gateway, and PA-REAP. This office also ensures that employee evaluations are completed in order to meet district and state requirements. The Human Resource Office is also involved with employee relations and meets with both teacher and support personnel.

Recruiting for future regular employees and substitutes occurs regularly at East Stroudsburg University. Pleasant Valley continues to partner with ESU under Act 86 to provide education majors who have completed at least 60 credits the opportunity to substitute. Letters were sent to retirees notifying them of PSERS guidelines for retirees returning to work in the public school system under specific circumstances. A small number of retired professional and retired support staff responded and were approved to substitute. In general, the district is unable to attract a sufficient number of substitutes teachers.

The Human Resource Office processed over a thousand applications associated with about one hundred vacancy notices. All documents are processed, scanned and shared with building and/or department administrators, Assistant to the Superintendent and the Director of Human Resources. The building and/or department administrators review the applications to select the candidates to participate in a first round interview. After the first round interview, the building and/or department administrator submits Human Resource Form “A” – Application Review and Interview Form. The information contained in this form is used to schedule a second round interview. The second round interview for new professional staff consists of a panel style which includes a variety of central office and building personnel. Final approval, of course is made by the Board of Education.

The Human Resource Office throughout the year completed a significant number of Act 168 Forms [Commonwealth of Pennsylvania – Sexual Misconduct / Abuse Disclosure Release – Pursuant to Act 168 of 2014] for current or previous employees who are seeking employment with other public

school entities. In order to complete this form, each individual's personnel file must be reviewed to answer the questions and the personnel data management system is reviewed to verify specific employment information. There were also thirty (30) Right-to-Know requests received and processed.

The Human Resource Office also worked with various law firms to resolve employee disputes, grievances or other actions. These incidents involve the collection, review and summary of information requested by counsel. The office also works with building and department administrators to help implement processes or procedures which resulted from the resolution. In addition, the office works in conjunction with the Business Office on Worker Compensation Claims.

The Director of Human Resources facilitates the collection of civil rights data and then inputs it to fulfill federal and state requirements for the school year. Information is provided on students, curriculum, discipline, employees, and finances from each district building.

To remain current on human resource topics, the Director of Human Resources attended various HR meetings which provided much valuable information, specific forms, and processes that were used to deal with numerous issues.

The Director of Human Resources worked with the Board Policy Committee to review current policies and recommendations by PSBA, as well as establishing new policies. Over the course of school year 2019-20, updates or changes were made to multiple policies which have been or are at some point in the approval phase by the school board.

Finally, a total of ten (10) Temporary Professional Employees and fifty-two (52) part-time paraprofessionals were subject to termination by board action in May and June. This was a necessary move, made in order to bring the 2020-21 budget into alignment and employ a right-sized staff. Memorandums of Understanding were negotiated with both of our labor groups.

Office of the Reading Supervisor

Annual Report for 2019-2020

Lori M. Hagerman

Summary:

The focus for Reading and Language Arts instruction across the district was student engagement and critical thinking. In Pleasant Valley Elementary School, Kindergarten through second grade began implementation of the Units of Study for Reading by Lucy Calkins. High quality professional development from an independent consultant, Ms. Dee Kloss, was provided for all teachers and specialists in grades K-2. The training was successful in moving the program implementation forward. Ms. Kloss provided a model in which the teachers gathered for a shared learning session. This was followed by a Teacher Lab in the classroom. During this time, Ms. Kloss modeled the Reading Workshop Model for the teachers and students. Ms. Kloss continued her work with the PVE and PVI Literacy Coaches enabling them to provide ongoing coaching and support following each professional development session. Ms. Kloss provided two sessions. The last session was not held due to the school closure.

The focus for third grade was to continue their work with the second year of implementation of the Units of Study for Reading. The Elementary Literacy Coach supported the teachers by providing job-embedded professional development. The Literacy Coach also provided professional development to all third grade teachers to roll out the Units of Study for Writing. She supported them through this implementation throughout the year.

The Middle School Reading Department focused on the implementation of a Reading Workshop Model, with a focus on critical thinking and analysis. Ms. Kloss provided three teacher labs. The Middle School Literacy Coach was pivotal in supporting the teachers in the implementation of strategies learned following each professional development session. The English Language Arts teachers implemented the Units of Study for Writing. The Literacy Coach worked closely with the teachers to continue implementation of the Writing Workshop Model.

The High School English Department continued their work on the revision and implementation of the local curriculum. They also worked on the development of a 12th grade Northampton College Readiness Course. The course is designed to prepare the students for the reading, writing and thinking demands that they will face in college level courses. It will provide students with the opportunity to practice college level work with support and guidance. It is specifically geared for the students who need support in developing positive study habits necessary for college success. The most beneficial

components of this course were embedded into the twelfth grade curriculum. The development and refinement of those courses will continue. The High School Literacy Coach played a pivotal role in facilitating this process. Additionally, the “One Read” summer reading assignment at the High School was very well received by students and staff. The English Department was able to arrange a visit by the author during the school day and in the evening. The experience created a common text for student discussions throughout the year.

Despite the school closure, it was a successful year. The focus on student engagement and critical thinking throughout the grades lifted the level of instruction. The teachers continued to move the intellectual agenda forward as they challenged and supported the students during face to face instruction as well as during distance learning. This work will continue as we move forward, despite the challenges, and allow our students to grow as they move towards becoming successful Pleasant Valley School District graduates.

Office of the Math Supervisor

Annual Report for 2019-2020

Shavonne Liddic

Summary:

The elementary division piloted Ready Math in specific classrooms to determine its compatibility with Pleasant Valley and its students. The pilot classrooms integrated more mathematical discourse throughout their lessons to ensure student understanding of the concepts. Trainings were held during the school year to help the teachers learn how to incorporate mathematical discourse and allow more student discussion and exploration. Throughout the year, the pilot teachers conveyed their professional opinions regarding Ready Math and felt that the Ready Classroom option addressed any concerns and was a great fit for our students and offered the best math education. The teachers were surveyed and they chose Ready Classroom to fully implement for the 2020-2021 school year pending board approval.

The secondary division spent the year increasing the rigor of the courses. The teachers chose to slow down instruction to ensure complete student understanding of the concepts. They also incorporated the use of manipulatives, hands-on activities and technology when and where appropriate throughout the content areas.

During the 2nd semester, I was able to begin training the elementary and secondary math coaches. The math coaches were also able to collaborate with and learn from the literacy and technology coaches. Throughout this process, the coaches began building relationships with the teachers and sharing their classroom expertise, such as centers and station rotations. The coaches were also able to help teachers with their personal instructional goals allowing them to grow and become stronger educators for their students.

Office of the Director of Pupil Services

Annual Report for 2019-2020

A.J. Kise

Introduction:

The Office of Pupil Services is responsible for the planning, developing, implementation, assessment, and supervision of Pupil Personnel and Psychological Services programs in the Pleasant Valley School District. The Pupil Services department oversees the reporting of student data as required by the PA Department of Education and the Federal Government. In addition to Child Accounting Requirements, this office assures that student information is confidential, that services are provided as delivered by Special Education Teachers, Teachers of the Gifted, School Counselors, Nurses, Licensed Social Worker, and School Psychologists. Crisis management for all staff and students falls to Pupil Services staff in coordination with outside service agencies. Pupil Services staff are available to assist families and staff in meeting the diverse needs of students within the district to assist in consultation, referral, evaluation and educational programming.

Our special education case managers are responsible for making sure special education services and supports are in place. And ensures those services and supports are being provided for in the way that's described in an individualized education plan (IEP). A case manager is a licensed teacher or related service provider who is a member of the IEP team and is responsible to coordinate instruction and related services for the student. The case manager will coordinate the delivery of special education services and will be the primary contact for the family. The primary responsibilities of the case manager are to: assure compliance with procedural requirements, communicate and coordinate among home, school, and other agencies, regular and special educational programs, facilitate placement, and schedule team meetings.

Our school counselors help students focus on and provide prevention and intervention services to enhance academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

The school nurse coordinates all the school district health services including supervising medication administration, emergency response services, routine vision, hearing and other health screenings, developing and implementing individualized health care plans for students with special health care needs. The school nurse's role is to assist in bridging any health barriers to learning.

Our transition coordinator performs a variety of duties in providing appropriate services to special-education students preparing for life after graduation. They link school staff, families, community, and resource providers, ensuring that students and families have access to available services as well as provides work-based learning and paid work experiences.

School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy and supportive learning environments that strengthen connections between home, school, and the community for all students.

The district social worker is a vital link between the school, home and community providing assistance to students, families, and school staff to maximize student success and minimize barriers to learning.

Summary:

The office of pupil services continued to increase supports and services to the students, staff and families within PVSD. Additionally, procedures and policies were developed for student record storage, maintenance and transfer between building levels. Professional development was offered to district staff on Trauma Informed Schools, data-driven decision making, researched based practices on meeting the needs of all students and updates on state and federal regulations.

Office of the Access Coordinator

Annual Report for 2019-2020

Nelia Marcheski

Introduction:

The purpose of this office is to manage the School Based ACCESS Program (SBAP), optimizing reimbursement on behalf of the special education department. During 2019-20 the Access Coordinator has handled the responsibilities of the position competently obtaining a continuous stream of reimbursement throughout the school year while complying with program requirements set forth by Department of Human Services and PA Department of Education.

Review of Objectives:

The Access Coordinator's continuing objectives are the administration, oversight and management of the SBAP, including the direct service and Random Moment Time Study (RMTS) programs.

Direct Service Program: Prior to scheduled IEP meetings, the student demographic page in PowerSchool was updated to reflect the current status of the student's Medical Assistance (MA) and PA Medical Assistance Billing Parental Consent. IEPs for eligible students were reviewed, typically prior to the meeting and case managers were contacted when discrepancies in SBAP-eligible services were found, medical authorization forms were created and signature obtained by the physician or CRNP and EasyTrac was updated. Special transportation attendance logs were provided to First Student at the beginning of the year and updated prior to the start of each month. The Access Coordinator kept the paraprofessional spreadsheet updated by reviewing all Board reports and verifying information with the Personnel Department, building administration and special education teachers to provide service logs for students receiving one-on-one services. Nursing staff and our Licensed Clinical Social Worker received service logs for recording services provided to eligible students and EasyTrac rosters updated for SBAP-qualified speech teachers and psychologists to log services on-line.

All on-going objectives were met, tracking files updated timely, students entered and/or updated in EasyTrac, direct service providers entered and licensure/certification information updated in EasyTrac. Speech service logs for 2019-2020 were reviewed and approved prior to the end of the following month, nursing, social work and paraprofessional service logs, as well as special transportation claims were entered into Excel and uploaded on a monthly basis. Due to COVID-19, the

remaining service logs were not submitted until the beginning of June but were entered and submitted into EasyTrac by June 12, 2020. All IU Excel upload files received were reviewed and uploaded monthly, including the end-of-year file which was received, reviewed and uploaded on June 15, 2020. All vendor generated Exception Reports were reviewed and addressed in a timely manner. The Access Coordinator assisted families during the Medical Assistance application process and provided information to teachers, guidance and other staff when requested. The Coordinator has continued to maintain a good working relationship with special education staff, First Student, IU personnel and all other PVSD staff.

RMTS Program: The response rate for the 2019-2020 Random Moment Time Study (RMTS) was 98.15%. We received 53 moments of which 54 were responded to on time. One IU20 staff member did not respond to their moment despite repeated emails to the individual as well as the supervisors. Achieving the high response rate was due to daily monitoring and sending reminder e-mails. The quarterly staff pool rosters and calendars were submitted prior to the due date each quarter and PVSD and contracted IU staff were sent notification of their inclusion in our staff pool along with an explanatory e-mail prior to the quarter.

On behalf of the cost settlement process for 2018-2019 which was due 12/31/2019, the IEP Ratio, Specialized Transportation and One-Way Special Transportation Ratio were submitted to the Business Office prior to the due date. The Access Coordinator has maintained a good rapport with the Business Office which is critical for the SBAP.

The Annual SBAP Regional training session and appropriate webinars provided by the vendor, Public Consulting Group (PCG) and the Department of Human Services (DHS) were attended. Due to limited professional development days and the COVID-19 closure, only three 1st Aid/CPR Certification training sessions were held during the school year for 41 paraprofessionals. Fortunately, all remaining paras were certified through at least June 2020. Individual SBAP training sessions were held with paraprofessionals, speech and psychologists.

Special Objective:

This year's Special Objective was 1) shared responsibility for updating PowerSchool Special Education, including creating reports to support the Director of Pupil Services, the Special Ed Management Team and to maintain the health of PowerSchool. Responsible for support ticket submission and follow-up and participated in PowerSchool Advisory meetings. Also provided support for Special Education PIMS reporting for 12/01/2019 and ran the 6/30/2020 PowerSchool Special Ed Snapshot and worked closely with the Student Information Specialist on cleaning up the report for

submission. 2) Compiled, assembled and assisted in distributing the IEP Resource Guide and other Special Education materials to staff for the beginning of the 2019-2020 school year. 3) Complied paraprofessional and special education data from the 2013-2014 through 2019-2020 school year for the Director of Pupil Services. 4) Attended all Special Ed Management Team Meetings, assisted new special education staff and assisted in the move to Polk including moving special education student files. 5) Attended Special Ed meetings regarding Legally Defensible IEPs and other professional development sessions.

Summary:

The Access Coordinator has become an integral contributor to the special education department while continuing to improve processes and efficiency and optimize reimbursement through the program while maintaining a good relationship with all PVSD staff. The 2019-2020 school year has been a time of change, including the move to Polk and working through COVID-19 closure. The Director of Pupil Services has worked diligently to improve procedures and being a member of this process has been satisfying and provided growth. The 2019-2020 school year has been very rewarding and the cooperation of all special education staff and Administration towards the SBAP is greatly appreciated.

Office of the Coordinator of Child Accounting

Annual Report for 2019-2020

Viola Murphy

Introduction:

This office coordinates and performs duties related to the recording and reporting of student attendance and enrollment data; develops pertinent statistical reporting procedures; provides direction for record maintenance necessary for accuracy in accounting procedures with regard to student enrollment and attendance which are compliant with Pennsylvania School Code and Pennsylvania Department of Education requirements or those of other applicable agencies; and performs other related work such as the daily operation of student registration and Homeless Liaison. New for the 2020-2021 school year, I have been given the title of Foster Point of Contact (Foster Liaison), as well as additional duties of supervising Central Registration and working with Transportation during the time these duties were reassigned.

Continuing Objective:

Continue to update the duties of the Homeless Liaison with current legislative regulations. I have attended multiple McKinney Vento Liaison meetings at the state, regional and county levels and collected information regarding updated regulations and recommendations from the state. I have implemented all of the required changes and recommendations to enhance the services we provide to our homeless population.

I am a participant in the county committee working with the United Way and neighboring school districts, whose mission it is, to obtain and utilize grant monies for the purpose of assisting homeless families in our communities to obtain adequate housing with an emphasis on families experiencing emergency situations. Part of our focus will be concentrating on families with children that are elementary ages.

Special Objective:

The goal of my special objective is to establish, implement, update and streamline procedures that meet the State requirements for identifying homeless families with children that are not currently enrolled in the Pleasant Valley School District.

I have met with a representative from Pre K Counts and informed her of the McKinney Vento program and what our intentions are for supporting the homeless families that are in our community. We have opened a line of communications for Pre K Counts and the Pleasant Valley School District to work together to recognize families of children that are not school aged to be identified and supported.

I have successfully submitted our 2020-2021 state report for McKinney Vento students that we are currently providing services. We have provided initial support and ongoing support to these families, and keep in communication with them as well. In June we mailed out letters to each of these families requesting that they come to my office to complete paperwork in order for them to continue to receive McKinney Vento services for the 2019-2020 school year or to let us know they no longer have a need for services under McKinney Vento.

Summary:

The 2019-20 school year has been an excellent year through growth and change in the Pleasant Valley School District. State reporting practices change constantly which causes a constant need to verify and re-verify data both prior to and subsequent to our State reporting. I have been appointed to and have assumed the responsibility of the Foster Point of Contact (Foster Liaison) for the district which adds a substantial amount of responsibility and work to the duties I already have. I continue to communicate with other districts, agencies and foster parents that are involved with these students, in order that we may provide all foster students with the best service available, whether or not we are educating these students or only assisting in transporting them. I work closely with student registration on a daily basis, offering whatever assistance is needed and making necessary decisions to continue to provide any and all services we can. During this school year I have taken on additional responsibilities in the absence of my supervisor. In addition to the added duties, I have managed to continue to report every student with accuracy and in a timely manner to the state and every other entity I am required to report to.

I look to the 2020-2021 school year with enthusiasm and excitement in anticipation of the fresh new ideas of my new supervisor. I will continue work with integrity, loyalty and commitment to the Pleasant Valley School District and our community.

Office of Technology
Annual Report for 2019-2020

Mr. Alex Sterenchock, Network Administrator

Introduction:

This division oversees the operation of technology systems and services, and works with educators to support technology integration and web services. Its function is to provide the necessary resources for students and staff to accomplish their work in a timely and efficient manner. The department also supervises the Pleasant Valley Cyber Academy and works with students who seek an alternative method to traditional education. This office works closely with school administrators, counselors, educators, parents, and students to ensure all stakeholders are successful.

Summary:

It was a very busy year for the technology department. In addition to the 1,000 plus documented service tickets that were completed throughout the year, there were many upgrades to the telephone system, file servers, and student/office systems. In an effort to move to a one to one teaching and learning environment the department purchased switches and modules through the Federal E-rate program to upgrade our systems. The mixture of hardware and software will be implemented during the 2020-2021 school year.

This year about 440 students transitioned through the Pleasant Valley Cyber Academy. Because of this, the school district saved \$2,735,129.22 in subsidies. In addition, four academic awards were presented for the top honor cyber students in grades 9 through 12. Furthermore, about 40 students graduated this year from the cyber academy and the program continues to service both the traditional and blended cyber students. The 2019-20 school year was both busy and productive. The 2020-21 academic year will certainly bring new challenges as we continue to implement the goals and objectives of the school district.

Office of the Pleasant Valley High School Principal

Annual Report for 2019-2020

Matthew Triolo

Introduction:

Pleasant Valley High School continued on its positive trend throughout the 2019/2020 school year, even despite the fact that the school year was heavily impacted due to the COVID-19 pandemic. In terms of staff we welcomed Amy Bargiel as our new Supervisor of Special Education for grades seven through twelve, Christina Shoemaker as our new chorus teacher, Drew Meckes as our new industrial technology teacher, Ashley Thompson as our new family and consumer science teacher, Brandon Libro and Karla Guell as long term substitutes in english and foreign language, and Catherine Kurczeski as our new guidance secretary. A new educational initiative that was started this school year was our Project Lead The Way classes. Project Lead The Way provides transformative learning experiences for PreK-12 students and teachers across the U.S. that creates an engaging, hands-on classroom environment and empowers students to develop in-demand knowledge and skills they need to thrive. They offer three pathways: computer science, engineering, and biomedical science. This year we started the computer science and engineering pathway to a tremendous amount of success. Next year we will begin the biomedical science pathway, while introducing the next sequential class in the computer science and biomedical engineering pathway.

Another positive instructional change that took place this school year is that we implemented a new student schedule. The goal was to create more opportunities for our students to take more credits and classes. In Pennsylvania the limited amount of credits a student can graduate with is 21.5, and that is what we were requiring at Pleasant Valley High School. Through working and collaborating with our teachers, we adopted a 7 period day schedule where we are now offering our students 7 credit opportunities a year as opposed to the 6 credit opportunities we had been offering them in the past. This allows our students to now graduate with a maximum of 28 credits and gives them the opportunity to take 4 more classes in their high school career that our old schedule did not provide. We believe that the more classes we can provide for our students, the more educated they will leave our school when beginning their post-secondary careers.

Between our brick and mortar and cyber school students, our enrollment sat at around 1500 students. Our goal was to continue to provide our students a safe environment that is fun to learn in, and motivates them to come to school every day. We celebrate their successes and guide them through their

challenges. Unfortunately, our school year was cut short in person to the COVID-19 pandemic, but our teachers, staff, and students persevered through this. We finished the year strong. Students stayed connected with their teachers, advisors, and coaches via the Zoom meeting platform. We held virtual award ceremonies and honors induction ceremonies. We finished the year with every student receiving final grades, and all of our seniors graduating on a beautiful night in July at the Pocono Raceway. The end of the 2019/2020 school year certainly looked different than those in the past, but what made it special was the coming together and perseverance of our school and community.

Review of Objective:

To begin the school year the High School set an instructional goal to utilize formative assessments like never before to drive the day to day instruction in our classrooms. Before the school year began, administration met with every department chair and reviewed this school goal with them. The department chairs were then tasked to meet with their respective departments and create a more specific goal in regards to formative assessments, and this would be used as their “Professional Learning Community” goal for the year. During the second faculty meeting of every month, our departments would get together and discuss the data they gathered from their PLC, and from their make instructional decisions in regards to their student’s knowledge of the content. Our PLC’s were a tremendous success. Departments were creating common formative assessments that like courses were using, therefore when they would meet in their PLC’s they would have common data that could help make decisions to drive instructional practices. It is always the High School’s objective to make instructional goals meaningful and practical, and there is nothing more meaningful than using a mechanism on a day to day basis to see if your students learned the intended material.

Another instructional initiative we were very excited to get started this year was our “STREAM Week” initiative. The year prior, we developed the concept for a “STREAM Week” in which all of our students will choose an activity that presents a problem and that they must solve through building and working together. As a staff, we met monthly to set up “STREAM Teams”, gain an understanding as a group of the objective behind “STREAM Week”, create our problems we would present to our students, and then roll it all out during the 2nd week in April. Unfortunately, due to the COVID-19 pandemic, our efforts were cut short, but we have all the planning and materials we need in order to start and complete the process again once the pandemic is behind us. We very much look forward to having “STREAM Week” sometime in the near future at Pleasant Valley High School.

As referenced earlier, unfortunately our school year was abruptly halted by the COVID-19 pandemic. But with that being said, the most encouraging piece of the 2019/2020 school year was how

a community of educators came together to embark on a task that they probably never dreamed they'd have to do in their careers which is teach virtually. Our teachers were given two weeks off due to government orders from March 16th to March 29th, however we brought them all back from March 20th to April 3rd. In one week, through tireless professional development put together by administration with the assistance from our technology department and coaches, they were able to put together virtual Google Classroom platforms that would allow them to teach their students from their homes, and students to learn from their homes. It was truly remarkable. The days were no longer 7:00 AM to 2:30 PM. Teachers were spending all day posting assignments, grading assignments, making videos, and emailing students and parents. They didn't complain. They knew it was what had to be done, and they did it the best way they could. When not just our community, but our country, had their backs against the wall, our teachers stood up and were true heroes.

At this point we don't really know what next year is going to look like, but in terms of the effort, it will be much of the same from the Pleasant Valley High School community. Within the realm of the restrictions and guidelines set forth by the Pennsylvania Department of Education, we will provide the best education possible for our students. While we would like to give a better preview than this, with all this uncertainty, we simply cannot. We thank our teachers, students, and community for their fantastic efforts last year during such an unprecedented time. Much better things to come in 2020/2021!

Office of the Pleasant Valley Middle School Principal

Annual Report for 2019-2020

Jason Van Voorhis

Introduction:

The 2019-2020 school year held many challenges for our school district and for the middle school. In my first year as building principal, I was treated to a faculty that was a strong cohesive unit that held students as their first priority. It was great to see that even as times got challenging, the group never lost their vision of what was truly important – the student.

Summary:

In the beginning of the year, we began by asking 4 questions. What was working well? What could we improve? What are we doing that isn't effective? What should we be doing that we aren't? As we collected information from various stakeholders (parents, students, teachers, and staff members) we realized that there needed to be some adjustments.

The first thing we did was create two different committees. One was to look at the master schedule, the other was to work on the school climate. The master schedule, while effective was inefficient. We needed to make many adjustments to optimize instructional time and also to increase teacher efficiency. With monthly meetings, the group looked at many possible options and ultimately decided that a complete overhaul was justified. The new schedule was approved and adopted for the 2020-2021 school year. The scheduling committee will meet at the end of this year to reassess our schedule and once again ask the four questions.

The climate committee was proposed as a group that would focus on improving the social and emotional atmosphere of our building. The committee worked with the student organizations like National Junior Honor Society and Student Government and also our PTO. With the collaborations made, they were able to do multiple activities like the Fall Festival, Mini Thon, and school dances.

While our focus on improving our school never stopped, it certainly shifted gears when COVID - 19 hit. With the schools being physically shut down, the middle school staff and students adapted in a matter of weeks to shift into a full remote learning environment. While not perfect, it was a great example of the resiliency and flexibility the school displayed.

We are looking forward to another great school year while anticipating the need to continue with our flexibility.

Office of Pleasant Valley Intermediate School Principal

Annual Report for 2019-2020

Todd Breiner

Introduction:

The 2019-2020 school year was an unprecedented year that started with the implementation of many positive changes and additions at Pleasant Valley Intermediate School and ended in changes to education that will leave a lasting impression for many years to come. Approximately 1,010 students from fourth to sixth grade and 165 professional and support staff members implemented a new bell schedule and teaming structure. The schedule which was collaboratively created by the building Scheduling Committee adjusted the school day to a nine period day with lengthened periods. It also included the addition of a full year science and social studies curriculum and instruction and the addition of a “What I Need (WIN)” period that was used to provide students opportunities for remediation and enrichment in their day. Due to the global COVID-19 pandemic, school closed in March and transitioned completely to remote distance learning. This transformation that would have taken years to do in a traditional process was done in days.

Upon analysis of academic data from the 2018-2019 school year, it was determined that an emphasis would be placed on developing consistency and alignment in assessment practices throughout similar content areas and grade levels so that there was data that would be available to analyze collaboratively among similar content area teachers throughout the school year. To be able to effectively do this, Professional Learning Communities (PLCs) were organized and one faculty meeting per month was dedicated to this work. The building goal for the 2019-2020 school year was to develop and align common forms of assessments that effectively evaluate intended student learning outcomes and monitor the effectiveness of classroom instruction.

Based on results from staff feedback collected through a building end of year survey, it was determined that Pleasant Valley Intermediate would continue to work on improving school climate by enhancing shared decision making, examining current practices, and building trust with students, faculty, staff and community members through collaborative processes to make school improvements. The building had made great strides in this area during the 2018-2019 school year, but the work on school climate is not a once and down thing. Improvement takes time to build the trust and atmosphere necessary to accomplish a positive school climate and culture. The building goal in this area for the 2019-2020 school year was to continue to develop a learning community where faculty and staff

regularly collaborate, participate and contribute to an environment that enhances instructional practices, encourages respect and rapport, and promotes the success of the whole student.

The transition that occurred in the fourth marking period was one of sacrifice and perseverance. It was a testament to the support that the Pleasant Valley community provides on a regular basis in many different ways. It was not perfect, but it proved that when we work together, there is nothing that the Pleasant Valley community cannot accomplish. The transition could not have been done without the support of the Pleasant Valley School District Central Office and Pleasant Valley School District Board of School Directors. Thank you to all of our teachers and support staff for all of the time and effort in the transformation of education, our students for making the transition and learning a success, and most of all our families for taking on much of the burden in helping our students be success at home.

Review of Objectives:

The 2019-2020 school year was an unprecedented year for Pleasant Valley Intermediate School in many different ways. We started the year with the goal of implementing a new bell schedule. The long standing ten period day that incorporated shorter class periods and gave the impression and feeling of a quick pace while transitioning throughout the day was abandoned for an increased class time nine period day. The new schedule had multiple goals that it sought to accomplish. The overall goal of the building scheduling committee was to develop a schedule that better supported students, faculty, and staff at Pleasant Valley Intermediate School and one that could help improve the culture and learning environment while providing a more comprehensive/balanced experience. The implemented changes accomplished this goal by slowing the pace of instruction throughout the day with the increase of instruction time and decrease in transitions. It balanced instructional time in science and social studies by increasing the time in 4th and 5th grades from half year to full year instruction and added twenty-five minutes of instructional time per week in both content areas in 6th grade. It also provided a dedicated period of time in the schedule where students were able to remediate, enrich, and make-up work in the areas of need which was not previously available. Based on feedback from a staff survey after the implementation of the new schedule, 77% of the staff believed that the schedule was an improvement, 75% felt that there was a better balance of instructional time, 83% felt that there was an opportunity for more support of students in the new schedule, and 90% of the staff felt that the changes in the schedule successfully addressed the pace of instruction which helps to improve the culture and climate of the building and the social and emotional wellbeing of our students.

Academically, we continued to focus on academic growth in all subject areas. The 2019-2020 school year brought the addition of a new writing philosophy in our English Language Arts (ELA) program. The new writing program called *Units of Study for Teaching Writing* by Lucy Calkins complements the reading program that was added to our curriculum implementation in 2018-2019. Faculty professional development sessions were successfully completed to support the implementation of the program in all ELA classrooms. In mathematics, we took steps in transitioning from our current *Go Math* program to a new program with the implementation of pilot instruction in 4th and 5th grade in *Ready Mathematics*. The feedback received by teachers in this pilot was extremely positive and the areas of concern were addressed in the launch of *Ready Mathematics Classroom*, a different version of delivery that incorporates online and traditional instruction and assessment. In the area of social studies, curriculum was developed and implemented to extend the teaching from half year courses to full year courses in 4th and 5th grade. *The College, Career, and Civics C3 Framework for Social Studies State Standards* and *Pennsylvania Standards Aligned Systems* were used in this development. In science, curriculum was created for the full year extension of courses in 4th and 5th grade using the *Next Generation Science Standards (NGSS)*, *Pennsylvania State Standards*, and the *Pennsylvania Standards Aligned Systems* to help create this curriculum. Science professionals also identified a K-8 science program that would be piloted for the 2020-2021 school year. The program that was selected and approved was *Smithsonian's STC Elementary Curriculum*.

In analyzing PSSA and end of year benchmarking data from the 2018-2019 school year, there were still a number of areas for improvement that were identified. An attempt was made to draw correlation to specific instruction and assessment throughout the year. It was concluded that there needs to be increased development and alignment of assessments and practices so that data could be better analyzed and used to inform instruction in a consistent method. The building goal of developing and aligning common forms of assessments that effectively evaluate intended student learning outcomes and monitor the effectiveness of classroom instruction was established. One faculty meeting per month was dedicated to doing this work, and teams were led by department chairs and curriculum leaders during this PLC time. Each PLC established goals and began looking at their assessments. If they had common assessments in their content area, the common assessments were evaluated for effectiveness and adjusted if needed. Once this was completed, assessments were implemented and data from the assessments was collected and analyzed collaboratively so that conclusions could be drawn on how to increase student achievement. If common assessments were not in place in a content area, they were created collaboratively by PLC teams. This work was placed on hold when the pandemic closure

occurred. We will continue to align our assessments and practices in the 2020-2021 school year so that we can continue to make immediate student achievement decisions on instructional practices and plans.

Our continued work on improving school culture and climate had a goal of developing a learning community where faculty and staff regularly collaborate, participate and contribute to an environment that enhances instructional practices, encourages respect and rapport, and promotes the success of the whole student. This year, there were additional opportunities for shared decision making and building trust with students, faculty, staff and community members through collaborative processes such as building committees, Principal Student Advisory Council, student ambassadors, and collaboration with the PTO and other community members. Open transparent communication was provided throughout the school year to help communicate what is happening at PVI, the implementation of new safety protocols, and ultimately the transition to distance learning. Faculty and staff participated in 7 Habits of Highly Effective People training in preparation for the implementation of a new social and emotional learning system called *Leader in Me*. Action planning teams were organized and planning for the 2020-2021 implementation of *Leader in Me* had begun until the program was eliminated. The leadership team quickly switched planning efforts into developing a home-grown social and emotional learning initiative that will be implemented in the 2020-2021 school year using the Pleasant Valley School District Profile of a Graduate as the framework. The structure of the action planning teams remains intact despite the switch and will continue to work throughout the summer to prepare for implementation of this new initiative titled R.E.A.C.H.

On Friday, March 13, 2020 all Pennsylvania schools were closed due to the COVID-19 global pandemic. From March 13 through April 3rd, Pleasant Valley Intermediate School administration, faculty, and staff began planning, organizing, and developing distance learning as guidance continue to trend in the direction that we would be closed to in person instruction for the remainder of the school year. Being that this was unprecedented and something that no one was prepared for, the Pleasant Valley School District developed a Continuity of Education Plan that created a new model of education which ushered changes in just a few days to the mode of education that would normally take years. Our faculty united together teaching and supporting each other as they creatively planned and developed online content. On Monday, April 6th, the Pleasant Valley School District started the next chapter in our educational delivery to our students with the start of Distance Learning. Teachers continued to post online assignments and materials that provided new learning in each class. The material was posted in teacher created Google Classrooms, and flexibility was at the forefront of our planning and expectations due to the many different scenarios that everyone was dealing with during this time. Our essential goal was to provide continued new learning and meaningful feedback for students without creating additional

challenges and barriers to families so that we could minimize any educational gaps that could be potentially occurring during this time. Daily announcements and supports were available to students throughout the remainder of the school year. While we acknowledge that it was not perfect and there are many improvements that will be made, we would like recognize all of our faculty, staff, students, and families who worked so hard to make this adaptation and transition possible. The face of education will never be the same thanks to the lessons that we have learned through this process.

Summary:

The 2019-2020 school year began with many plans for improvement and change but ended in a way that was never expected. The Pleasant Valley Intermediate School successfully implemented a new schedule that addressed many long standing concerns and according to feedback has helped improve education for our students. Our faculty and staff implemented curriculum improvements in english language arts, math, science, and social studies. We have implemented a process through PLCs to analyze specific assessment data that is consistent on a regular basis to help us make instructional data informed decisions. Action planning teams are organized and developing plans for the implementation of a new building created social and emotional learning initiative that will help PVI improve school culture for many years to come. Pleasant Valley Intermediate School faculty successfully developed online distance learning content and administered instruction to students with the help of families. We continued the education of our students despite the barriers of a global pandemic and a stay at home order.

In conclusion, the Pleasant Valley Intermediate School had a very successful school year. Early in the pandemic I wrote, “I continue to take comfort in knowing that just last year, we faced an unprecedented emergency at Pleasant Valley Intermediate School in the form of mold remediation that severely impacted our school building, our staff, our students, and our community. The Pleasant Valley community rallied together at that time to support students and each other, put the pieces back together, and carried on. I know that we can and will do the same thing now.” That is exactly what happened. There is nothing that the Pleasant Valley community cannot do when we come together with a purpose and a goal. We look forward to a bright future for our school. There is still uncertainty as to what the 2020-2021 school year will bring, but our focus will be the health, safety, and welfare of all of our students, faculty and staff, continued improvement of our school culture and climate, and enhancement of student achievement through data informed decision making.

Office of the Pleasant Valley Elementary School Principal

Annual Report for 2019-2020

Roger Pomposello

Introduction:

Pleasant Valley Elementary School welcomed approximately 1,200 Kindergarten through 3rd grade students and over 200 professional and support staff members this year. I worked collaboratively alongside my assistant principals this year, Angela Borealo and Sabrina Albright, as we set forth on a transformational year. This year, we continued to change what learning looks like at PVE. From full-day kindergarten to departmentalized third grade to remote learning, PVE staff worked hard to provide students with excellent instruction based on student need.

Our STREAM initiative continued this year with STREAM Days for each grade level and a Family STREAM Night. Additionally, every student was able to routinely partake in STREAM activities now that STREAM is offered as a special area class.

PVE kept up with our focus on providing for the emotional well-being of our students and emphasis on the “whole child.” Since it was a success last year, the Crimson Dragon Martial Arts Academy returned with their anti-bullying assembly as our school participated in Unity Day, a national bullying prevention day. In addition to our sensory room, students also got to enjoy the new sensory path in the guidance hallway. Our school counselors delivered Second Step lessons for all grade levels. Second Step is a social-emotional learning program designed for our students to help them gain confidence, set goals, manage emotions, and more. Additionally, second and third grade students completed career awareness activities using Xello. The students explored their interests, skills, and jobs in their community.

This was an exciting year for PVE as we welcomed our first class of full-day kindergarten students. Our staff worked hard to balance the schedule and provide our students with an excellent full-day program. We are very impressed with the transformation our youngest PV Bears made this year. This was the first year of departmentalization in third grade. It was well received by both students and teachers. Teachers were able to specialize in their content areas, providing children with the best possible educational experience. Additionally, our third grade students were able to make connections with two teachers and are now better prepared for PVI!

2019-2020 Professional Development and Curriculum Updates:

The Pleasant Valley Elementary administrative team worked very closely with the PV curriculum department this year on several initiatives.

Dr. Susan Mowrer Benda, PVE administration, and PVE curriculum leaders launched professional development through utilizing PLCs (Professional Learning Communities). Teachers worked as teams and worked on professional development that was relevant to their grade level, subject area, student needs, and interests. Ms. Liddic and I continued to focus on student-centered instruction through the expansion of the Guided Math model in more classrooms. Observation and anecdotal data shows that this model provided students with hands-on, engaging, and differentiated instruction. We also monitored the pilot of the Ready Math program, which was well-received.

Ms. Hagerman and I were happy to see the Units of Study reading program officially rolled out in all K-3 classrooms. Teachers were supported through innovative professional development led by Dee Kloss. PVE administration attended these trainings as well. In addition to the training provided by Ms. Kloss, PVE utilized our Literacy Coach and pilot teachers to help support the professional growth of our staff throughout the process. The results of the implementation this year were positive, with strong evidence of student ownership and engagement.

As discussed earlier, PVE worked to support the social-emotional growth of our students. The Second Step curriculum was built into the 6-day cycle for all kindergarten students. Additionally, students in first through third grade also received instruction through the Second Step curriculum. Our school counselors worked closely with teachers, providing this instruction in the classroom. Students benefited from the ongoing interaction with their counselor and in learning about the strategies and concepts taught in the program.

Overview of Principal Student Learning Objective (SLO):

Throughout the 2019-2020 school year, the Student Learning Objective of the PVE Principal was:

ELA - At least eighty percent of 3rd grade students will increase their STAR Reading class scale score by 40 points and at least forty percent of 3rd grade students will increase their STAR Reading scale score by 80 points.

Math - At least eighty percent of 3rd grade students will increase their STAR Math class scale score by 40 points and at least forty percent of 3rd Grade students will increase their STAR Math scale score by 80 points.

Due to the COVID-19 pandemic and Governor Wolf's mandated closure of schools, STAR assessment data was not able to be collected for the end of the school year. Additionally, the provisions of Act 13 state that principals' evaluations shall be based solely on the Framework for Leadership Model. While the requirements of the SLO were waived, available data was still reviewed. Here are the student performance results based on mid-year testing.

ELA: 185 out of 268 students increased their scaled score by 40 points or more (69%). 143 out of 268 students increased their scaled score by 80 points or more (53%).

Math: 212 out of 270 students increased their scaled score by 40 points or more (79%). 122 out of 270 students increased their scaled score by 80 points or more (45%).

Based on the mid-year data, we are optimistic that our goals for the year would have been met. We are very proud of the work our students and staff put forth this year.

Summary:

The 2019-2020 school year will be one of the most memorable school years for staff and students. The first day of school was highlighted when I rang our PVE school bell to officially bring in the new school year. PVE welcomed in over 300 full-day kindergarteners! The PVE staff went above and beyond to make PVE a warm and nurturing environment for our 1200 students. Staff joined our kindergarten students as they ate lunch in our cafeteria for the first time. All staff helped our students feel comfortable and safe throughout the entire year. With strong involvement from our PTO and other PV schools, our students were supported at all levels. Whether it was a high school student reading to a class or a PTO sponsored event being held, it was evident that the PV community was supporting our students.

PVE faculty collaborated during PLCs to better serve our students. Our goal was to provide high quality education in a student centered format. Student achievement and student engagement were key focal points of our PLCs. PVE used a balanced curriculum to offer our students a well- rounded education. Students were asked to own their learning and collaborate with one another on a daily basis. As a result, student engagement was prevalent throughout the building. Students displayed great motivation to learn new content and get smarter! Classrooms were filled with students learning in a

hands-on manner and interacting with each other. Faculty and staff provided interesting lessons and a nurturing touch to help make PVE an innovative and exciting learning environment.

In March, PVE was challenged to respond to school closure orders that resulted from the COVID-19 pandemic. PVE adopted the online learning platform, Seesaw, to keep our students engaged in the learning process. Our students, parents, and faculty all learned this new platform together and in a supportive manner. I am proud of how everyone worked so hard and helped each other learn this new program. While remote learning does not fully replicate our brick-and-mortar environment, our staff made it a fun and enjoyable way to allow our students to learn.

As I reflect on our successes and the challenges from 2019-2020, I'm optimistic that PVE staff, students, and families will embrace our strengths as a community and provide PVE students with an excellent experience next school year as well.

Office of Director of Operations

Annual Report for 2019-2020

William E. Gasper

Introduction:

My position is Director of Operations since March 2019. My departments are responsible for overall general maintenance along with repairs and small renovations of facilities, building management, vendor pricing/cost control, cleaning/custodial, busing, food service and grounds. I have a hardworking staff who operate under a vision of commitment to quality, cost-effective measures, timeliness, and safety, supporting and respecting each other while striving to serve the district needs in the challenging and ever-changing school environment. These values are evident in the work we do every day.

Objectives:

- Work with other staff to formulate a 5-year plan that will continue to be updated according to the changing needs of the district, as required.
- Maintain a safe and healthy environment that meets regulations and codes, along with regular discussion in safety meetings.
- Oversee district projects, striving to keep costs/change orders at a minimum at all times.
- Assist in the interview process, to hire the most qualified staff.
- Budget planning with the business office, with the implementation of cost-saving measures, utilizing pros and cons, and long-term analysis.
- Communicate with the school board to assist them in the decision-making process.
- Continue to evaluate the safety of bus stops and any concerns, in collaboration with First Student Busing.

Summary:

Through the hard work of all operation department heads and staff, a safe and healthy environment was provided for all occupants of the Pleasant Valley School District, especially during this challenging year of the COVID-19 pandemic.

Some of the larger projects that were discussed and completed during the 2019-2020 school year along with the ones currently being worked on prior to the start of the 2020-2021 school year are:

- Modify several PVHS class rooms to make them more useful for the newly planned curriculum.

- Installed a new turf field in the stadium with better drainage along with cleaning and painting the track.
- Modified seven classrooms at PVE for all-day Kindergarten.
- Demolished and rebuilt the loading dock at PVI.
- Installed new burners in the boilers at PVI
- Cleaned all Uni-Vents, HVAC units, and duct work at PVE.
- Fixed and coat PVI roof and coat last two sections of roof at PVHS.
- Modified PVHS entrance to make it more safe and secure.
- Built a security room at the HS for our security personal.
- Fixed and coated the roof at Polk
- Renovated Polk's upper level area of the old section of the building for Pupil Services and Registration
- Refinished classroom and hall floors at Chestnuthill ES
- Start building Softball dugouts at the HS/ MS property.

Office of Director of Food Services
Annual Report for 2019-2020
Beverly Hendricks, Director of Food Services

Introduction:

The Director of Food Services leads the team of food service members to provide the students, faculty and staff of Pleasant Valley Healthy Nutritious Meals. The food service team consists of four Head Cooks and 37 Cafeteria Workers. We support learning through encouraging everyone to eat a healthy breakfast and lunches that are in compliance with the National School Lunch Program (NSLP), Pleasant Valley Wellness Committee and the Healthy Hunger Free Kids Act (HHFKA) as well as the Smart Snack (SS) Standards guidelines. Different studies found that students that eat healthy breakfast and lunch help fuel the mind in students for better learning. In order to participate in these various programs and committees we have to follow all the rules and regulations the Pennsylvania Department of Education (PDE) Food and Nutrition Division and the USDA have established. By maintaining our participation in the NSLP it allows families to apply for a reduced or free meal depending on their qualifications. We offer fresh fruits & vegetables along with whole grains, proteins and milk on a daily basis.

The Cafeteria Staff in our four schools take a lot of pride in making sure we are serving food safely in a clean facility daily. Every three years we are under audit by PDE evaluating the total food service operation from Menu Planning, Application Processing, Meal Pricing, and Menu/Production to ensure we are in compliance with the regulations to receive federal and state funding. We support professional associations with breakfast & lunches, field trips, and other various special functions. We make healthy birthday baskets for parents to purchase for students from kindergarten through sixth grades.

Review of Objectives:

For my Continuing objective this year was to integrate using student ID's at Pleasant Valley Elementary for the lunch program in the Cafeteria to decrease wait time, adding additional accuracy of student identification, speed of getting lunch because of the close timing schedule and allowing students more eating time for their lunch. I was able to work with Christmas City who currently supply our ids to all of our students to for the first time get student ids for the Kindergarten students. We developed time lines when these ids would be available closest to the start of school with just their names and later they produced another set of ids for all the students to have with their pictures on them. Mr. Pomposello, his

team of assistant principals, our Head Cook, Beth Archangel and myself met multiple times to work out as many different scenarios to help make it a smooth process for all day Kindergarten and the rest of the Elementary students. Together we worked out a plan with how we were going to accomplish students now using ids for lunch at all grades and how to get new ids for students that enrolled in the coming school year. The lunch numbers from 2018 for the months of August to December were: Free 6,286, Reduced 553, Paid 1,795 total 8,634. The lunch numbers from 2019 for the months of August to December were: Free 7,010, Reduced 449 Paid 2,353 total 9,812. That is in our meals served of 1,178 for that span of time. We also tested out this process in the High School and will be integrating this at all the schools in the 2020-2021 school year.

For my Special Objective I worked with the Business Office to analyze revenue, expenses, revamping the procurement process with ClearVu (Formerly with K12) and evaluating the staffing according to needs with the addition of Kindergarten. Create a cost effective budget that addresses the present school district needs with minimal impact to the PVSD taxpayers. To accomplish this, I became Vice President of the Lenorco group and I currently serve on the procurement committee. I was in charge of the paper bid and worked on the grocery bid with the committee to help decrease bid items to get the best value for our group and school district. We use ClearVu to make sure we are in compliance with Federal and State procurement procedures. ClearVu also sends the bids out and takes care of the advertising for all bids. By doing this, we will be in compliance for our upcoming CRE review.

Summary:

This year for us, as many was a challenging year. We started the year off well with accomplishing our id placement and working out the new procurement procedures. We served more meals at Elementary and costs were going well until COVID-19 hit. Our Food Service team learned how to be flexible with the daily changes that occurred. We did summer feeding, feeding the committee which we have never done in the past but day by day we learned it, accomplished it and felt we were serving an essential need for the community. The community thanked us with many cards and greetings. As the coming year approaches with uncertainty I know the Pleasant Valley Food Service team will be able to work with the rest of the team to help accomplish the goals our district sets.

As each year passes and especially this year, I see the Food Service Staff together work diligently as a team to try to keep costs down, share likes versus dislikes with students' taste, skills they have learned and trends with students. Cafeteria workers in a school district wear many hairnets when it comes to interacting with students, because they consistently see the students traditionally every day at meal time when students are not in a structured learning environment. We promote a positive work

environment to create a pleasant atmosphere for the students, faculty and staff daily. The Food Service Department is an integral part of the education process. It is and will always continue to be our goal to serve the students at Pleasant Valley healthy nutritious meals to fuel successful minds. Lastly, I am proud to be a part of a team that works together to promote successful students that are the future of America. It is always refreshing to hear our food service workers talk about the students and how well they know them and see them during the course of lunch and see the reaction of the children when spoken to. We are here for the kids and connecting with them is the first step to make it a successful program.